

# Executive Summary

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## Blueprint for Academic Excellence College of Arts & Sciences AY2019-2020

### 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 421 tenure-track faculty, 160 non-tenure-track faculty, 8,064 undergraduates, and 974 graduate students in a wide range of disciplines, offers 48 Bachelor's degrees, 40 Master's degrees and 21 Doctoral Programs, covers over 40% of all credit hours at USC and 93% of the Carolina Core. The college produced 123 PhDs in AY2018. The College of Arts and Sciences faculty are consistently recognized for their excellence in research, service, and teaching through various university, national, and international awards. In the past year, CAS faculty received 12 of the 15 university awards in research, service and teaching. The faculty also received fellowships and awards from national and international organizations including the AAAS, NEH, NSF, and Royal Historical Society.

### 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) - Social Psychology, Criminology, History, Political Science, Clinical Psychology, Statistics, Sociology, English, Mathematics, Chemistry and Earth Sciences

#### EXCELLENCE IN RESEARCH

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

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

#### VIBRANT COMMUNITY ENGAGEMENT

Public lecture series, artistic performances, community events



Lacy K. Ford Dean  
College of Arts and Sciences



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

University of South Carolina  
College of Arts & Sciences



# Blueprint for Academic Excellence

## College of Arts & Sciences

### AY2019-2020

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# Foundation for Academic Excellence

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## **Mission Statement**

The College of Arts and Sciences is a richly diverse community of faculty and students 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 experiences of graduate and undergraduate students, and to excelling in faculty research, scholarship, and creative activity. 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: 03/06/2019

## **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 - 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>Recruited and retained high caliber faculty</p> <p>Offered competitive start-up packages</p> <p>Encouraged faculty collaborations across disciplines</p> <p>Aggressively sought research funding</p> <p>Incorporated diversity and inclusion strategies across all CAS units</p> <p>Implemented strategies to support non-tenure track faculty</p> <p>Encouraged faculty to seek national fellowships and awards</p> <p>Offered competitive internal initiatives to support faculty and students</p> <p>Optimized CAS business and administrative processes</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 conducted 24 tenure track faculty searches and 10 non-tenure track faculty searches during the 2017-2018 academic year</p> |
| <b>Resources Utilized</b>                         | Non-recurring funding for faculty initiatives (primarily salary savings)  |
| <b>Goal Continuation</b>                          | Ongoing   |

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| <b>Goal Upcoming Plans</b> | <p>Revising Mathematics curriculum through newly created task force. 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 FY19</p> |
| <b>Resources Needed</b>    | Reallocation of existing resources   |
| <b>Goal Notes</b>          |  |

## Goal 2 - Provide innovative, inspiring, and effective instruction to undergraduate and graduate students

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|---|---|
| <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 of a liberal arts education  |
| <b>Status</b>                                     | Progressing as expected (multi-year goal)   |
| <b>Action Plan</b>                                | <p>Provided high quality, innovative instruction</p> <p>Optimized and improved instructional space</p> <p>Grew undergraduate enrollments and majors</p> <p>Developed new teaching strategies</p> <p>Increased instructional capacity in high-demand STEM courses</p> <p>Offered broad range of on-demand summer courses</p> <p>Developed innovative ways to deliver Carolina Core courses</p> <p>Increased collaboration with the SC Honors College</p> <p>Supported the Global Studies B.A.</p> <p>Met regularly with CAS undergraduate directors</p> <p>Increased collaboration with other Colleges and Schools</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 rotation 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  |

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| <b>Goal Continuation</b>   | Ongoing  |
| <b>Goal Upcoming Plans</b> | Expand activity of the Incubator for Teaching Innovation, featuring innovative teaching methods and sharing of new ideas<br>Focus on improving results of Math instruction at 100 and 200 levels<br>Work to enhance effectiveness of undergraduate Biology instruction |
| <b>Resources Needed</b>    | More, flexible classroom space   |
| <b>Goal Notes</b>          |  |

**Goal 3 - Develop communications campaign promoting a liberal arts education and advertising a variety of career options**

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| <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>•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 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>Collaborated with the Career Center and SC guidance counselors to promote career opportunities available to liberal arts and science majors</p> <p>Enhanced outreach and communication about CAS activities and initiatives</p> <p>Implemented structural curriculum changes and interdisciplinarity to enhance appeal of our degree programs</p> <p>Sponsored and promoted student participation in regional artistic events, public lectures and community events</p> <p>Provided opportunities for CAS majors to do research as undergraduates</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>Increased visibility of faculty as subject matter experts on local, state, national and international stages as well as in the @UofSC today newsletter through the efforts of the college's communications team</p> <p>Continued 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  |

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| <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:<br/>         videos of successful alumni, faculty leaders and interesting students<br/>         Launch a college e-newsletter<br/>         Create a college blog<br/>         Become more active on social media platforms, using student ambassadors and others</p> |
| <b>Resources Needed</b>    |  |
| <b>Goal Notes</b>          |  |

# Goals - Real Time

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Goals for the College of Arts & Sciences that are in progress for AY2019-2020.

## **Goal 1 - Build and support a diverse faculty who demonstrate excellence in teaching, research, scholarship, creative pursuits and community engagement**

|   |  |
|---|--|
| <b>Goal Statement</b>                             | 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 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>Recruit and retain high caliber faculty</p> <p>Offer competitive start-up packages</p> <p>Encourage faculty collaborations across disciplines</p> <p>Aggressively seek research funding</p> <p>Incorporate diversity and inclusion strategies across all CAS units</p> <p>Implement strategies to support non-tenure track faculty</p> <p>Encourage faculty to seek national fellowships and awards</p> <p>Offer competitive internal initiatives to support faculty and students</p> <p>Optimize CAS business and administrative processes</p> |

|                            |   |
|----------------------------|---|
| <b>Achievements</b>        | <p>Strategic investment in faculty and staff since 2016:</p> <ul style="list-style-type: none"> <li>•\$12M for new tenure-track faculty hires (salaries, fringe benefits, and start-up packages)</li> <li>•\$1.6M for faculty not on tenure track</li> <li>•\$6M in fulfilling commitments to faculty</li> <li>•\$0.5M in staff recognition</li> </ul> <p>Targeted investment of \$1.5M to support over 75 faculty through Dean's Initiatives since 2016:</p> <ul style="list-style-type: none"> <li>•Small Equipment Grants - 6 awards to purchase small equipment for use in research</li> <li>•Faculty Research Grants - 21 awards to support research</li> <li>•Faculty Travel Grants - 49 awards to faculty in matching funds to support conference travel</li> <li>•Graduate Stipend Enhancements - Awarded departments a stipend of \$4,000 per eligible graduate student to enhance stipend</li> <li>•Undergraduate Research Enhancements - Awarded \$1,000 to faculty to encourage and enhance undergraduate research</li> </ul> <p>Successfully hired 22 new tenure-track faculty and 14 new non-tenure-track faculty as a result of searches conducted during the 2017-2018 academic year. Identified opportunities to strengthen and diversify our faculty through spousal hires when possible</p> <p>As of February 15, 2019, the college is conducting 28 tenure track faculty searches and 3 non-tenure track faculty searches during the 2018-2019 academic year</p> <p>Provided 22 retention offers during the 2017-2018 academic year and successfully retained 12 faculty members (54% success rate) with proposed counteroffers</p> <p>Awarded 36 sabbatical leave applications in 2017-2018 for leaves taken during the 2018-2019 academic year.</p> <p>Required all search committee chairs and Affirmative Action Advocates to attend one of several search committee training sessions to receive information about hiring best practices</p> <p>Sponsored a trip for the CAS Associate Dean for Diversity to meet with diversity officers at two SEC schools to discuss the possibility of establishing an SEC database of minority doctoral candidates to facilitate recruitment</p> <p>Held a bootcamp for new Department Chairs</p> |
| <b>Resources Utilized</b>  | <p>Non-recurring funding for faculty initiatives</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>   | Ongoing   |
| <b>Goal Upcoming Plans</b> | <p>Continue targeted and strategic faculty hiring</p> <p>Continue optimization of HR, Budget and other administrative processes within college department and programs</p> <p>Continue to build on and enhance achievements</p>   |

|                         |  |
|-------------------------|--|
| <b>Resources Needed</b> | Summer semester revenue and reallocation of existing resources |
| <b>Goal Notes</b>       |  |

## Goal 2 - Provide innovative, inspiring, and effective instruction to undergraduate students

|   |   |
|---|---|
| <b>Goal Statement</b>                             | Provide innovative, inspiring, and effective instruction to undergraduate 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 undergraduate students including active learning and beyond the classroom experiences needed to succeed in the 21st century; 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>Provide high quality, innovative instruction</p> <p>Optimize and improve instructional spaces</p> <p>Grow undergraduate enrollments and increase retention of majors</p> <p>Develop new teaching strategies</p> <p>Increase instructional capacity in high-demand STEM courses</p> <p>Offer broad range of on-demand summer courses</p> <p>Develop innovative ways to deliver Carolina Core courses</p> <p>Increase collaboration with the SC Honors College and other colleges/schools</p> <p>Meet regularly with CAS undergraduate directors</p> |

|                            |  |
|----------------------------|--|
| <b>Achievements</b>        | <p>Collaborated with the Center for Teaching Excellence to develop more courses approved for online delivery (4 approved in 2018-2019)</p> <p>Supported the Global Studies B.A. through the College advising office and UAC advising office (140 declared majors in Spring 2019)</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>Increased overall summer enrollment by 4% between Summer 2017 and Summer 2018 (27% increase in online enrollment)</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. Established Math 141 and Math 142 coordinators, implemented gateway exams, and continued revision of the math placement exam. Better coordination between advisement and the student success center increased the number of students who utilize on campus resources to meet their math instructional needs.</p> <p>Created a new undergraduate advisement center in Biological Sciences that combines all instructors, first and second year advisors, the undergraduate director and support staff in one contiguous location.</p> <p>Continued hiring of NTT Instructors and Faculty to address course offerings in the sciences resulting in a more comprehensive and rapid response to needed course offerings during orientation and first year student admission</p> <p>Began the process of combining all Bachelor's and Master's degrees in the Department of Languages, Literatures, and Cultures into one B.A. and M.A. The new B.A. in Languages, Literatures, and Culture will allow students to concentrate in any language under the department's umbrella, and the new M.A. in Languages, Literatures, and Cultures will allow students to concentrate in Comparative Literature, French, or German.</p> <p>Created two new interdisciplinary minors: Medical Humanities and Culture; and Law and Society</p> <p>Launched the CAS Incubator for Innovative Teaching and implemented several pilot initiatives such as creating an Innovative Teaching Associates program for faculty and holding the first annual Gamecock Teaching Days</p> |
| <b>Resources Utilized</b>  | Non-recurring funds achieved through centralization of operations  |
| <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>Continue to focus on improving results of Math instruction at 100 and 200 levels</p> <p>Continue to work to enhance effectiveness of undergraduate Biology instruction</p> <p>Continue to build on and enhance achievements</p>   |
| <b>Resources Needed</b>    | <p>More flexible classroom space</p> <p>Funding</p>  |
| <b>Goal Notes</b>          |  |

### Goal 3 - Maximize beyond the classroom learning opportunities for undergraduates

|   |   |
|---|---|
| <b>Goal Statement</b>                             | Maximize beyond the classroom learning opportunities to broaden and enhance post-graduation opportunities for undergraduates  |
| <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 students including the active learning and beyond the classroom experiences needed to succeed in the 21st century; 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>Expand beyond the classroom learning opportunities</p> <p>Collaborate with Study Abroad Office to increase participation of CAS majors</p> <p>Actively seek additional external funds to support students studying abroad</p> <p>Maintain and expand collaboration with USC Connect Graduate with Leadership Distinction program</p>   |
| <b>Achievements</b>                               | <p>Initiated a competitive undergraduate research grant for all students enrolled in independent study</p> <p>Established two courses, COLA 390 and COLA 391 to allow students participating in internships external to USC to receive college credit and/or have it denoted on their transcripts</p> <p>128 students from CAS majors successfully completed GLD in 2018</p> <p>Created an administrative appointment, Director of Innovative Teaching and Experiential Learning Initiatives, within the new CAS Incubator for Teaching Innovation</p> <p>CAS administrators and advising staff met monthly with campus colleagues from USC Connect, the Undergraduate Research Office, Student Affairs and other units regarding the experiential learning initiative</p> <p>Developed new online forms to improve tracking of students enrolled in undergraduate research and independent study projects</p> <p>Developed, in collaboration with USC Connect, an experiential learning resource packet for distribution to departments</p> <p>Supported a faculty trip to the National Museum of African American History and Culture in Washington, D.C, to explore experiential learning opportunities for students</p> |
| <b>Resources Utilized</b>                         | Non-recurring funds achieved through centralization of operations   |
| <b>Goal Continuation</b>                          | Ongoing   |
| <b>Goal Upcoming Plans</b>                        | Continue to build on and enhance achievements   |
| <b>Resources Needed</b>                           |   |
| <b>Goal Notes</b>                                 | This goal incorporates 2018-2019 Blueprint Looking Ahead: Goal 1 - Maximize opportunity for CAS students to have Experiential Learning Opportunities  |

**Goal 4 - Recruit high caliber graduate students and provide high quality educational and research experiences**

|   |   |
|---|---|
| <b>Goal Statement</b>                             | Recruit high caliber graduate students of all backgrounds and provide high quality educational and state of the art research experiences 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 and research facilities to 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>Recruit and mentor high caliber graduate students</p> <p>Target PhD within 6 years</p> <p>Provide high quality educational and research experiences</p> <p>Identify professional development opportunities for graduate students</p> <p>Meet regularly with CAS graduate directors</p> <p>Promote participation in national or international meetings</p> <p>Encourage participation in the Preparing Future Faculty program</p> <p>Encourage participation in educational outreach programs</p> |
| <b>Achievements</b>                               | <p>Increased base stipend by \$2,000 effective 2019 for all newly recruited graduate students</p> <p>Offered 30 awards of \$4,000 each through a competitive program to improve stipends offered to top quality graduate students</p> <p>Office of the Dean provided additional funding to departments and programs to increase recruitment of top quality graduate students</p>  |
| <b>Resources Utilized</b>                         | <p>Efficient centralization of Honors College, On Your Time (OYT) and TFAC funds</p> <p>Research grant funding</p>  |
| <b>Goal Continuation</b>                          | Ongoing   |
| <b>Goal Upcoming Plans</b>                        | Continue to build on and enhance achievements   |
| <b>Resources Needed</b>                           | <p>More, flexible research space</p> <p>Funding</p>   |
| <b>Goal Notes</b>                                 | This goal incorporates 2018-2019 Blueprint Real Time Goal 1 - Provide innovative, inspiring, and effective instruction to undergraduate and graduate students   |

**Goal 5 - Communicate the value of liberal arts and sciences degrees to students, parents and the wider community**

|   |   |
|---|---|
| <b>Goal Statement</b>                             | Communicate the value of a liberal arts education and promote numerous career options for liberal arts and sciences 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>•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 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>Promote career opportunities available to liberal arts and sciences majors</p> <p>Enhance outreach and communication about CAS programs, activities and initiatives</p> <p>Implement structural curriculum changes and promote interdisciplinarity to enhance the appeal of our degree programs</p> <p>Sponsor and promote student participation in regional artistic events, public lectures and community events</p> <p>Provide opportunities for science majors to do research as undergraduates</p>  |
| <b>Achievements</b>                               | <p>Expanded the CAS undergraduate advising staff to improve advising and provide targeted information about career opportunities</p> <p>Effectively increased social media traffic to the college's Twitter account and Facebook page.</p> <p>Increased the visibility of faculty on local, state, national and international stages as subject matter experts as well as in the @UofSC today newsletter</p> <p>Continued 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</p> <p>Continued review of organization and content of CAS websites for internal and external audiences</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>                        | Continue to build on and enhance achievements   |
| <b>Resources Needed</b>                           |   |
| <b>Goal Notes</b>                                 | This goal incorporates 2018-2019 Blueprint Real Time Goal 2 - Develop communications campaign promoting a liberal arts education and advertising a variety of career options  |

## Goal 6 - Engage communities on campus and beyond to enhance recognition of CAS impact

|   |  |
|---|--|
| <b>Goal Statement</b>                             | Engage prospective students, parents, alumni and the community at large to improve recognition of CAS impact at the university, local, national and international level  |
| <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 to serve as a catalyst for positive change in the local community, the state, the nation, and the world  |
| <b>Status</b>                                     | Progressing as expected (multi-year goal)  |
| <b>Action Plan</b>                                | <p>Engage in active student and parent recruiting</p> <p>Enhance and expand college communications</p> <p>Engage our students and faculty in our communities</p> <p>Broaden and deepen alumni outreach/development including exploration of the creation of new alumni councils in key communities such as Charleston and the Greenville area</p> <p>Sponsor and promote CAS outreach activities</p> <p>Support faculty participation and presentations at relevant conferences</p>  |
| <b>Achievements</b>                               | <p>Increased CAS participation and faculty presence at all USC undergraduate student recruitment events</p> <p>Reorganized the CAS external relations office, hired a Director of Advancement and expanded the communications teams to improve messaging across the college</p> <p>Improved the quality and consistency of internal communications to CAS faculty and staff</p> <p>Increased opportunities for CAS faculty to engage with the Dean with regularly scheduled "Lunches with the Dean" and visits by Dean to departments and programs across the college</p> <p>Effectively increased social media traffic to the college's Twitter account and Facebook page</p> <p>Increased the visibility of faculty on local, state, national and international stages as subject matter experts as well as in the @UofSC today newsletter</p> |
| <b>Resources Utilized</b>                         | Normal budget and non-recurring funding  |
| <b>Goal Continuation</b>                          | Ongoing  |
| <b>Goal Upcoming Plans</b>                        | Continue to build on and enhance achievements  |
| <b>Resources Needed</b>                           | Recurring funding  |
| <b>Goal Notes</b>                                 | This goal incorporates 2018-2019 Blueprint Looking Ahead: Goal 2 - Enhance "Public Face" of College of Arts and Sciences   |

# Goals - Looking Ahead

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

## Goal 1 - Expand and improve educational quality for undergraduates

|   |   |
|---|---|
| <b>Goal Statement</b>                             | Expand and improve educational quality to prepare students to lead healthy, productive lives and to sustain economic growth and development   |
| <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, vision, and values of enhancing the academic experiences of each undergraduate student. The College of Arts and Sciences is committed to educating 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>                                     | Newly Established Goal  |
| <b>Action Plan</b>                                | Under the leadership of Dean Lacy Ford, the Senior Staff is developing several initiatives to enhance the academic experience for our undergraduate students through improved advising, expanded beyond the classroom opportunities, and targeted career planning for all degrees in the College of Arts and Sciences.                                      |
| <b>Achievements</b>                               |   |
| <b>Resources Utilized</b>                         |   |
| <b>Goal Continuation</b>                          |   |
| <b>Goal Upcoming Plans</b>                        |   |
| <b>Resources Needed</b>                           | Staff, space and funding  |
| <b>Goal Notes</b>                                 |   |

## Goal 2 - Identify and seek opportunities to invest in facilities

|   |   |
|---|---|
| <b>Goal Statement</b>                             | Identify and see opportunities to invest in facilities necessary to support the changing needs and demands of CAS faculty, staff and students   |
| <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> | Environment is critical to the success of our mission to improve the quality of education for our students  |
| <b>Status</b>                                     | Newly Established Goal  |
| <b>Action Plan</b>                                | <p>Dean Ford is working with the director of space and facility operations in the college to identify critical facility issues that affect instruction and research. Working in concert with the University's Facilities Planning Office, a more detailed plan will be developed for implementation</p> <p>Support the redevelopment of the Law building into the Chemistry Teaching Laboratory and the undergraduate chemistry lab space at PSC into biology teaching labs and classrooms</p> <p>Support the renovation of LeConte</p> |
| <b>Achievements</b>                               |   |
| <b>Resources Utilized</b>                         |   |
| <b>Goal Continuation</b>                          |   |
| <b>Goal Upcoming Plans</b>                        |   |
| <b>Resources Needed</b>                           | Staff, space and funding  |
| <b>Goal Notes</b>                                 |   |

# Academic Programs

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## 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.*

4 CAS courses were approved for distance delivery during the AY 2018-2019 (through March 2019):

- 
- SOCY 309 - Introduction to Social Inequality
- SOCY 330 - Sociology of the Paranormal
- SOCY 507 - Sociology of Social Control
- STAT 205 - Elementary Statistics for the Biological and Life Sciences

## 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.*

None

## Program Terminations

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

None

# Academic Initiatives

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## Experiential Learning for Undergraduates

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

Undergraduate students in CAS majors participate in a wide range of experiential learning programs both inside and outside the classroom. Our data suggest that many CAS majors participate in at least one study abroad, undergraduate research, and/or USC Connect activity. The actual numbers are likely higher, particularly for undergraduate research, as not all students and faculty report their involvement through the Office of Undergraduate Research.

Over the past academic year, ~4% of CAS majors participated in study abroad, with students from the sub-discipline areas of Art & Humanities, Social Sciences, and Math and Sciences participating at roughly proportional rates. CAS strongly supports study abroad opportunities, including conscientious advising designed to ensure that courses taken during a student's time abroad transfer back into the USC curriculum, minimizing any potential delays in graduation. CAS has been actively working with the University's Study Abroad program to ensure that students receive appropriate advising and rapid credit transfer upon return to the university. It should be noted that the expense of Study Abroad trips is a major impediment for many CAS students, limiting participation. The college has therefore been actively seeking external funds to support students studying abroad.

Undergraduate research is more common among natural sciences and mathematics majors and ~65% of those undergraduates participated in undergraduate research activities. Many of the disciplines in the arts and humanities, however, are experiential by nature and many of these activities 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 as these students work towards graduation. It is also common for students in science, social science, and humanities majors to double major or minor in one of these performing and exhibiting experiential areas, including theater production, band, orchestra and fine arts. CAS 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. This past year, CAS initiated a competitive undergraduate research grant for all students enrolled in Independent Study. Faculty may apply for up to \$1000 to support the lab supplies needed for undergraduate research. All students who fail to receive Magellan Research funding have their applications forwarded to CAS to facilitate the application process. In addition, CAS has established two courses, COLA 390 and COLA 391, that allow students participating in internships external to USC to receive college level credit and/or to have it denoted on their transcripts.

The college has also initiated an online Independent Study form that captures a suite of data regarding the Independent Study experience and facilitates better tracking by the Office of Undergraduate Research and USC Connect (see below).

Graduation with Leadership Distinction (GLD) comprises only a small percentage of total majors within CAS, even though it is highly likely that many students may easily qualify for this distinction. Ongoing activities in streamlining and capturing undergraduate engagement in research will facilitate increased participation. This past year, CAS expanded its involvement with USC Connect's Graduation with Leadership Distinction program, with 128 students from CAS majors successfully completed GLD in 2018. An increased number of CAS faculty served in leadership roles and as student mentors in the program.

Given the importance of experiential learning, the college redoubled its commitment to ensuring that

undergraduate students in all CAS majors participate in high-quality experiential learning opportunities (ELOs) both inside and outside the classroom. In 2018, the college created a new administrative appointment, Director of Innovative Teaching and Experiential Learning Initiatives, focused specifically on this goal. In this position, Dr. Christy Friend has worked closely with Associate Dean of Instruction and Community Engagement Dr Claudia Benitez Nelson to initiate the following:

- Monthly meetings with CAS administrators and advising staff, USC Connect, the Undergraduate Research office, Student Affairs and other units to learn about and provide input on the Provost's new initiatives in this area.
- Development and implementation of new online forms to improve tracking of students enrolled in undergraduate research and independent study projects.
- Development, in collaboration with USC Connect staff, of a resource packet with information about experiential learning and the university's ELO approval process, for distribution to departments.
- Meetings with individual departments and programs to identify existing course and non-credit offerings to be submitted for ELO approval, with a goal that each department will have at least one approved ELO offering within a year and that each department is aware of the range of ELO opportunities across campus.
- Outreach to units offering co-curricular opportunities on campus relevant to CAS students' interests, to encourage them, when appropriate, to pursue ELO approval. As a result of these efforts, five CAS courses have been approved by USC Connect as ELO, and dozens more proposals are in preparation.

## **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.*

Graduate assistantships include a stipend and tuition support 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. This year the Board of Trustees approved at \$1000 subsidy toward health insurance, which covers half the annual cost, thereby greatly improving the affordability of quality health insurance for our graduate students. 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. In addition, 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.

In addition to cutting-edge research, our faculty in the sciences actively publish in top-tier journals. Our faculty in the humanities and social sciences produce nationally and internationally recognized scholarly publications. Our faculty in the creative arts are recognized for their many contributions to society through art, dance, and theatre. 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*

The College of Arts and Sciences continues to develop strategies for recruitment and retention of faculty. As enrollment grows, faculty are necessary 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.

Aligning our faculty and curriculum to support a diverse student population continues to be a top priority of the college. It is well documented that student persistence and success improve when students identify with faculty members by whom they are taught and mentored. The college continues to identify opportunities for the close faculty-student relationships that define the educational experience through research opportunities and beyond-the-classroom experiences.

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 number of upcoming high school-aged students declines. 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 30 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.

# Faculty Population

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## Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

|   | <b>Fall 2018</b> | <b>Fall 2017</b> | <b>Fall 2016</b> |
|---|------------------|------------------|------------------|
| <b>Tenure-track Faculty</b>             | 421              | 458              | 463              |
| <b>Professor, with tenure</b>           | 182              | 200              | 187              |
| <b>Associate Professor, with tenure</b> | 147              | 162              | 176              |
| <b>Assistant Professor</b>              | 92               | 96               | 100              |
| <b>Librarian, with tenure</b>           | 0                | 0                | 0                |
| <b>Research Faculty</b>                 | 10               | 8                | 8                |
| <b>Research Professor</b>               | 2                | 2                | 2                |
| <b>Research Associate Professor</b>     | 5                | 4                | 4                |
| <b>Research Assistant Professor</b>     | 3                | 2                | 2                |
| <b>Clinical/instructional Faculty</b>   | 150              | 135              | 115              |
| <b>Clinical Professor</b>               | 0                | 0                | 0                |
| <b>Clinical Associate Professor</b>     | 4                | 3                | 3                |
| <b>Clinical Assistant Professor</b>     | 1                | 3                | 1                |
| <b>Instructor</b>                       | 140              | 125              | 107              |
| <b>Lecturer</b>                         | 3                | 4                | 4                |
| <b>Visiting</b>                         | 2                | 0                | 0                |
| <b>Adjunct Faculty</b>                  | 85               | 79               | 88               |

## 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)

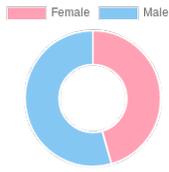
**Table 2. Faculty Diversity by Gender and Race/Ethnicity, Fall 2018, Fall 2017, and Fall 2016.**

|  | <b>Fall 2018</b> | <b>Fall 2017</b> | <b>Fall 2016</b> |
|--|------------------|------------------|------------------|
| <b>Gender</b>                                    | 581              | 601              | 586              |
| <b>Female</b>                                    | 265              | 261              | 253              |
| <b>Male</b>                                      | 316              | 340              | 333              |
| <b>Race/Ethnicity</b>                            | 581              | 601              | 586              |
| <b>American Indian/Alaska Native</b>             | 2                | 2                | 2                |
| <b>Asian</b>                                     | 53               | 54               | 49               |
| <b>Black or African American</b>                 | 30               | 28               | 26               |
| <b>Hispanic or Latino</b>                        | 27               | 27               | 25               |
| <b>Native Hawaiian or Other Pacific Islander</b> | 2                | 2                | 2                |
| <b>Nonresident Alien</b>                         | 17               | 15               | 16               |
| <b>Two or More Races</b>                         | 7                | 8                | 8                |
| <b>Unknown Race/Ethnicity</b>                    | 12               | 13               | 9                |
| <b>White</b>                                     | 431              | 452              | 449              |

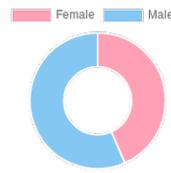
Illustrations 1 and 2 (below) portray this data visually.

## Illustration 1. Faculty Diversity by Gender

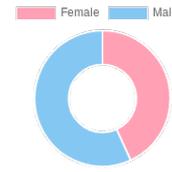
2018 Faculty Gender



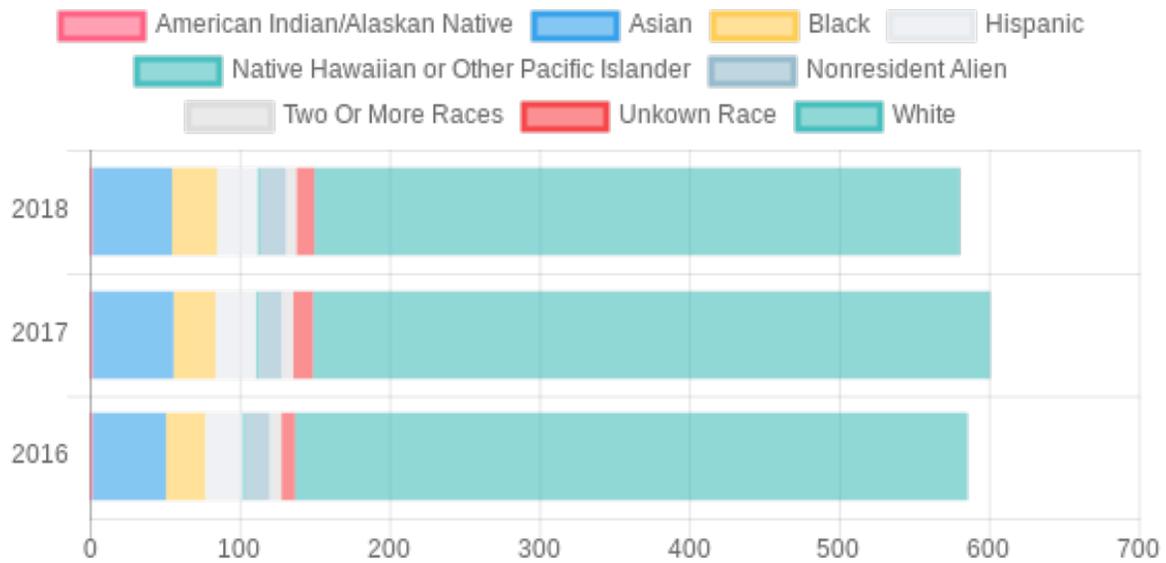
2017 Faculty Gender



2016 Faculty Gender



## Illustration 2. Faculty Diversity by Race & Ethnicity



# Faculty Information

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## 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 2018 (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.*

In FY2018, the College of Arts and Sciences continues to lead in grant funding. Our faculty continue to be recognized as high caliber and for their strong national and international reputations. Recent political events have impacted the funding efforts of all faculty across the nation, but our efforts are focused on becoming more successful with our submissions. The current state of research laboratory space continues to be an impediment to the recruitment of high quality faculty. The University is cognizant of the significant renovations needed to optimize research space in a tech savvy environment.

## Faculty Development

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

The College of Arts and Sciences has started exploring collaborative opportunities to provide a more formal faculty development program to include training for administration. For example, last year CAS instituted an administrative faculty training program for leaders and new administrators in the college.

A number of CAS faculty members take advantage of our institutional membership in the National Center for Faculty Development and Diversity, which includes a number of resources regarding the best practices of time-management, writing/research objectives, career/life balance, etc. Many of our departments and programs hold faculty retreats at the outset of the academic year. The English Department hosts a reception for faculty who have published books in the calendar year. The History Department runs several faculty reading groups and assigns mentors to tenure-track faculty. The Sociology Department provides internal advising, training, and regular pre-tenure meetings for its tenure-track faculty. The newly-created Ann Johnson Institute for Science and Technology Studies offers space for faculty to discuss articles for potential publication. All of the Science, Math, and Statistics Departments assign senior faculty members as mentors for new faculty and host weekly departmental seminars to promote external collaboration. Science, Math, and Statistics faculty are further provided course releases pre-tenure to help establish their research programs and many of these departments support travel to both research meetings and Early Career workshops. We should note that instructors are also engaged with departments and programs and are also often provided with support for professional development.

The College of Arts and Sciences has launched an Incubator for Teaching Innovation (ITI), directed by Dr. Christy Friend, that offers our faculty support for developing innovative ideas in the classroom and beyond that are designed to enhance student learning. Among the programs the ITI launched this past year was Gamecock Teaching Days. In this new annual event, some of our best, most creative faculty open their classrooms for colleagues to visit for the day so that observers can see different teaching styles, instructional practices, and learning environments. After each observation session, the Incubator provides coffee and other refreshments at

a nearby location, giving faculty and observers an opportunity to share their perspectives in an informal, follow-up conversation. The Institute also appoints associates to a two-year term and provides each with a modest stipend. This program provides an opportunity for selected faculty to receive support to pursue an innovative teaching project, participate in an interdisciplinary community of peers focused on teaching, help shape our programming, and serve as a resource and ambassador for their colleagues. CAS faculty members also conduct and participate in teacher training seminars. Our faculty also regularly participate in workshops at the university's Center for Teaching Excellence (CTE) and have pursued online teaching grants, among the other options supported by the CTE.

The College of Arts and Sciences now offers faculty research awards, which support faculty pursuing research opportunities during the fiscal year. Several of our departments, including the School of the Earth Ocean, & Environment, Political Science, Languages, Literatures, and Cultures, and English, offer their own faculty research awards; English sponsors two public lectures each year by each of their departmental research professors. A number of faculty members used their sabbatical leaves to conduct research both in the U.S. and abroad. The College of Arts and Sciences is the home to several centers focused on research, including the Institute for African-American Research, the Baruch Institute for Marine and Coastal Sciences, and the Center for Civil Rights History and Research.

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, including through our new CAS faculty travel awards, 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, teaching, and community. Faculty development, mentorship, and retention are top priorities for the College of Arts and Sciences, a commitment we have demonstrated through numerous programs and activities throughout the year.

## **Supplemental Academic Analytics Report**

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

# Teaching

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## 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:

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

**Table 4. Faculty-to-Student Ratio, Fall 2018, Fall 2017, and Fall 2016**

| Fall 2018 | Fall 2017 | Fall 2016 |
|-----------|-----------|-----------|
| 01:14.3   | 1:10.2    | 1: 13.4   |

## 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.

## Research Award Nominations

| <b>Recipient(s)</b> | <b>Award</b>  | <b>Organization</b>                            |
|---------------------|---|--|
| Vannucci, Aaron     | NSF CAREER Award  | National Science Foundation                    |
| Vannucci, Aaron     | Breakthrough Star   | University of South Carolina                   |
| Benicewicz, Brian   | Florida Award-American Chemical Society                                     | American Chemical Society                      |
| Speiser, Daniel     | Breakthrough Star   | University of South Carolina                   |
| Speiser, Daniel     | Distinguished Undergraduate Research Mentor                                 | University of South Carolina                   |
| Residman, David     | Distinguished Undergraduate Research Mentor                                 | University of South Carolina                   |
| Wilson-King, Dawn   | Distinguished Undergraduate Research Mentor                                 | University of South Carolina                   |
| Smith, Deanna       | Distinguished Undergraduate Research Mentor                                 | University of South Carolina                   |
| Madden, Ed          | Outstanding Public History Project Award-National Council on Public History | National Council on Public History             |
| Osokina, Elena      | Makariev Book Award   |  |
| Jelly-Schapiro, Eli | Carnegie Fellowship   | Carnegie Corporation                           |
| zur Loye, Hanno     | Herty Award-American Chemical Society                                       | American Chemical Society                      |
| Roberts, Jane       | Distinguished Undergraduate Research Mentor                                 | University of South Carolina                   |
| Twiss, Jeff         | Southeastern Universities Research Association Collaborative Research Award | Southeastern Universities Research Association |
| Elfenbein, Jessica  | Breakthrough Leadership in Research   | University of South Carolina                   |
| Camacho, Jorge      | USC Educational Foundation Research Award                                   | University of South Carolina                   |
| Tebbs, Josh         | Russell Research Award  | University of South Carolina                   |

|                        |   |  |
|------------------------|---|--|
| Tebbs, Josh            | International Statistical<br>Institute Fellow   | International Statistical<br>Institute                     |
| Hall, Kristy           | Black Theatre Alliance<br>Award   | Black Theatre Alliance                                     |
| Goblirsch, Kurt        | Russell Research Award  | University of South<br>Carolina                            |
| Lomicka-Anderson, Lara | Russell Research Award  | University of South<br>Carolina                            |
| Sklaroff, Lauren       | Russell Research Award  | University of South<br>Carolina                            |
| Lu, Linyuan            | Russell Research Award  | University of South<br>Carolina                            |
| Smith, Mark            | Fellow of the Royal<br>Historical Society   | Royal Historical Society                                   |
| Weist, Mark            | Russell Research Award  | University of South<br>Carolina                            |
| Angel, Michael         | Stone Award-American<br>Chemical Society  | American Chemical<br>Society                               |
| Myrick, Micky          | Outstanding SC Chemist<br>Award   | State of South Carolina                                    |
| Shustova, Natalia      | Marion Milligan Mason<br>Award for Women in<br>Chemical<br>Sciences-AAAS                                    | American Association for<br>the Advancement of<br>Science  |
| Wang, Qian             | Southern Chemist<br>Award   | American Chemical<br>Society                               |
| Benner, Ron            | Alfred Redfield Lifetime<br>Achievement<br>Award-Advancing the<br>Sciences of Limnology<br>and Oceanography | Advancing the Sciences<br>of Limnology and<br>Oceanography |
| Benner, Ron            | Russell Research Award  | University of South<br>Carolina                            |
| Bulusu, Subra          | Russell Research Award  | University of South<br>Carolina                            |
| Lang, Susan            | Breakthrough Star   | University of South<br>Carolina                            |
| Mousseau, Tim          | Breakthrough<br>Leadership in Research  | University of South<br>Carolina                            |
| Shaw, Tim              | South Carolina Chemist<br>of the Year   | State of South Carolina                                    |
| Kulkarni, Varsha       | Russell Research Award  | University of South<br>Carolina                            |
| Li, Zhenlong           | Breakthrough Star   | University of South<br>Carolina                            |

## Service Award Nominations

| <b>Recipient(s)</b> | <b>Award</b>   | <b>Organization</b>          |
|---------------------|--|------------------------------|
| Graciano, Andrew    | USC Educational Foundation Outstanding Service Award | University of South Carolina |
| Boggs, Carol        | USC Educational Foundation Outstanding Service Award | University of South Carolina |
| Loye, Hanno         | USC Educational Foundation Outstanding Service Award | University of South Carolina |
| Wang, Qi            | USC Educational Foundation Outstanding Service Award | University of South Carolina |
| Meade, Doug         | USC Education Foundation Outstanding Service Award   | University of South Carolina |

## Teaching Award Nominations

| <b>Recipient(s)</b> | <b>Award</b>  | <b>Organization</b>  |
|---------------------|---|--|
| Fairchild, Amanda   | Mungo Graduate Teaching Award   | University of South Carolina   |
| Wangwright, Amanda  | Mungo Undergraduate Teaching Award  | University of South Carolina   |
| Almor, Amit         | Mungo Distinguished Professor Award   | University of South Carolina   |
| Leier, Andrew       | Mungo Undergraduate Teaching Award  | University of South Carolina   |
| Epperly, Brad       | Mungo Undergraduate Teaching Award  | University of South Carolina   |
| Harrison, Conor     | Mungo Undergraduate Teaching Award  | University of South Carolina   |
| Hitchcock, David    | Mungo Undergraduate Teaching Award  | University of South Carolina   |
| Chen, Donna         | Mungo Distinguished Professor Award   | University of South Carolina   |
| McNulty, George     | Mungo Graduate Teaching Award   | University of South Carolina   |
| Ellis, Jean         | Mungo Graduate Teaching Award   | University of South Carolina   |
| Green, Jessica      | Mungo Undergraduate Teaching Award  | University of South Carolina   |
| Kalb, Judy          | American Association of Teachers of Slavic and East European Lanugages Teaching Award | American Association of Teachers of Slavic and East European Languages |

|                    |                                     |                              |
|--------------------|-------------------------------------|------------------------------|
| Shimizu, Ken       | Mungo Graduate Teaching Award       | University of South Carolina |
| Sklaroff, Lauren   | Mungo Undergraduate Teaching Award  | University of South Carolina |
| Sklaroff, Lauren   | Mungo Graduate Teaching Award       | University of South Carolina |
| Boylan, Matthew    | Mungo Undergraduate Teaching Award  | University of South Carolina |
| Filaseta, Michael  | Mungo Distinguished Professor Award | University of South Carolina |
| Davis, Northrop    | Mungo Distinguished Professor Award | University of South Carolina |
| Creswick, Richard  | Mungo Graduate Teaching Award       | University of South Carolina |
| Schneckloth, Sara  | Robert Foster Cherry Teaching Award | Baylor University            |
| Schneckloth, Sara  | Mungo Graduate Teaching Award       | University of South Carolina |
| Scotchie, Virginia | Robert Foster Cherry Teaching Award | Baylor University            |

## Other Award Nominations

| Recipient(s)       | Award                                    | Organization                 |
|--------------------|--|------------------------------|
| Benicewicz, Brian  | Carolina Trustee Professorship           | University of South Carolina |
| Tedeschi, David    | Carolina Trustee Professorship           | University of South Carolina |
| Osokina, Elena     | Carolina Trustee Professorship           | University of South Carolina |
| Pinckney, James    | Carolina Trustee Professorship           | University of South Carolina |
| Lovelace, Leslie   | Ada B. Thomas Outstanding Advising Award | University of South Carolina |
| Childs, Matt       | Ada B. Thomas Outstanding Advising Award | University of South Carolina |
| Miller, Matthew    | Ada B. Thomas Outstanding Advising Award | University of South Carolina |
| Petrushev, Pencho  | Carolina Trustee Professorship           | University of South Carolina |
| Scotchie, Virginia | Elizabeth O'Neil Verner Award            | State of South Carolina      |

# Faculty Awards Received

Faculty of CAS were recognized for their professional accomplishments in the categories of Research, Service, and Teaching.

## Research Awards

| Recipient(s)          | Award   | Organization  |
|-----------------------|---|---|
| Greytak, Andrew       | Breakthrough Star   | University of South Carolina                                  |
| Tang, Chuanbing       | Fellow of Royal Society of Chemistry  | Royal Society of Chemistry                                    |
| Patel, Dinyar         | National Endowment for the Humanities Fellowship                                  | National Endowment for the Humanities Fellowship              |
| Chen, Donna           | AAAS Fellow   | American Association for the Advancement of Science           |
| Poulain, Fabienne     | New Vision Award-Donors Cure Foundation   | Donors Cure Foundation  |
| Mandsager, John       | American Academy for Jewish Research Early Career Faculty Award                   | American Academy for Jewish Research                          |
| Edwards, Kathryn      | Vice President and President-Elect of Society for Reformation Research            | Society for Reformation Research                              |
| James, L. Allan       | Lifetime Achievement Award-Southeast Division-American Association of Geographers | American Association of Geographers                           |
| Brandt, Lydia         | Henry-Russell Hitchcock Award-Victorian Society in America                        | Victorian Society in America                                  |
| Smith, Mark           | Fellow of the Royal Historical Society  | Royal Historical Society                                      |
| Angel, Michael        | William F. Meggers Award-FACSS  | Federation of Analytical Chemistry and Spectroscopy Societies |
| Myrick, Micky         | Fellow of the Society for Applied Spectroscopy                                    | Society for Applied Spectroscopy                              |
| Karthikeyan, Mythreya | Breakthrough Star   | University of South Carolina                                  |
| Vasquez, Paula        | Breakthrough Star   | University of South Carolina                                  |
| Vasquez, Paula        | NSF CAREER Award  | National Science Foundation                                   |
| Amadon, Sam           | Breakthrough Star   | University of South Carolina                                  |
| Amadon, Sam           | Elected to South Carolina Academy of Authors                                      | South Carolina Academy of Authors                             |
| Bulusu, Subra         | Breakthrough Leadership in Research   | University of South Carolina                                  |
| Courtney, Susan       | Best Moving Image Book Award-Kraszna-Krausz Foundation                            | Kraszna-Krausz Foundation                                     |
| Cutter, Susan         | American Association of Geographers Fellow  | American Association of Geographers                           |
| Mousseau, Tim         | Russell Research Award  | University of South Carolina                                  |

|                    |                                     |                              |
|--------------------|-------------------------------------|------------------------------|
| Kulkarni, Varsha   | Breakthrough Leadership in Research | University of South Carolina |
| Scotchie, Virginia | Breakthrough Leadership in Research | University of South Carolina |
| Wang, Zhu          | Breakthrough Star                   | University of South Carolina |

## Service Awards

| Recipient(s)    | Award  | Organization                              |
|-----------------|--|---|
| Mitchell, Jerry | President's Award for Service to Geography Education-National Council for Geographic Education | National Council for Geographic Education |

## Teaching Awards

| Recipient(s)      | Award   | Organization   |
|-------------------|---|--|
| Epperly, Brad     | Mungo Undergraduate Teaching Award  | University of South Carolina   |
| Collins, Bradford | Mungo Distinguished Professor Award   | University of South Carolina   |
| Meaney, Evan      | Mungo Undergraduate Teaching Award  | University of South Carolina   |
| Kalb, Judy        | American Association of Teachers of Slavic and East European Lanugages Teaching Award | American Association of Teachers of Slavic and East European Languages |
| Adams, Richard    | Mungo Graduate Teaching Award   | University of South Carolina   |

## Other Awards

| Recipient(s)       | Award  | Organization                              |
|--------------------|--|---|
| Aerospace Studies, | #1 Medium Air Force Detachment in the nation                                   | US Air Force                              |
| Tang, Chuanbing    | Ada B. Thomas Outstanding Advising Award                                       | University of South Carolina              |
| Mitchell, Jerry    | Geographic Excellence in Media Award-National Council for Geographic Education | National Council for Geographic Education |

# Student Recruiting and Retention

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## 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 2018, 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 offered 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 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 to students who have been admitted to USC but have not yet committed fully. In spring '18, the University hosted 9,817 visitors (admitted student and parents) for Admitted Students Days. These students come to make their choices, and we play a significant role helping direct their final decisions. As with the Open Houses, the college offers faculty, staff and students to engage with the students and their parents.

Also, in the spring of each academic year, the Admissions Office hosts two Top Scholars Days. These are highly distinguished students who interview for the University's most prestigious merit awards. In 2018, the college had the opportunity to engage with 96 students and intensely discuss our majors and their potential.

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 2018, we had 87 students interested in the College of Arts and Sciences and had faculty and Flinn Hall advising staff representing the college.

In addition, each summer we also participate in Counselor Fly-in Day. This allows us the opportunity to engage one-on-one with high school counselors from across the country and discuss the merit of our programs. In 2018, our faculty and staff met with 20 counselors. We continue to engage with these counselors throughout the year via email.

## 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 UAC 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 2018, we brought in the largest incoming class in the history of USC, with 33% of the freshman class in majors in CAS, and 41% 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

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

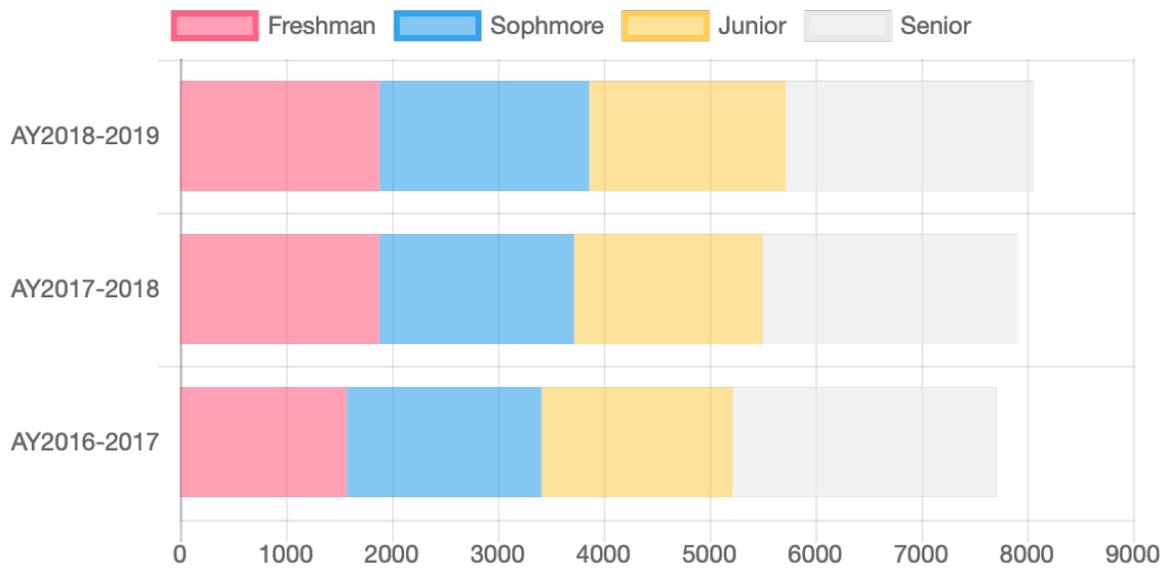
Note: Student enrollment and outcomes data are calculated by headcount on the basis of primary program of student only.

## Student Enrollment by Level & Classification

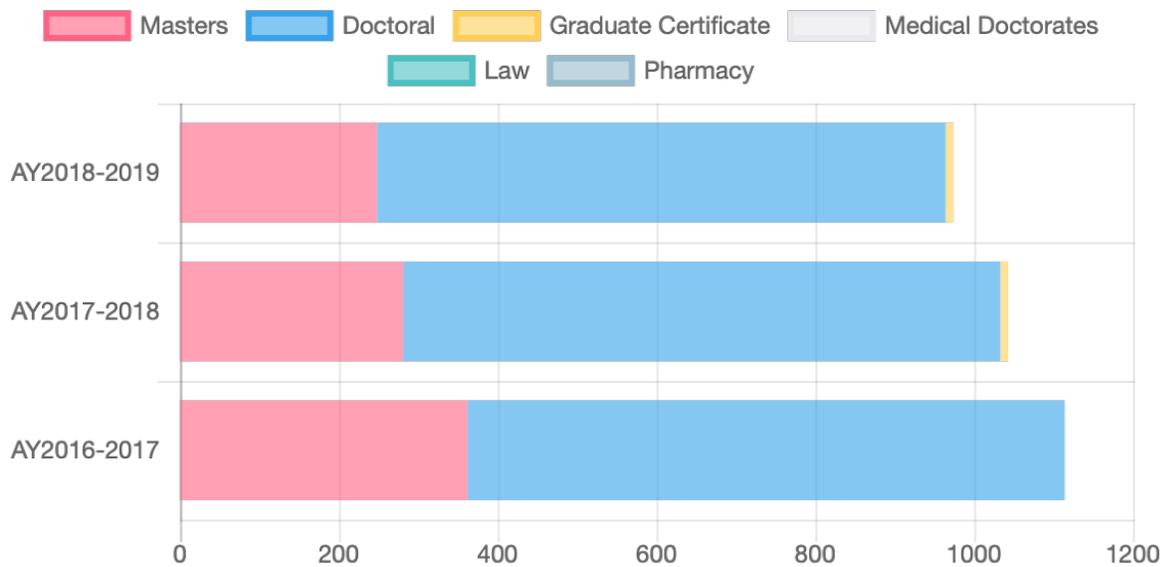
Table 5. Student Enrollment by Level & Classification.

|                                      | Fall 2018   | Fall 2017   | Fall 2016   |
|--------------------------------------|-------------|-------------|-------------|
| <b>Undergraduate Enrollment</b>      |             |             |             |
| <b>Freshman</b>                      | 1882        | 1881        | 1574        |
| <b>Sophomore</b>                     | 1983        | 1840        | 1840        |
| <b>Junior</b>                        | 1856        | 1778        | 1806        |
| <b>Senior</b>                        | 2343        | 2404        | 2493        |
| <b>Sub Total</b>                     | 8066        | 7903        | 7713        |
| <b>Graduate Enrollment</b>           |             |             |             |
| <b>Masters</b>                       | 248         | 281         | 362         |
| <b>Doctoral</b>                      | 716         | 752         | 752         |
| <b>Graduate Certificate</b>          | 10          | 10          | 0           |
| <b>Sub Total</b>                     | 974         | 1043        | 1114        |
| <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>9040</b> | <b>8946</b> | <b>8827</b> |

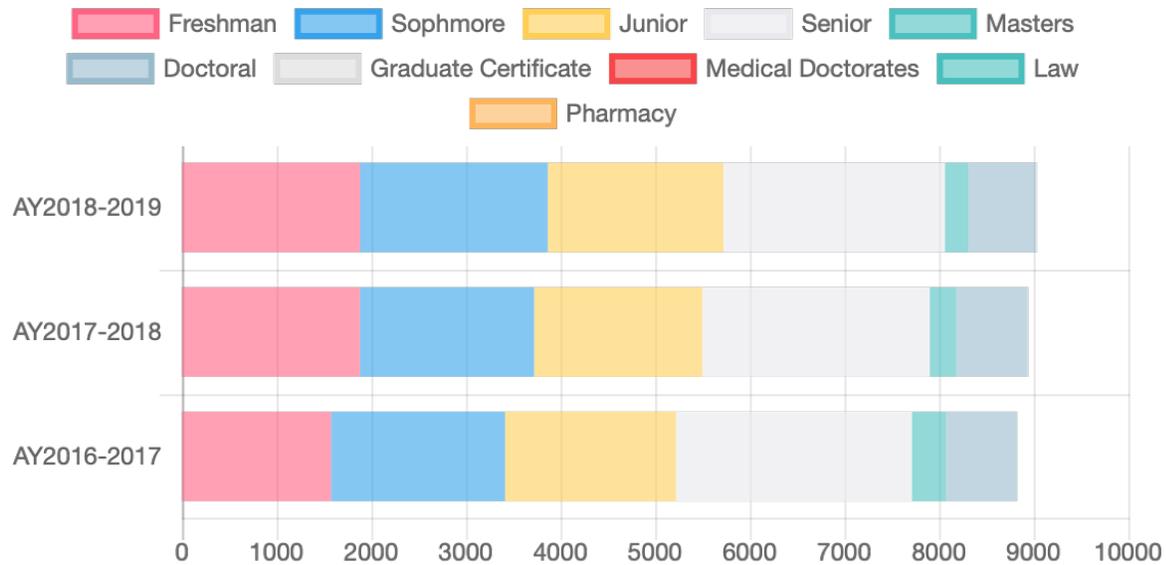
**Illustration 3. Undergraduate Student Enrollment by Classification**



**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 2018   | Fall 2017   | Fall 2016   |
|------------------------------|-------------|-------------|-------------|
| <b>Undergraduate</b>         | <b>8066</b> | <b>7903</b> | <b>7713</b> |
| Full-Time                    | 7684        | 7322        | 7304        |
| Part-Time                    | 382         | 581         | 409         |
| <b>Graduate/Professional</b> | <b>974</b>  | <b>1043</b> | <b>1114</b> |
| Full-Time                    | 843         | 866         | 928         |
| Part-Time                    | 131         | 177         | 186         |
| <b>Total - All Levels</b>    | <b>9040</b> | <b>8946</b> | <b>8827</b> |
| Full-Time                    | 8527        | 8188        | 8232        |
| Part-Time                    | 513         | 513         | 513         |

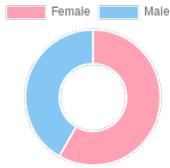
## Student Diversity by Gender

Table 7. Student Enrollment by Gender.

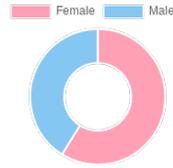
|                              | <b>Fall 2018</b> | <b>Fall 2017</b> | <b>Fall 2016</b> |
|------------------------------|------------------|------------------|------------------|
| <b>Undergraduate</b>         | <b>8066</b>      | <b>7903</b>      | <b>7713</b>      |
| <b>Female</b>                | 4705             | 4653             | 4379             |
| <b>Male</b>                  | 3361             | 3250             | 3334             |
| <b>Graduate/Professional</b> | <b>974</b>       | <b>1043</b>      | <b>1114</b>      |
| <b>Female</b>                | 477              | 513              | 532              |
| <b>Male</b>                  | 497              | 530              | 582              |

## Illustration 6. Undergraduate Student Diversity by Gender

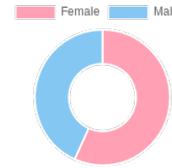
2018 Undergraduate Gender



2017 Undergraduate Gender

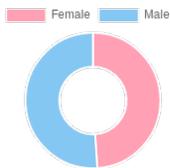


2016 Undergraduate Gender

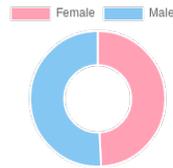


## Illustration 7. Graduate/Professional Student Diversity by Gender

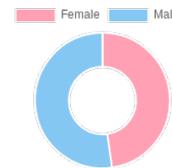
2018 Graduate Gender



2017 Graduate Gender



2016 Graduate Gender

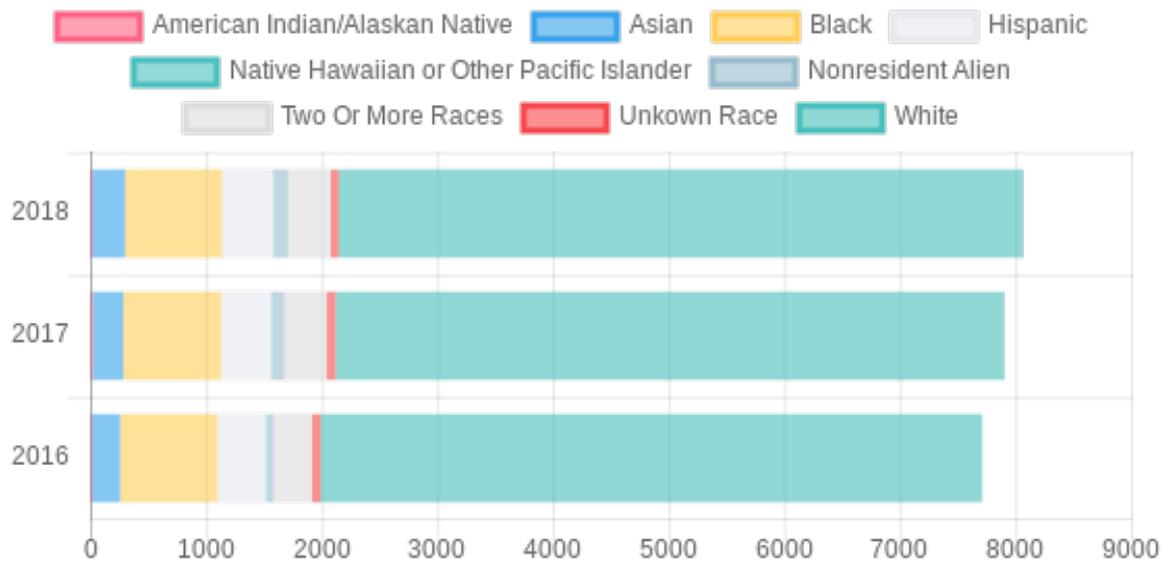


# Student Diversity by Race/Ethnicity

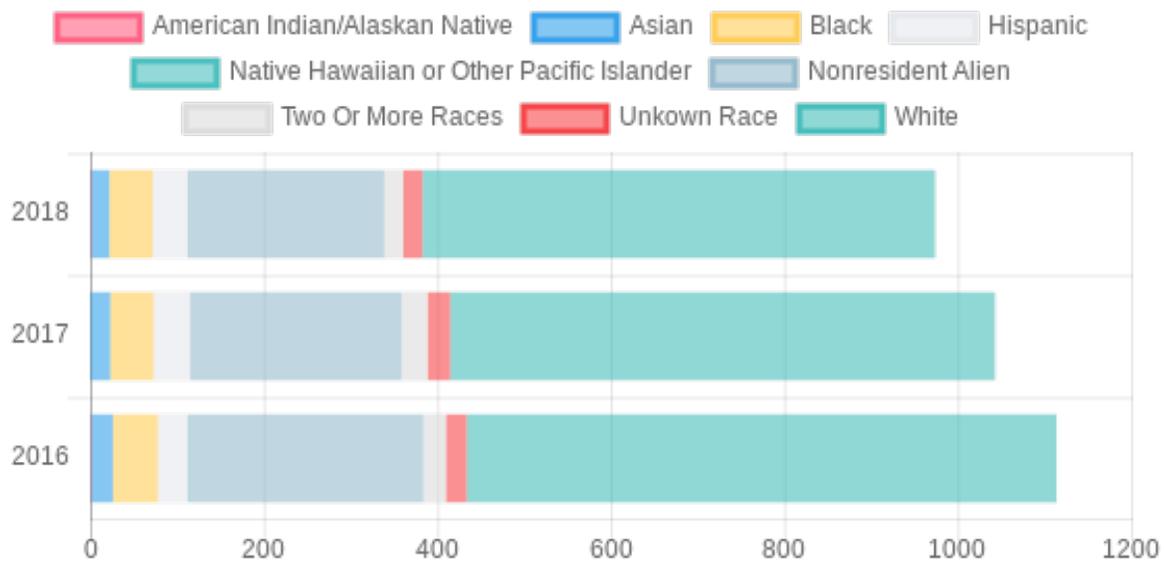
Table 8. Student Enrollment by Race/Ethnicity.

|  | Fall 2018   | Fall 2017   | Fall 2016   |
|--|-------------|-------------|-------------|
| <b>Undergraduate</b>                             | <b>8066</b> | <b>7903</b> | <b>7713</b> |
| <b>American Indian/Alaska Native</b>             | 19          | 21          | 18          |
| <b>Asian</b>                                     | 282         | 265         | 241         |
| <b>Black or African</b>                          | 838         | 846         | 842         |
| <b>Hispanic or Latino</b>                        | 444         | 433         | 415         |
| <b>Native Hawaiian or Other Pacific Islander</b> | 10          | 10          | 12          |
| <b>Nonresident Alien</b>                         | 119         | 102         | 56          |
| <b>Two or More Races</b>                         | 368         | 368         | 332         |
| <b>Unknown</b>                                   | 69          | 76          | 76          |
| <b>Race/Ethnicity</b>                            |             |             |             |
| <b>White</b>                                     | 5917        | 5782        | 5721        |
| <b>Graduate/Professional</b>                     | <b>974</b>  | <b>1043</b> | <b>1114</b> |
| <b>American Indian/Alaska Native</b>             | 1           | 0           | 1           |
| <b>Asian</b>                                     | 21          | 23          | 25          |
| <b>Black or African</b>                          | 50          | 50          | 52          |
| <b>Hispanic or Latino</b>                        | 40          | 42          | 34          |
| <b>Native Hawaiian or Other Pacific Islander</b> | 0           | 0           | 1           |
| <b>Nonresident Alien</b>                         | 227         | 244         | 271         |
| <b>Two or More Races</b>                         | 22          | 30          | 26          |
| <b>Unknown</b>                                   | 22          | 26          | 24          |
| <b>Race/Ethnicity</b>                            |             |             |             |
| <b>White</b>                                     | 591         | 628         | 680         |

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



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



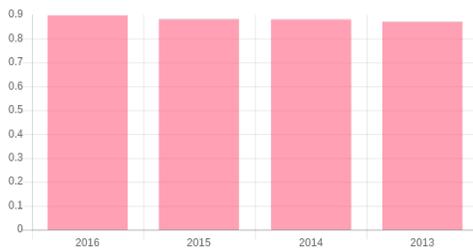
# Undergraduate Retention

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

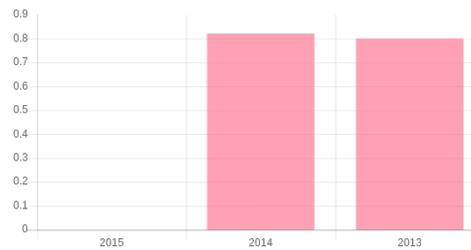
|                  | First Year | Second Year |
|------------------|------------|-------------|
| Fall 2016 Cohort | 89.7%      | N/A         |
| Fall 2015 Cohort | 88.1%      | N/A         |
| Fall 2014 Cohort | 88%        | 82%         |
| Fall 2013 Cohort | 87%        | 80%         |

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.

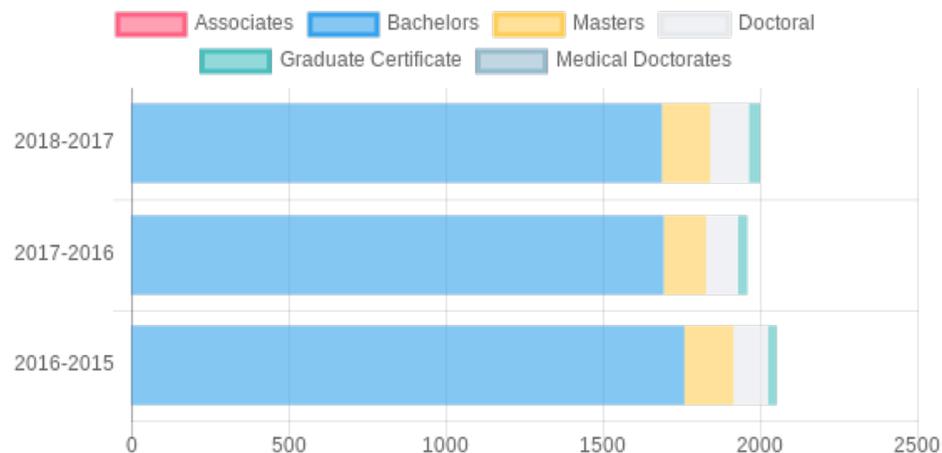
|              | 2011  | 2010  | 2009  |
|--------------|-------|-------|-------|
| 4-Year Same  | 43.4% | 40.6% | 41.2% |
| 4-Year Diff  | 17.9% | 14.4% | 13%   |
| 4-Year Total | 61.3% | 55%   | 54.2% |
| 5-Year Same  | 50.4% | 48.3% | 49.4% |
| 5-Year Diff  | 23.2% | 21.3% | 19.7% |
| 5-Year Total | 73.6% | 69.6% | 69.1% |
| 6-Year Same  | 51.1% | 50%   | 51.5% |
| 6-Year Diff  | 24%   | 22.1% | 21.3% |
| 6-Year Total | 75.1% | 72.1% | 72.8% |

## Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

|                      | AY2017-2018 | AY2016-2017 | AY2015-2016 |
|----------------------|-------------|-------------|-------------|
| Associates Degree    | 0           | 0           | 0           |
| Bachelors            | 1688        | 1694        | 1760        |
| Masters              | 154         | 135         | 156         |
| Doctoral             | 123         | 102         | 110         |
| Medical              | 0           | 0           | 0           |
| Law                  | 0           | 0           | 0           |
| Pharmacy Doctorate   | 0           | 0           | 0           |
| Graduate Certificate | 35          | 29          | 27          |

Illustration 11. Degrees Awarded by Level



# Alumni Engagement & Fundraising

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## Alumni

*Substantial activities, engagements, and initiatives with alumni, focusing on relationships and activities with alumni.*

To encourage involvement and input from the college's supporting community, the CAS Office of Advancement organized meetings of the Arts and Sciences Board of Visitors and the Columbia, South Carolina and Washington, DC Alumni Councils. 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 Councils suggest and develop ways to encourage alumni to stay connected to the college through programs, projects, and communication strategies. The Councils also assist with mentoring students and identifying internships, job, and study abroad opportunities for Arts and Sciences students.

To enrich the educational experience, the Office of Advancement is dedicated to helping CAS 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. Advancement connects the dots between alumni who want to help Arts and Sciences students explore and apply their studies in the world and students who are eager to work, study, and conduct research beyond the classroom.

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 its financial resources, which totals more than \$61 million.

Organizing and hosting events fosters an engaged Arts and Sciences community. During 2018-19 Advancement organized and hosted public lectures such as the Townsend Lecture, which brought as many as 300 attendees. 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. 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.

Maintaining contact with the community is also important. The Office of Advancement 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, including Fundraising and Gifts.*

\$800,000 commitment to renew the Bilinski Dissertation Fellowship program through Spring 2021.  
\$535,000 received to establish an endowed History professorship.  
\$110,000 gift-in-kind of 93 NC and SC gemstones for the McKissick Museum gem collection.  
\$75,000 commitment to establish the Dean Willie Lloyd Harriford Jr. Endowed Scholarship in African American Studies.  
\$50,000 commitment to endow a History undergraduate scholarship  
Successful 2018 Give for Garnet (i.e. "giving day") campaign, exceeding goal of 450 gifts and raising \$44,000 in support of CAS Beyond the Classroom initiatives and other specified CAS fund designations.  
\$39,000 received to supplement existing endowed Languages, Literatures & Cultures scholarship fund.  
\$35,000 gift-in-kind of 19 paintings in the James M. Steven Inventory to McKissick Museum.  
\$25,000 commitment to establish an endowed Statistics scholarship.  
\$50,000 commitment (currently closing) to establish an endowed Dance scholarship.  
\$50,000 commitment (currently closing) to the CAS Carolina Fund.  
\$25,000 commitment (currently closing) to establish an endowed Marine Science scholarship.

Developing a 2019 Give for Garnet campaign to further enhance CAS Beyond the Classroom initiatives.

Hired one Director of Development (major gifts) and promoted Assistant Director to Director of Development (major gifts).

Collaborated with Honors College on \$100 million Principal Gifts solicitation (currently pending) that would include expansion of McCausland Faculty Fellows program, a merit-based CAS scholarship program and the establishment of a Center for Liberal Arts and Sciences.

The McCausland Faculty Fellowship program which was established in 2013 as part of a \$10 million endowment from CAS alumnus Peter McCausland ('71) and his wife Bonnie currently supports 13 early career CAS faculty who bring innovation to their research and teaching.

# Community Engagement

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## Description

*Community engagement and community based research, scholarship, outreach, service or volunteerism conducted, 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 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 (See Appendix 7). The information contained in the appendix is only a snapshot of the wide-ranging community engagement activities conducted by the CAS during the 2018-2019 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 participate in community engagement activities and actively supports involvement by funding lectures, workshops, events, and small internal grants. 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

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## Internal Collaborations

The majority of the internal collaborations in 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, 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, and all schools/colleges across campus 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; College of 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:•

Matthew Simmons (Southern Studies): As Director of the Digital US South Initiative, he collaborates with faculty throughout USC, especially with Colleges of Arts and Sciences, Center for Civil Rights History, USC Libraries, and USC-Lancaster.•

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.•

Peter Duffy (Theatre and Dance), Dirk den Ouden (Public Health) and Krystal Werfel (Public Health) - impacts of drama on code switching (speech)•

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.•

Elaine Chun (English), Seung-Mo Jang (Information and Communications), Chin-Tser Huang (Engineering and Computing), and Jijun Tang (Engineering and Computing) - developing an open access, user-friendly tool to allow scholars and the public to study and document the spread and evolution of information shared over social media networks

## External Collaborations

•  
Collaborations with several government entities - SC Department of Juvenile Justice; SC Department of Natural Resources; SC Arts Commission; SC Department of Mental Health; The Chickasaw Nation in Oklahoma; National Institutes of Mental Health; National Park Service•

CAS Faculty have collaborated with over 170 US colleges and universities and over 78 international colleges and universities over the past year.•

PHIL - Large Hadron Collider Epistemology Project•

SCIAA - Research support assistance for FEMA-Disaster Response Network, SC Department of Natural Resources, US Marines, The Chickasaw Nation, Catawba India Nation, Bureau of Ocean Energy Management and the US National Park Service•

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•

Matthew Childs (HIST) - Recreation of the artwork of Jose Antonio Aponte, lead conspirator of 1812 Slave Rebellion in Cuba (with Ada Ferrer, New York University, and Laruent Dubois, Duke University)•

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 Mizielska, Department of Psychology, Polish Academy of Sciences (Poland).•

Andrew Leier (SEOE) - Reconstructing ancient transcontinental rivers to sub-Arctic seaways (with Alex Pullen, Clemson University, Amy Weislogel, West Virginia University, and Martin Pepper, University of Arizona)•

Tim Mousseau (BIOL) - International research collaborations of impact on animals in Chernobyl and Fukushima with over 20 universities and government entities in Ukraine, Belarus, Japan and United States•

John Richards (PSYC) - Near-infrared Spectroscopy (NIRS) recordings in infants and children in Gambia, Africa (with Katherine Perdue, Harvard University and Boston Children's Hospital and Charles Nelson, Harvard University and Boston Children's Hospital).•

Qi Wang (MATH) - Collaborative Research: Computational Modeling of How Living Cells Utilize Liquid-Liquid Phase Separation to Organize Chemical Compartments (with Jia Zhao, Utah State, and Greg Forest, UNC-Chapel Hill)

# Campus Climate and Inclusion

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## Campus Climate & Inclusion

*Activities unit conducted that were designed to improve campus climate and inclusion.*

This year, the college once again convened the CAS Diversity Committee to serve in an advisory capacity to the college's Associate Dean for Diversity, Interdisciplinary Programs, and Social Sciences (hereafter referred to as the "Associate Dean for Diversity"). The 40-member committee, which consists of students, faculty, and staff from across the college, meets as a full committee once a month, and in the interim as subcommittees, to propose initiatives that support and enhance (1) student recruitment, retention, and advancement (2) faculty recruitment, retention, and advancement (3) campus climate, inclusion, and engagement and (4) diversity training:

([https://www.sc.edu/study/colleges\\_schools/artsandsciences/internal/diversity/index.php](https://www.sc.edu/study/colleges_schools/artsandsciences/internal/diversity/index.php))

The committee recently submitted to the Dean several recommendations for activities that will commence this semester and continue into the following academic year, including a college-level kindness campaign, a faculty mentoring program, and several initiatives aimed at recruiting a more diverse student body and offering diversity training for students, faculty, and staff. Below, we summarize activities that have taken place since the last Blueprint report was submitted.

In the area of student recruitment, retention, and advancement, the Associate Dean for Diversity and a faculty member on the college's Diversity Committee attended a minority student recruitment fair held at Morris College, where they distributed materials and shared information with prospective students about graduate program offerings. The college offered financial support for a group of African American Studies faculty to visit the National Museum of African American History and Culture in Washington, D.C., to work out the logistics of an annual Fall Break experiential learning opportunity for students. The college also supported a Math Department proposal to install a plaque in LeConte College, honoring James Solomon as one of the first African American students to integrate the university. The Board's approval of the plaque will be announced this spring at an event celebrating diversity in the STEM fields, which is being organized by the Math Department and co-sponsored by the college.

With regard to faculty recruitment, retention, and advancement, the college once again required all search committee chairs and Affirmative Action Advocates to attend one of several search committee training sessions, where they received information about best practices in (diversity) hiring. This university-wide training session was modeled after a college-level training session organized by the College of Arts and Sciences the year before. At the request of the Chair of Biology, the college also supplemented the cost of an advertisement to reach a more diverse pool of applicants for one of their searches. The Associate Dean for Diversity met with several faculty candidates during campus visits to discuss diversity initiatives on campus. The college submitted an Excellence Initiative proposal aimed at recruiting more diverse faculty into the college and the college sponsored a trip for its Associate Dean for Diversity to meet with diversity officers at two SEC schools to discuss the possibility of establishing an SEC database of minority doctoral candidates to facilitate the recruitment and hiring of more diverse faculty across the SEC.

Much of the work done this year in the area of campus climate, inclusion, and engagement was handled on a case-by-case basis, as the college was made aware of various incidents via the Bias and Hate Incident Reporting system and other reporting mechanisms. The college also worked with Facilities and the Office of Diversity and Inclusion to convert two restrooms in one of its buildings into gender-neutral spaces. And in the wake of the Pittsburgh massacre, funds were provided to the German Club in the Department of Languages,

Literatures, and Cultures to create and distribute buttons condemning anti-Semitism.

As one of its training initiatives, the college held a New Department Chair boot camp, which included a presentation by the Associate Dean for Diversity on college and university-level diversity initiatives. Pursuant to the vision of the President and Provost to create a diversity infrastructure that works both horizontally and vertically, the college's Associate Dean for Diversity also served as an ambassador for many of the diversity initiatives that took place across campus. As co-chair of the Council of Academic Diversity Officers (CADO), she helped organize training sessions for CADO members. In collaboration with the other CADO co-chair, she also helped run the Inclusive Excellence at USC workshop for the Center for Teaching Excellence (CTE) Teaching Towards Inclusive Excellence (TTIE) certificate and served with a group of CADO members on the advisory board for this new certificate program.

The CAS Associate Dean for Diversity also served on a number of other diversity-related committees at the university level, including the President's Diversity and Inclusion Advisory committee, the Diversity Week planning committee, and the Campus Climate survey committee. She also assisted the Chief Diversity Officer and other members of CADO in establishing a set of strategic goals for Equity and Inclusion at the university level.

Individual units within the college also participated in a variety of activities aimed at improving campus climate and inclusion. Notable among these are:

- Participation on the University's Diversity and Inclusion Advisory Committee (DIAC), the Campus Climate survey committee, the CAS Diversity Committee, and department level diversity committees•
- Participation in CTE workshops for the TTIE Certificate, Safezone Training, EOP training, HR training, search committee training, and the Welcome Table initiative on race and reconciliation.•
- Panels, performances, screenings, and talks focused on diversity-related themes•
- Participation in faculty affinity groups and mentoring of student organizations aimed at creating a more diverse and inclusive campus community•
- Teaching a wide variety of diversity-related courses, including those that count towards the Diversity and Social Advocacy Graduation with Leadership Distinction (GLD) pathway•
- Retreats, receptions, and socials aimed at fostering a more positive and welcoming campus climate•
- Outreach efforts aimed at mentoring and recruiting students in underrepresented communities (including K-12 schools and Historically Black Colleges and Universities)A full list of the activities undertaken this past year by individual departments, programs, centers, and institutes in the College of Arts and Sciences may be found in Appendix 9.

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

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

# Concluding Remarks

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## Quantitative Outcomes

*Explain any surprises regarding data provided in the quantitative outcomes modules 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 continue 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.*

In the last year the College of Arts and Sciences has taken steps to make learning more accessible and approachable to our community. The Institute for Southern Studies received a \$66,000 grant from the William Brown Foundation to develop an app that will put the South Carolina Encyclopedia in the palm of your hand. The College is also a sponsor of the Justice for All Exhibit, which shares documents and artifacts from South Carolina's Civil Rights Era. The exhibit has garnered widespread and interdisciplinary attention by bringing in photographers, lawyers and professors to give free public lectures and also offers an online digitized version. By developing historic information to be communicated through new technologies, we balance both tradition and innovation.

English professor and director of the women's and gender studies program, Dr. Ed Madden has been named Columbia's poet laureate for a second term. He continues writing poems for the city and finding new ways to share poetry with the community. Most recently, he implemented the rain poetry project. Poems were spray painted around Columbia using a special ink that only reveals itself in the rain. This form of guerilla art shares local creativity and increases interest in our English program.

To foster community among teaching faculty on campus, the College's Incubator for Teaching Innovation has hosted several events that encourage conversation, celebration and development of groundbreaking teaching practices. These events are well attended and are making a change in the College's approach to the classroom. To continue the conversation and encourage innovation, the Incubator has launched a blog where faculty can find additional resources. The Incubator is currently accepting applications for its second class of teaching associates. Students benefit from the programs and success of the college. This year the College of Arts and Sciences is 5th in the nation for number of students receiving a bachelor's degree in Russian. Dr. Judy Kalb, associate professor of Russian, is an Incubator for Teaching Innovation teaching associate and a big advocate for the Russian program.

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

Office of Research  
Information Technology & Data  
Management

# College of Arts and Sciences

Fiscal Year 2018



## Summary of Extramural Proposal Submissions by Source FY2018

### Appendix 1

| PI Home Department              | Total Amt. First Year | Commercial     | Federal           | Other          | Private/Non-Profit | State            |
|---------------------------------|-----------------------|----------------|-------------------|----------------|--------------------|------------------|
| Anthropology                    | 224,196               |                | 4                 |                | 2                  |                  |
| Archaeology & Anthropology      | 753,099               |                | 12                | 1              |                    |                  |
| Baruch Institute                | 942,782               |                | 6                 |                | 1                  |                  |
| Biological Sciences             | 14,471,191            |                | 46                | 1              | 8                  | 5                |
| Center for Science Education    | 15,300                |                | 1                 |                |                    |                  |
| Chemistry & Biochemistry        | 12,259,452            | 7              | 63                | 1              | 13                 | 9                |
| Criminology & Criminal Justice  | 83,872                |                | 2                 |                |                    |                  |
| Earth & Ocean Sciences          | 2,706,445             |                | 24                |                | 3                  | 1                |
| English                         | 53,000                |                | 1                 | 1              | 1                  |                  |
| Env. & Sustainability Program   | 5,100                 |                |                   |                | 1                  |                  |
| Geography                       | 1,466,349             |                | 10                | 5              | 2                  | 2                |
| History                         | 485,407               |                | 4                 |                | 5                  |                  |
| Languages, Literatures, & Cult. | 17,366                |                |                   |                | 1                  |                  |
| Linguistics Program             | 49,361                |                | 2                 |                |                    |                  |
| Mathematics                     | 1,627,409             |                | 24                |                | 9                  | 2                |
| McKissick Museum                | 181,693               |                | 2                 |                | 1                  | 1                |
| Philosophy                      | 91,428                |                | 1                 | 1              |                    |                  |
| Physics & Astronomy             | 2,308,200             |                | 19                |                |                    | 3                |
| Political Science               | 31,030                |                | 2                 |                |                    |                  |
| Psychology                      | 13,011,441            |                | 28                |                | 8                  | 1                |
| School of Earth, Ocean & Env.   | 19,500                |                | 1                 |                | 1                  |                  |
| Sociology                       | 84,708                |                | 1                 |                |                    |                  |
| Statistics                      | 416,916               |                | 7                 | 1              |                    |                  |
|                                 |                       |                |                   |                |                    |                  |
|                                 |                       |                |                   |                |                    |                  |
| <b>TOTAL COUNT</b>              | <b>358</b>            | <b>7</b>       | <b>260</b>        | <b>11</b>      | <b>56</b>          | <b>24</b>        |
| <b>TOTAL AMOUNT FIRST YEAR</b>  | <b>51,305,245</b>     | <b>443,279</b> | <b>44,118,966</b> | <b>270,488</b> | <b>3,861,549</b>   | <b>2,610,963</b> |

## Extramural Funding by Source, Department, Faculty & Rank - FY2018

### Appendix 2

| PI Home Department                   | Dept. Total Funding | PI Name               | Primary Job Title/Rank  | Tenure Status | Total Funding | Commercial | Federal   | Local Govt. | Private, Non-Profit | State   |
|--------------------------------------|---------------------|-----------------------|-------------------------|---------------|---------------|------------|-----------|-------------|---------------------|---------|
| Anthropology                         |                     | DeWitte, Sharon       | ASSOC. PROFESSOR        | TENURED       | 54,601        |            | 54,601    |             |                     |         |
| Anthropology                         |                     | Fogle, Kevin          | CLASSIFIED              |               | 96,715        |            | 96,715    |             |                     |         |
| Anthropology                         |                     | Wagner, Gail          | ASSOC. PROFESSOR        | TENURED       | 212,155       | 212,155    |           |             |                     |         |
| <b>Total Anthropology</b>            | <b>363,471</b>      |                       |                         |               |               |            |           |             |                     |         |
| Archaeology & Anthropology           |                     | King, Adam            | RESEARCH ASSOC PROF     |               | 242,645       | 242,645    |           |             |                     |         |
| Archaeology & Anthropology           |                     | Smith, Karen          | CLASSIFIED              |               | 364,974       |            | 364,974   |             |                     |         |
| Archaeology & Anthropology           |                     | Smith, Steven         | RESEARCH ASSOC PROF     |               | 270,093       |            |           | 5,435       |                     |         |
| Archaeology & Anthropology           |                     | Stephenson, Donald    | CLASSIFIED              |               | 832,119       |            | 832,119   |             |                     |         |
| <b>Total Archaeology &amp; Anth.</b> | <b>1,709,831</b>    |                       |                         |               |               |            |           |             |                     |         |
| Art                                  | <b>2,000</b>        | Chametzky, Peter      | PROFESSOR               | TENURED       | 2,000         |            |           |             |                     | 2,000   |
| Baruch Institute                     |                     | Greenfield, Dianne    | ASSOC. PROFESSOR        |               | 36,053        |            | 36,053    |             |                     |         |
| Baruch Institute                     |                     | Miller, Gwen          |                         |               | 1,200         |            |           |             | 1,200               |         |
| Baruch Institute                     |                     | Morris, James         |                         |               | 694,334       |            | 694,334   |             |                     |         |
| Baruch Institute                     |                     | Plunket, Jennifer     | CLASSIFIED              |               | 99,102        |            | 99,102    |             |                     |         |
| Baruch Institute                     |                     | Quattro, Joseph       | PROFESSOR               | TENURED       | 55,534        |            | 55,534    |             |                     |         |
| Baruch Institute                     |                     | Smith, Erik           | RESEARCH ASST PROF      |               | 1,476,407     |            | 1,476,407 |             |                     |         |
| <b>Total Baruch</b>                  | <b>2,362,630</b>    |                       |                         |               |               |            |           |             |                     |         |
| Biological Sciences                  |                     | Berger, Franklin      | PROFESSOR               | TENURED       | 1,444,323     |            | 517,823   |             | 376,500             | 550,000 |
| Biological Sciences                  |                     | Boggs, Carol          | PROFESSOR               | TENURED       | 58,049        |            | 4,000     |             | 54,049              |         |
| Biological Sciences                  |                     | Chen, Hexin           | ASSOC. PROFESSOR        | TENURED       | 16,020        |            | 16,020    |             |                     |         |
| Biological Sciences                  |                     | Davis, Shannon        | ASST PROFESSOR          | TENURE-TRACK  | 21,975        |            | 21,975    |             |                     |         |
| Biological Sciences                  |                     | Ely, Berten           | PROFESSOR               | TENURED       | 318,451       |            | 318,451   |             |                     |         |
| Biological Sciences                  |                     | Fu, Zhengqiang        | ASST PROFESSOR          | TENURE-TRACK  | 487,567       |            | 487,567   |             |                     |         |
| Biological Sciences                  |                     | Helmuth, Brian        |                         |               | 3             |            | 3         |             |                     |         |
| Biological Sciences                  |                     | Kathrein, Katie       | ASST PROFESSOR          | TENURE-TRACK  | 508,657       |            | 508,657   |             |                     |         |
| Biological Sciences                  |                     | Krizek, Beth          | PROFESSOR               | TENURED       | 50,000        |            | 50,000    |             |                     |         |
| Biological Sciences                  |                     | Lizarraga, Sofia      | ASST PROFESSOR          | TENURE-TRACK  | 10,000        |            | 10,000    |             |                     |         |
| Biological Sciences                  |                     | Matesic, Lydia        | ASSOC. PROFESSOR        | TENURED       | 9,920         |            | 9,920     |             |                     |         |
| Biological Sciences                  |                     | Mousseau, Timothy     | PROFESSOR               | TENURED       | 79,500        |            | 79,500    |             |                     |         |
| Biological Sciences                  |                     | Patel, Priyanka       |                         |               | 145,200       |            |           |             | 145,200             |         |
| Biological Sciences                  |                     | Patel, Rekha          | PROFESSOR               | TENURED       | 292,705       |            | 292,705   |             |                     |         |
| Biological Sciences                  |                     | Pena, Maria           | ASSOC. PROFESSOR        | TENURED       | 137,750       |            | 137,750   |             |                     |         |
| Biological Sciences                  |                     | Pinckney, James       | PROFESSOR               | TENURED       | 674,601       |            | 674,601   |             |                     |         |
| Biological Sciences                  |                     | Poulain, Fabienne     | ASST PROFESSOR          | TENURE-TRACK  | 47,054        |            | 47,054    |             |                     |         |
| Biological Sciences                  |                     | Reisman, David        | PROFESSOR               | TENURED       | 94,975        |            | 94,975    |             |                     |         |
| Biological Sciences                  |                     | Richardson, Tammi     | PROFESSOR               | TENURED       | 35,731        | 35,731     |           |             |                     |         |
| Biological Sciences                  |                     | Rykczewski, Ryan      | ASST PROFESSOR          | TENURE-TRACK  | 56,070        |            | 56,070    |             |                     |         |
| Biological Sciences                  |                     | Sahoo, Pabitra        | POST-DOCTORAL FELLOW    |               | 67,500        |            |           |             |                     | 67,500  |
| Biological Sciences                  |                     | Smith, Terika         | POST-DOCTORAL FELLOW    |               | 93,641        |            | 93,641    |             |                     |         |
| Biological Sciences                  |                     | Tufford, Daniel       |                         |               | -67,402       |            | -67,402   |             |                     |         |
| Biological Sciences                  |                     | Twiss, Jeffery        | PROFESSOR               | TENURED       | 1,817,259     |            | 1,249,688 |             | 417,571             | 150,000 |
| <b>Total Biological Sciences</b>     | <b>6,399,549</b>    |                       |                         |               |               |            |           |             |                     |         |
| Center for Science Education         | <b>15,300</b>       | Jordan, Donald M.     | PROFESSOR               | TENURED       | 15,300        |            | 15,300    |             |                     |         |
| Chemistry & Biochemistry             |                     | Adams, Richard        | PROFESSOR               | TENURED       | 526,395       | 78,000     | 448,395   |             |                     |         |
| Chemistry & Biochemistry             |                     | Benicewicz, Brian     | PROFESSOR               | TENURED       | 449,142       | 115,726    | 333,416   |             |                     |         |
| Chemistry & Biochemistry             |                     | Berg, Mark            | PROFESSOR               | TENURED       | 292,688       |            | 292,688   |             |                     |         |
| Chemistry & Biochemistry             |                     | Brewer, William       |                         |               | 100,092       | 100,092    |           |             |                     |         |
| Chemistry & Biochemistry             |                     | Chen, Donna           | PROFESSOR               | TENURED       | 682,171       | 90,000     | 592,171   |             | 0                   |         |
| Chemistry & Biochemistry             |                     | Chruszcz, Maksymilian | ASSOC. PROFESSOR        | TENURED       | 159,855       |            | 159,855   |             |                     |         |
| Chemistry & Biochemistry             |                     | Dawson, John          | DISTINGUISHED PROFESSOR | TENURED       | 1,083         | 1,083      |           |             |                     |         |
| Chemistry & Biochemistry             |                     | Ferry, John           | PROFESSOR               | TENURED       | 280,001       |            | 280,001   |             |                     |         |
| Chemistry & Biochemistry             |                     | Garashchuk, Sophia    | ASSOC. PROFESSOR        | TENURED       | 49,654        |            |           |             |                     | 49,654  |
| Chemistry & Biochemistry             |                     | Greytak, Andrew       | ASST PROFESSOR          | TENURE-TRACK  | 40,819        |            | 40,819    |             |                     |         |
| Chemistry & Biochemistry             |                     | Hashemi, Parastoo     | ASST PROFESSOR          | TENURE-TRACK  | 539,309       |            |           |             |                     |         |
| Chemistry & Biochemistry             |                     | Jenkins, Laura        |                         |               | 27,568        |            | 27,568    |             |                     |         |
| Chemistry & Biochemistry             |                     | Karthikeyan, Mythreye | ASST PROFESSOR          | TENURE-TRACK  | 49,045        |            | 19,045    |             | 30,000              |         |
| Chemistry & Biochemistry             |                     | Murphy, Catherine     |                         |               | 74,519        |            |           |             |                     | 74,519  |

|   |                  |                         |                     |              |           |        |           |        |        |
|---|------------------|-------------------------|---------------------|--------------|-----------|--------|-----------|--------|--------|
| Chemistry & Biochemistry                  |                  | Myrick, Michael         | PROFESSOR           | TENURED      | 60,000    | 60,000 |           |        |        |
| Chemistry & Biochemistry                  |                  | Outzen, Caryn           | PROFESSOR           |              | 426,768   |        | 426,768   |        |        |
| Chemistry & Biochemistry                  |                  | Outzen, Franklin        | PROFESSOR           | TENURED      | 149,040   |        | 149,040   |        |        |
| Chemistry & Biochemistry                  |                  | Peryshkov, Dmitry       | ASST PROFESSOR      | TENURE-TRACK | 283,890   |        | 283,890   |        |        |
| Chemistry & Biochemistry                  |                  | Richardson, Susan       | PROFESSOR           | TENURED      | 350,408   |        | 350,408   |        |        |
| Chemistry & Biochemistry                  |                  | Shimizu, Ken            | PROFESSOR           | TENURED      | 367,491   |        | 307,491   |        | 60,000 |
| Chemistry & Biochemistry                  |                  | Shimizu, Linda          | PROFESSOR           | TENURED      | 39,144    |        | 39,144    |        |        |
| Chemistry & Biochemistry                  |                  | Shustova, Natalia       | ASST PROFESSOR      | TENURE-TRACK | 233,900   |        | 224,900   |        | 9,000  |
| Chemistry & Biochemistry                  |                  | Stefik, Morgan          | ASST PROFESSOR      | TENURE-TRACK | 106,674   |        | 106,674   |        |        |
| Chemistry & Biochemistry                  |                  | Tang, Chuanbing         | PROFESSOR           | TENURED      | 709,880   | 40,000 | 659,880   |        | 10,000 |
| Chemistry & Biochemistry                  |                  | Vogt, Thomas            | PROFESSOR           | TENURED      | 35,137    | 35,137 |           |        |        |
| Chemistry & Biochemistry                  |                  | Wang, Hui               | ASSOC. PROFESSOR    | TENURED      | 194,240   |        | 194,240   |        |        |
| Chemistry & Biochemistry                  |                  | Wang, Qian              | PROFESSOR           | TENURED      | 171,832   | 45,000 | 66,832    |        | 60,000 |
| Chemistry & Biochemistry                  |                  | zur Loye, Hans-Conrad   | PROFESSOR           | TENURED      | 3,320,434 |        | 3,320,434 |        |        |
| <b>Total Chemistry &amp; Biochemistry</b> | <b>9,721,179</b> |                         |                     |              |           |        |           |        |        |
| Criminology & Criminal Justice            | <b>25,100</b>    | Alpert, Geoffrey        | PROFESSOR           | TENURED      | 25,100    |        | 25,100    |        |        |
| Earth & Ocean Sciences                    |                  | Benitez-Nelson, Claudia | PROFESSOR           | TENURED      | 59,163    |        | 59,163    |        |        |
| Earth & Ocean Sciences                    |                  | Bulusu, Subrahmanyam    | PROFESSOR           | TENURED      | 242,000   |        | 242,000   |        |        |
| Earth & Ocean Sciences                    |                  | Kellogg, James          |                     |              | 3,750     | 3,750  |           |        |        |
| Earth & Ocean Sciences                    |                  | Knapp, Camelia          | PROFESSOR           | TENURED      | 295,607   |        | 295,607   |        |        |
| Earth & Ocean Sciences                    |                  | Knapp, James            | PROFESSOR           | TENURED      | 318,614   |        | 318,614   |        |        |
| Earth & Ocean Sciences                    |                  | Lakshmi, Venkataraman   | PROFESSOR           | TENURED      | 240,803   |        | 240,803   |        |        |
| Earth & Ocean Sciences                    |                  | Lang, Susan             | ASST PROFESSOR      | TENURE-TRACK | 165,372   |        | 165,372   |        |        |
| Earth & Ocean Sciences                    |                  | Moore, Willard          | PROFESSOR           | TENURED      | 44,067    |        | 44,067    |        |        |
| Earth & Ocean Sciences                    |                  | Owens, Thomas           | PROFESSOR           | TENURED      | 308,185   |        | 308,185   |        |        |
| Earth & Ocean Sciences                    |                  | Scher, Howard           | ASSOC. PROFESSOR    | TENURED      | 136,053   |        | 136,053   |        |        |
| Earth & Ocean Sciences                    |                  | Thunell, Robert         | PROFESSOR           | TENURED      | 17,351    |        | 17,351    |        |        |
| Earth & Ocean Sciences                    |                  | Torres, Raymond         | PROFESSOR           | TENURED      | 148,643   |        | 78,281    |        | 70,362 |
| Earth & Ocean Sciences                    |                  | Voulgaris, George       | PROFESSOR           | TENURED      | 290,208   |        | 290,208   |        |        |
| Earth & Ocean Sciences                    |                  | White, Scott            | PROFESSOR           | TENURED      | 19,517    |        | 19,517    |        |        |
| Earth & Ocean Sciences                    |                  | Wilson, Alicia          | PROFESSOR           | TENURED      | 256,874   |        | 254,038   |        | 2,836  |
| Earth & Ocean Sciences                    |                  | Yogodzinski, Gene       | ASSOC. PROFESSOR    | TENURED      | 242,635   |        | 242,635   |        |        |
| <b>Total EOS</b>                          | <b>2,788,842</b> |                         |                     |              |           |        |           |        |        |
| English                                   |                  | Cohen, Debra Rae        | ASSOC. PROFESSOR    | TENURED      | 6,000     |        |           | 6,000  |        |
| English                                   |                  | Dubinsky, Stanley       | PROFESSOR           | TENURED      | 2,000     |        | 2,000     |        |        |
| <b>Total English</b>                      | <b>8,000</b>     |                         |                     |              |           |        |           |        |        |
| Env. & Sustainability Program             | <b>5,100</b>     | Pournelle, Jennifer     | RESEARCH ASSOC PROF |              | 5,100     |        |           |        | 5,100  |
| Geography                                 |                  | Cutter, Susan           | PROFESSOR           | TENURED      | 32,815    |        |           | 32,815 |        |
| Geography                                 |                  | Dow, Kirstin            | PROFESSOR           | TENURED      | 994,162   |        | 994,162   |        |        |
| Geography                                 |                  | Hiscox, April           | ASSOC. PROFESSOR    | TENURED      | 137,694   |        | 137,694   |        |        |
| Geography                                 |                  | Mitchell, Jerry         | RESEARCH ASSOCIATE  |              | 96,925    |        |           | 27,500 | 69,425 |
| Geography                                 |                  | Wang, Cuizhen (Susan)   | PROFESSOR           | TENURED      | 24,981    |        | 24,981    |        |        |
| <b>Total Geography</b>                    | <b>1,286,577</b> |                         |                     |              |           |        |           |        |        |
| History                                   |                  | Coenen Snyder, Saskia   | ASSOC. PROFESSOR    | TENURED      | 21,052    |        |           | 21,052 |        |
| History                                   |                  | Donaldson, Bobby        | ASSOC. PROFESSOR    | TENURED      | 14,977    |        | 14,977    |        |        |
| History                                   |                  | Elfenbein, Jessica      | PROFESSOR           | TENURED      | 75,650    |        | 75,650    |        |        |
| History                                   |                  | Grace, Joshua           | ASST PROFESSOR      | TENURE-TRACK | 40,000    |        |           | 40,000 |        |
| History                                   |                  | Schulz, Constance       |                     |              | 402,610   |        | 402,610   |        |        |
| <b>Total History</b>                      | <b>554,289</b>   |                         |                     |              |           |        |           |        |        |
| Languages, Literatures, & Cult.           | <b>17,366</b>    | Van Fleit Hang, Krista  | ASSOC. PROFESSOR    | TENURED      | 17,366    |        |           |        | 17,366 |
| Mathematics                               |                  | Boylan, Matthew         | PROFESSOR           | TENURED      | 39,150    |        | 29,150    |        | 10,000 |
| Mathematics                               |                  | Cooper, Joshua          | PROFESSOR           | TENURED      | 35,000    |        | 35,000    |        |        |
| Mathematics                               |                  | Ju, Lili                | PROFESSOR           | TENURED      | 345,354   |        | 345,354   |        |        |
| Mathematics                               |                  | Lu, Linyuan             | PROFESSOR           | TENURED      | 71,069    |        | 71,069    |        |        |
| Mathematics                               |                  | Petrushev, Pencho       | PROFESSOR           | TENURED      | 314,406   |        | 314,406   |        |        |
| Mathematics                               |                  | Szekely, Laszlo         | PROFESSOR           | TENURED      | 35,000    |        | 35,000    |        |        |
| Mathematics                               |                  | Thorne, Frank           | ASSOC. PROFESSOR    | TENURED      | 52,838    |        |           | 52,838 |        |
| Mathematics                               |                  | Vasquez, Paula          | ASST PROFESSOR      | TENURE-TRACK | 288,106   |        | 288,106   |        |        |
| Mathematics                               |                  | Wang, Hong              | PROFESSOR           | TENURED      | 218,463   |        | 218,463   |        |        |
| Mathematics                               |                  | Wang, Qi                | PROFESSOR           | TENURED      | 240,765   |        | 180,765   |        | 60,000 |
| Mathematics                               |                  | Wang, Zhu               | ASST PROFESSOR      | TENURE-TRACK | 7,280     |        | 7,280     |        |        |
| <b>Total Mathematics</b>                  | <b>1,647,431</b> |                         |                     |              |           |        |           |        |        |
| McKissick Museum                          |                  | Przybysz, Jane          | PROGRAM DIRECTOR    |              | 132,814   |        | 25,000    |        | 25,464 |
| McKissick Museum                          |                  | Taylor, Saddler         | CLASSIFIED          |              | 7,000     |        | 7,000     |        |        |
| <b>Total McKissick</b>                    | <b>139,814</b>   |                         |                     |              |           |        |           |        |        |
| Naval Science                             | <b>3,000</b>     | Gordon, William         |                     |              | 3,000     |        | 3,000     |        |        |
| Philosophy                                |                  | Frey, Jennifer          | ASST PROFESSOR      | TENURE-TRACK | 59,566    |        |           | 59,566 |        |

|   |                   |                        |                    |              |                   |                  |                   |                |                  |
|---|-------------------|------------------------|--------------------|--------------|-------------------|------------------|-------------------|----------------|------------------|
| Philosophy  |                   | Khushf, George         | PROFESSOR          | TENURED      | 61,252            |                  |                   | 61,252         |                  |
| Philosophy  |                   | Knuuttila, Tarja       |                    |              | 90,790            |                  |                   | 90,790         |                  |
| <b>Total Philosophy</b>                           | <b>211,608</b>    |                        |                    |              |                   |                  |                   |                |                  |
| Physics & Astronomy                               |                   | Avignone, Frank        |                    |              | 341,191           |                  | 341,191           |                |                  |
| Physics & Astronomy                               |                   | Crawford, Thomas       | PROFESSOR          | TENURED      | 29,240            |                  | 29,240            |                |                  |
| Physics & Astronomy                               |                   | Gothé, Raif            | PROFESSOR          | TENURED      | 11,000            |                  | 11,000            |                |                  |
| Physics & Astronomy                               |                   | Gudkov, Vladimir       | PROFESSOR          | TENURED      | 65,000            |                  | 65,000            |                |                  |
| Physics & Astronomy                               |                   | Guisepppe, Vincente    | ASST PROFESSOR     | TENURE-TRACK | 23,969            |                  | 23,969            |                |                  |
| Physics & Astronomy                               |                   | Illeva, Yordanka       | ASSOC. PROFESSOR   | TENURED      | 43,452            |                  | 43,452            |                |                  |
| Physics & Astronomy                               |                   | Kulkarni, Varsha       | PROFESSOR          | TENURED      | 107,457           |                  | 107,457           |                |                  |
| Physics & Astronomy                               |                   | Kunchur, Milind        | PROFESSOR          | TENURED      | 87,835            |                  | 87,835            |                |                  |
| Physics & Astronomy                               |                   | Petti, Roberto         | ASSOC. PROFESSOR   | TENURED      | 28,802            |                  | 28,802            |                |                  |
| Physics & Astronomy                               |                   | Roberts-Pierel, Justin |                    |              | 12,000            |                  | 12,000            |                |                  |
| Physics & Astronomy                               |                   | Rodney, Steven         | ASST PROFESSOR     | TENURE-TRACK | 79,125            |                  | 79,125            |                |                  |
| Physics & Astronomy                               |                   | Schindler, Matthias    | ASSOC. PROFESSOR   | TENURED      | 150,000           |                  | 150,000           |                |                  |
| Physics & Astronomy                               |                   | Strauch, Steffen       | PROFESSOR          | TENURED      | 286,036           |                  | 286,036           |                |                  |
| Physics & Astronomy                               |                   | Tedeschi, David        | PROFESSOR          | TENURED      | 30,000            |                  | 30,000            |                |                  |
| <b>Total Physics &amp; Astronomy</b>              | <b>1,295,107</b>  |                        |                    |              |                   |                  |                   |                |                  |
| Political Science                                 |                   | Witko, Christopher     | ASSOC. PROFESSOR   | TENURED      | -14,047           |                  | 5,000             | -19,047        |                  |
| Psychology  |                   | Becker, Kimberly       | ASST PROFESSOR     | TENURE-TRACK | 61,423            |                  |                   | 61,423         |                  |
| Psychology  |                   | Booze, Rosemarie       | PROFESSOR          | TENURED      | 586,217           |                  | 586,217           |                |                  |
| Psychology  |                   | January, Stacy-Ann     | ASST PROFESSOR     | TENURE-TRACK | 9,978             |                  | 9,978             |                |                  |
| Psychology  |                   | Kenworthy, Tara        |                    |              | 1,250             |                  |                   | 1,250          |                  |
| Psychology  |                   | Mactutus, Charles      | PROFESSOR          | TENURED      | 1,135,375         |                  | 1,135,375         |                |                  |
| Psychology  |                   | McQuillin, Samuel      | ASST PROFESSOR     | TENURE-TRACK | 106,282           |                  |                   | 106,282        |                  |
| Psychology  |                   | Prinz, Ron             | PROFESSOR          | TENURED      | 1,047,400         |                  | 1,047,400         |                |                  |
| Psychology  |                   | Richards, John         | PROFESSOR          | TENURED      | 1,146,017         |                  | 1,146,017         |                |                  |
| Psychology  |                   | Roberts, Jane          | PROFESSOR          | TENURED      | 1,360,406         |                  | 1,360,406         |                |                  |
| Psychology  |                   | Rorden, Christopher    | PROFESSOR          | TENURED      | 267,996           |                  | 267,996           |                |                  |
| Psychology  |                   | Wandersman, Abraham    |                    |              | 61,110            |                  | 61,110            |                |                  |
| Psychology  |                   | Weist, Mark            | PROFESSOR          | TENURED      | 593,798           |                  | 329,158           | 219,640        | 45,000           |
| Psychology  |                   | Wilson-King, Dawn      | PROFESSOR          | TENURED      | -8,000            |                  | -8,000            |                |                  |
| Psychology  |                   | Zarrett-Kivita, Nicole | ASSOC. PROFESSOR   | TENURED      | 53,950            |                  | 53,950            |                |                  |
| <b>Total Psychology</b>                           | <b>6,423,202</b>  |                        |                    |              |                   |                  |                   |                |                  |
| Public Serv & Policy Res Inst.                    |                   | Lyle, Monique          | RESEARCH ASST PROF |              | 615,890           |                  | 567,697           |                | 48,193           |
| Public Serv & Policy Res Inst.                    |                   | Oldendick, Robert      | PROFESSOR          | TENURED      | 116,842           |                  | 116,842           |                |                  |
| <b>Total Public Service &amp; Policy Research</b> | <b>732,732</b>    |                        |                    |              |                   |                  |                   |                |                  |
| Religious Studies                                 |                   | Nguyen, Huong          | ASST PROFESSOR     | TENURE-TRACK | 95,637            |                  | 95,637            |                |                  |
| School of Earth, Ocean & Env.                     |                   | Ferster, Brady         |                    |              | 12,000            |                  | 12,000            |                |                  |
| School of Earth, Ocean & Env.                     |                   | Fuente, David          | ASST PROFESSOR     | TENURE-TRACK | 7,500             |                  |                   | 7,500          |                  |
| School of Earth, Ocean & Env.                     |                   | Lang, Susan            | ASST PROFESSOR     | TENURE-TRACK | 17,920            |                  |                   | 17,920         |                  |
| <b>Total SEOE</b>                                 | <b>37,420</b>     |                        |                    |              |                   |                  |                   |                |                  |
| Sociology   |                   | Brashears, Matthew     | ASSOC. PROFESSOR   | TENURED      | 90,961            |                  | 90,961            |                |                  |
| Sociology   |                   | Pfeffer, Carla         | ASSOC. PROFESSOR   | TENURED      | 95,605            |                  |                   | 95,605         |                  |
| Sociology   |                   | Simpson, Brent         | PROFESSOR          | TENURED      | 54,900            |                  | 54,900            |                |                  |
| <b>Total Sociology</b>                            | <b>241,466</b>    |                        |                    |              |                   |                  |                   |                |                  |
| Statistics  |                   | Edwards, Donald        | CLASSIFIED         | TENURED      | 22,875            |                  | 22,875            |                |                  |
| Statistics  |                   | Pena, Edsel            | PROFESSOR          | TENURED      | 48,899            |                  | 48,899            |                |                  |
| Statistics  |                   | Sims, Wilma            | CLASSIFIED         |              | 54,286            |                  |                   | 1,800          |                  |
| Statistics  |                   | Tebbs, Joshua          | PROFESSOR          | TENURED      | 98,594            |                  | 98,594            |                |                  |
| Statistics  |                   | Wang, Lianming         | ASSOC. PROFESSOR   | TENURED      | 8,010             |                  | 8,010             |                |                  |
| <b>Total Statistics</b>                           | <b>232,664</b>    |                        |                    |              |                   |                  |                   |                |                  |
| Women's Studies                                   |                   | White, Sharon          | CLASSIFIED         |              | 246,752           |                  | 246,752           |                |                  |
| <b>Total Funding FY2018</b>                       | <b>36,552,020</b> |                        |                    |              | <b>36,552,020</b> | <b>1,059,319</b> | <b>32,109,791</b> | <b>295,702</b> | <b>1,753,724</b> |
|   |                   |                        |                    |              |                   |                  |                   |                | <b>1,333,484</b> |

# Patents, Disclosures, and Licensing Agreements

## Appendix 3 - Fiscal Year 2018

| <b>COLLEGE OF ARTS &amp; SCIENCES</b> |   |   |  |   |
|---------------------------------------|---|---|--|---|
|                                       | <b>Invention Disclosures</b>                                  | <b>Provisional Patent Applications</b>              | <b>Non-Provisional Patent Applications</b>   | <b>Issued Patents</b>   |
| <b>TOTALS:</b>                        | <b>7</b>  | <b>2</b>  | <b>14</b>  | <b>16</b>   |
| <b>Department Breakdown</b>           |   |   |  |   |
| Biological Sciences                   | <b>0</b>  | <b>0</b>  | <b>0</b>   | <b>2</b><br>(ID no. 346, 454)   |
| Chemistry & Biochemistry              | <b>3</b><br>(ID no. 1289, 1327, 1328)                         | <b>1</b><br>(ID no. 1283)                           | <b>14</b><br>(ID no. 1106, 1289, 1243, 1159, 1218, 1225, 1215, 1241, 1254, 1117, 1232, 1226, 1181) | <b>12</b><br>(ID no. 1041, 1018, 1070, 969, 1106, 1097, 1133, 1141, 1058, 1146, 1005, 1016 (shared w/ Public Health)) |
| Mathematics                           | <b>1</b><br>(USC ID no. 1306)                                 | <b>0</b>  | <b>0</b>   | <b>0</b>  |
| Physics & Astronomy                   | <b>0</b>  | <b>0</b>  | <b>0</b>   | <b>2</b><br>(ID no. 1053, 1062)   |
| Psychology                            | <b>2</b><br>(USC ID no. 1291 (shared w/ Public Health), 1318) | <b>1</b><br>(ID no. 1291 (shared w/ Public Health)) | <b>0</b>   | <b>0</b>  |
| Visual Art & Design                   | <b>1</b><br>(ID no. 1321)                                     | <b>0</b>  | <b>0</b>   | <b>0</b>  |

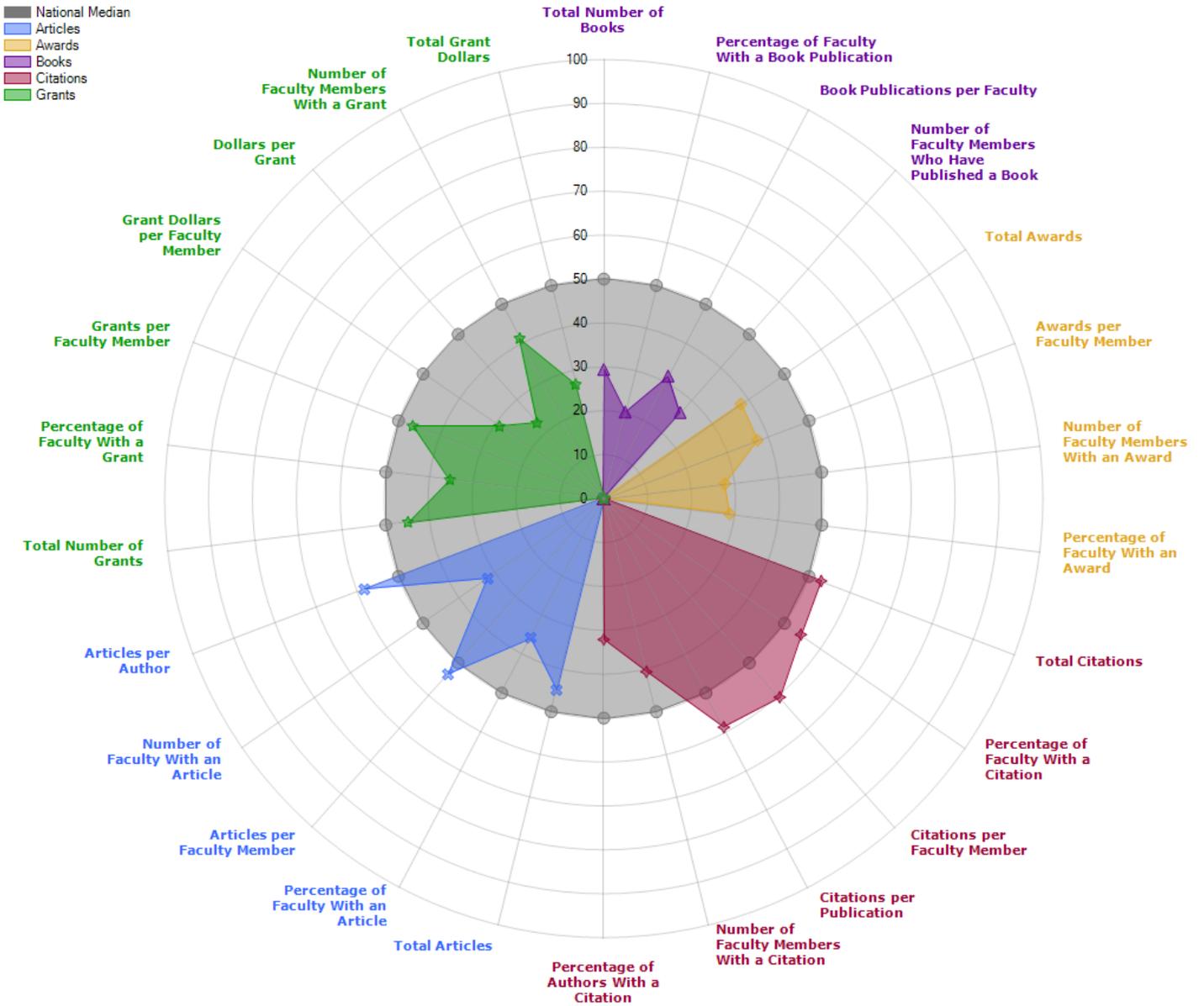
**Note:**

- These numbers include US, PCT, and foreign applications/patents
- Disclosure numbers include trademark and copyright disclosures
- USC's Fiscal Year 2018 = July 1, 2017 – June 30, 2018

# Appendix 5. Academic Analytics Report

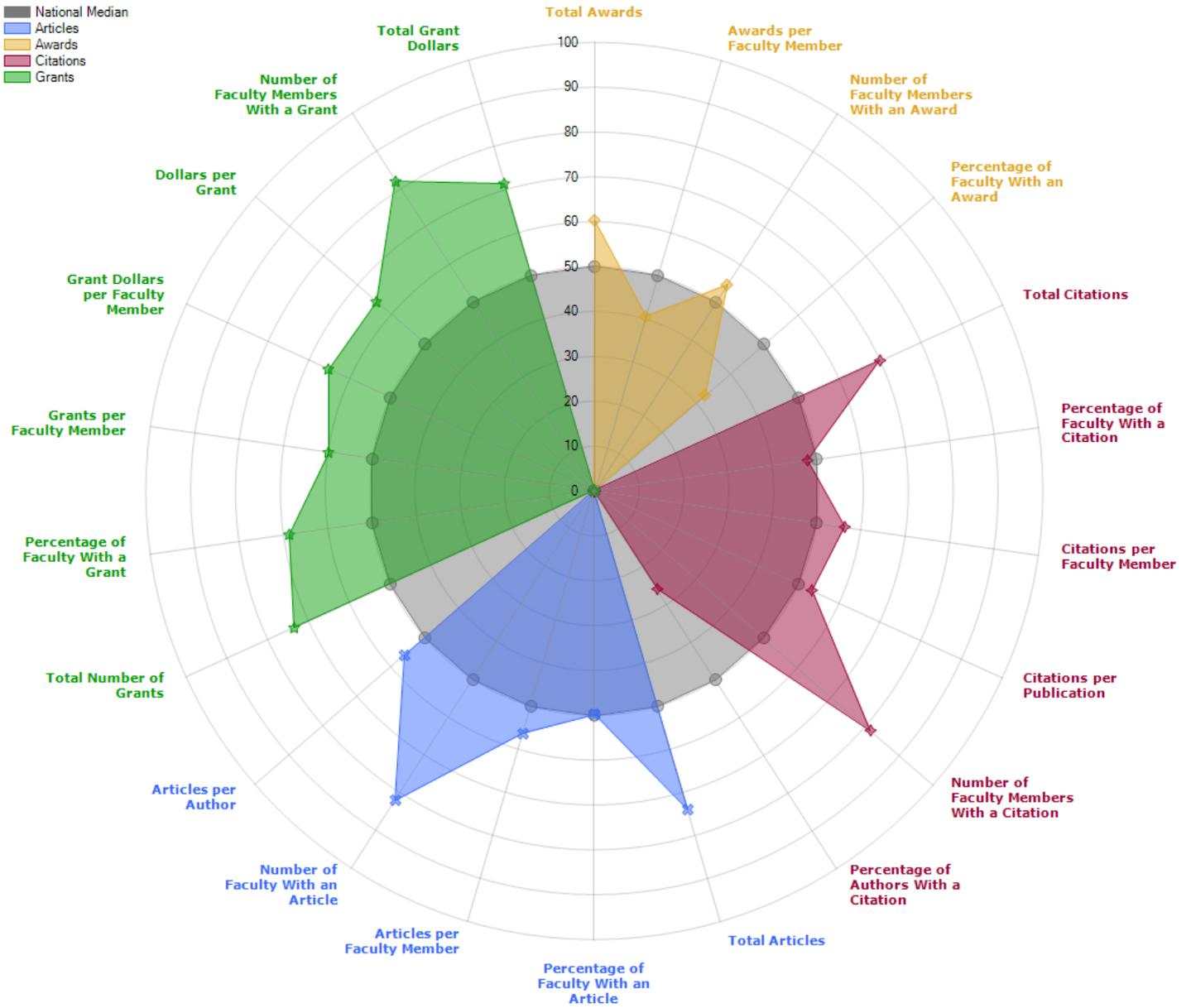
# Department Radar - All Variables

University of South Carolina | Anthropology, Department of



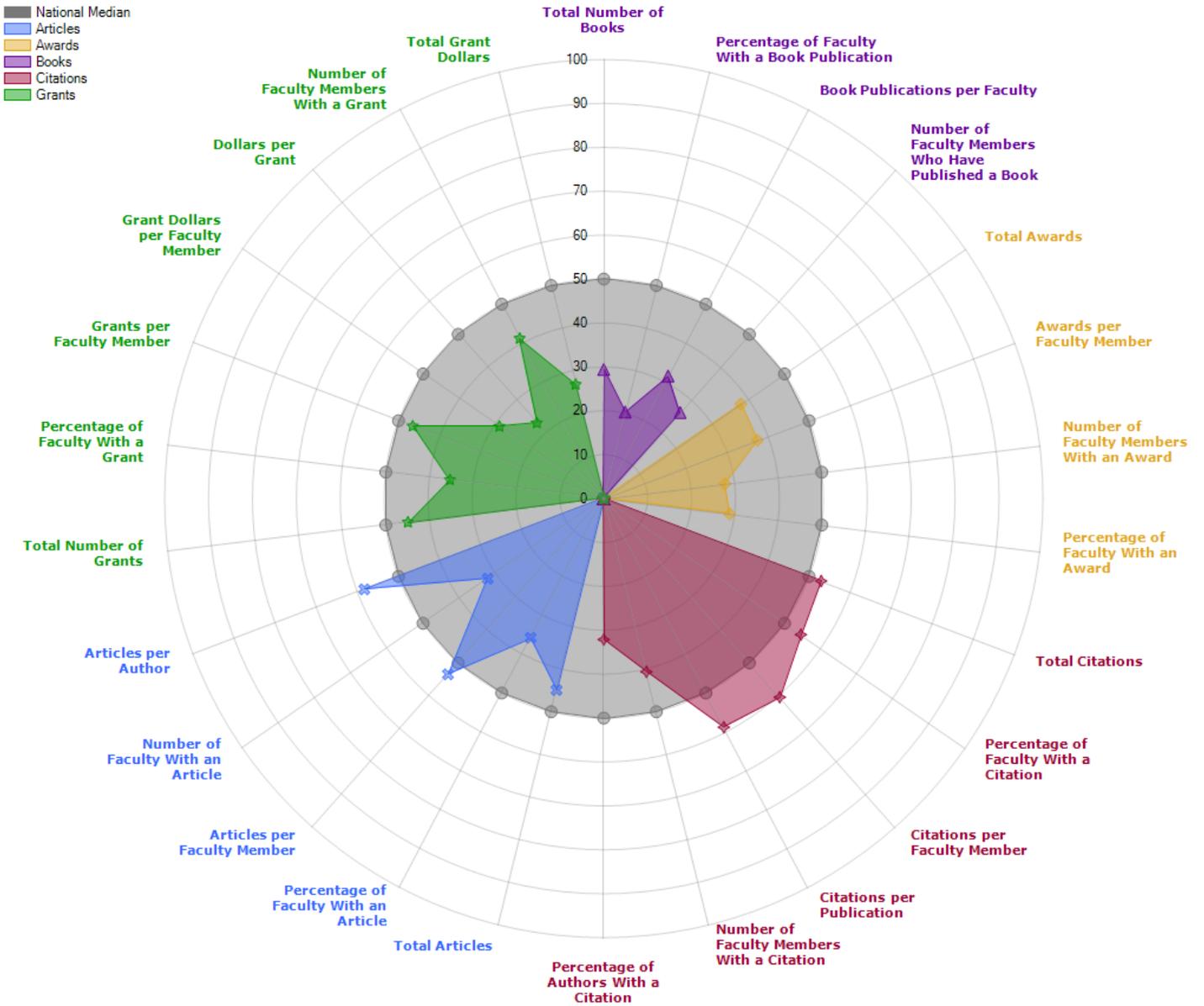
# Department Radar - All Variables

University of South Carolina | Biological Sciences, Department of



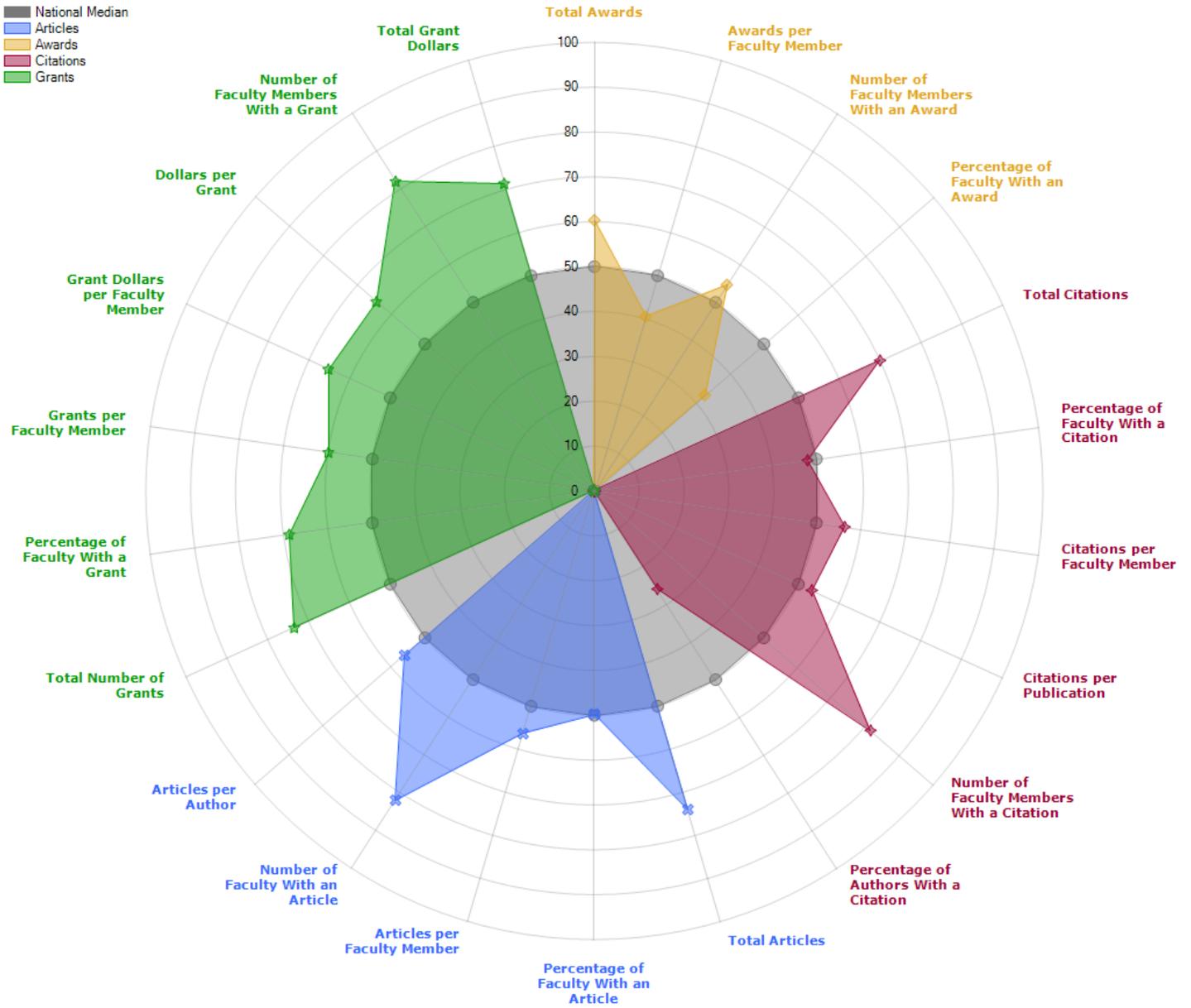
# Department Radar - All Variables

University of South Carolina | Anthropology, Department of



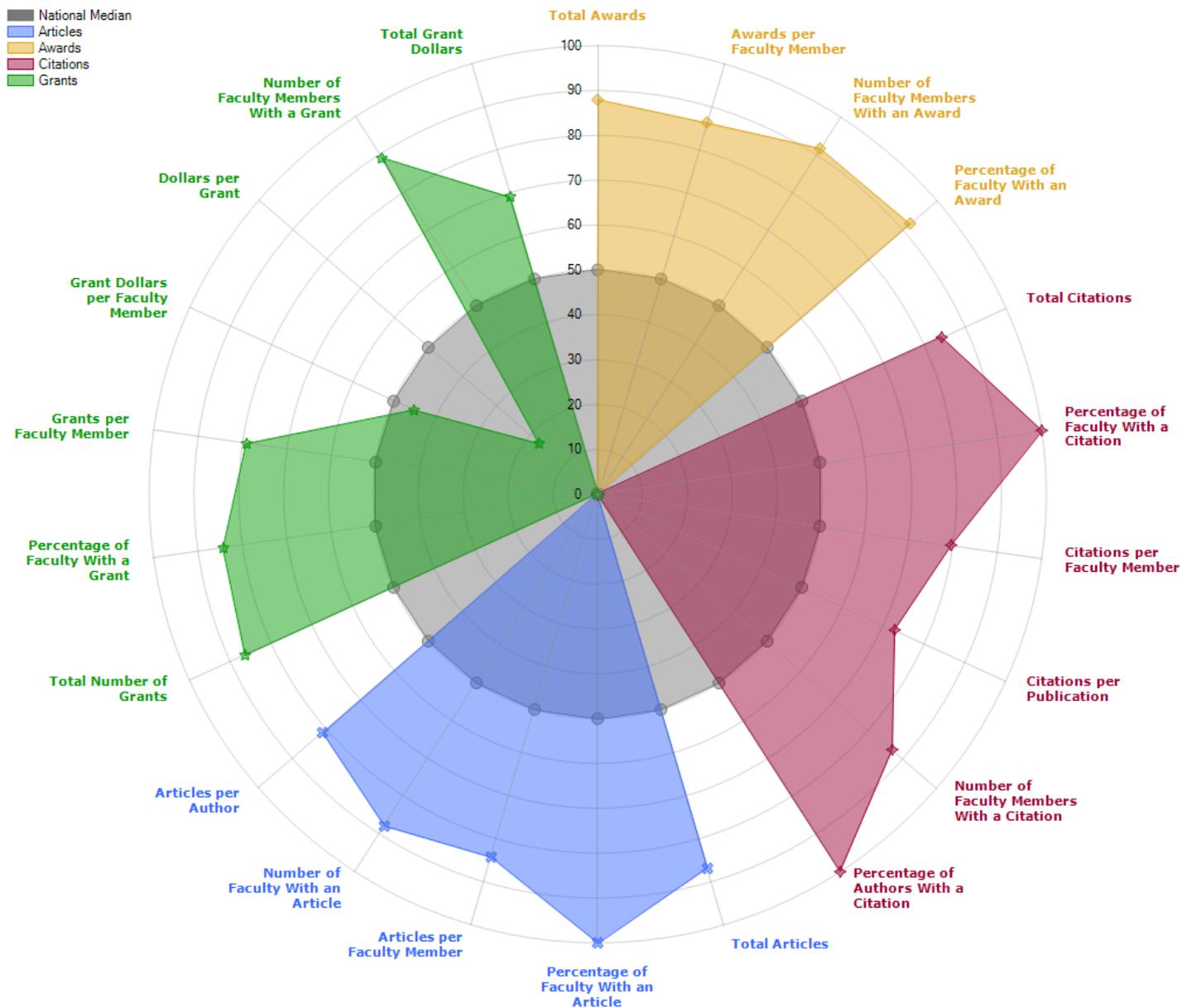
# Department Radar - All Variables

University of South Carolina | Biological Sciences, Department of



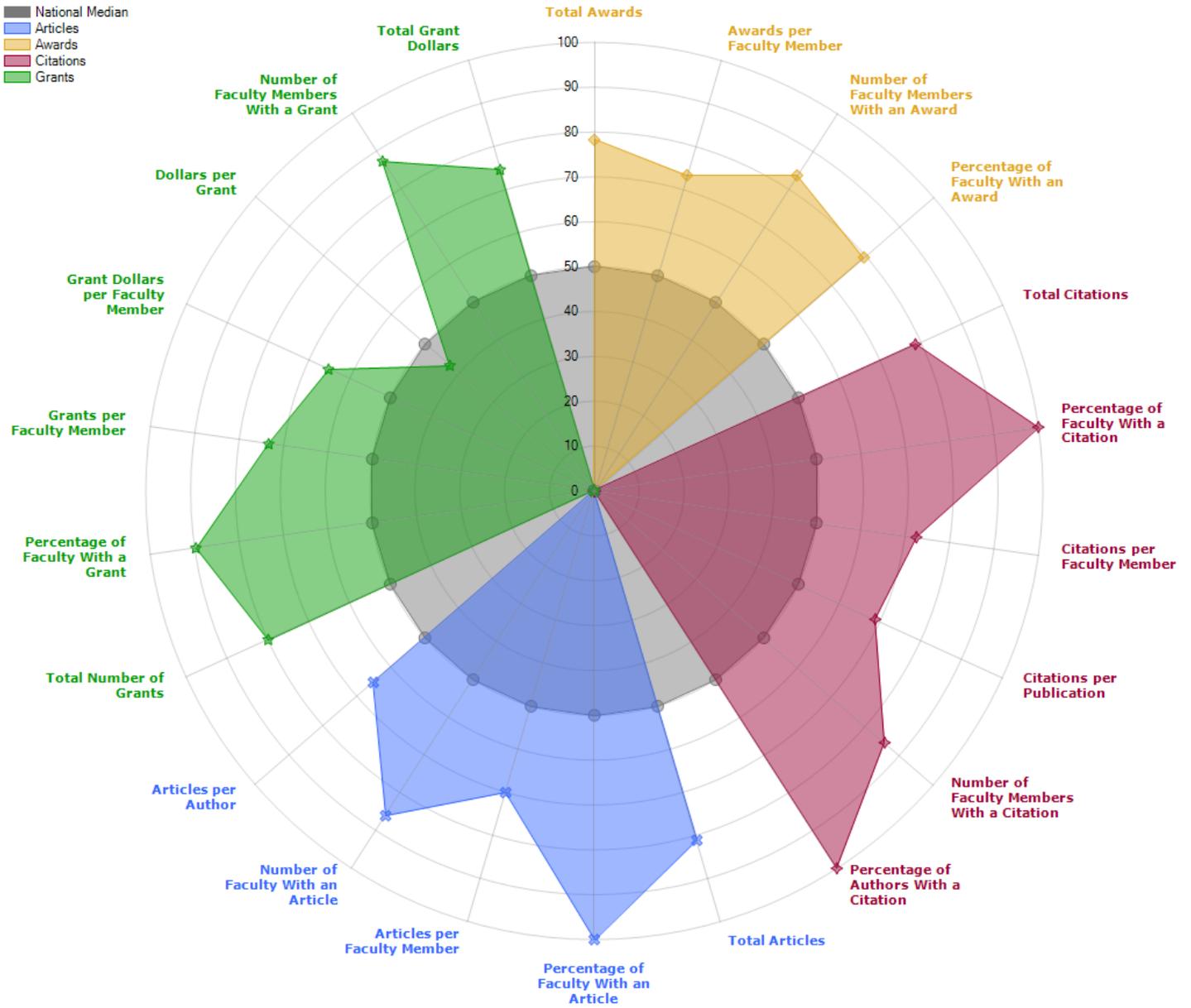
# Department Radar - All Variables

University of South Carolina | Chemistry and Biochemistry, Department of



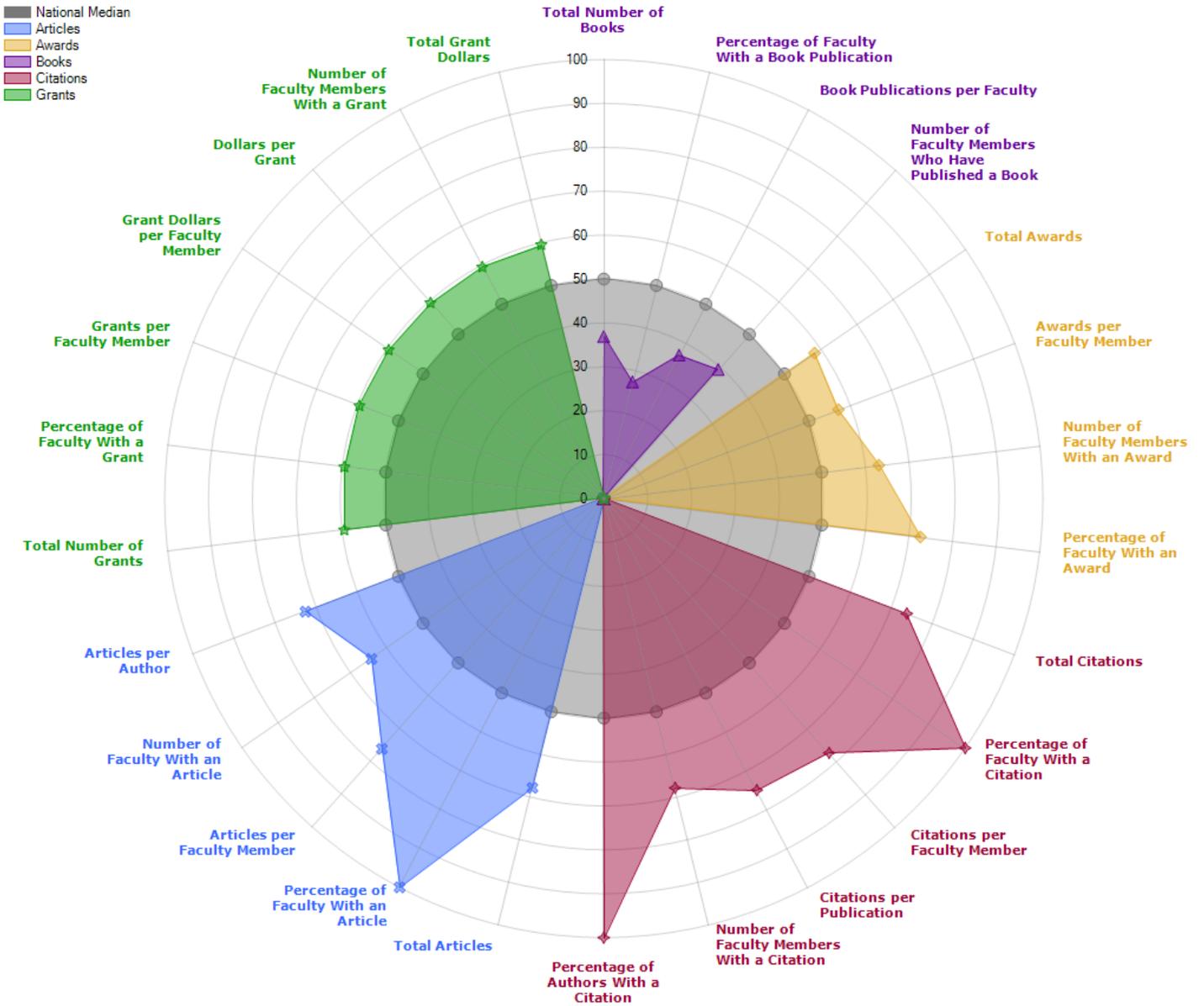
# Department Radar - All Variables

University of South Carolina | Chemistry and Biochemistry, Department of



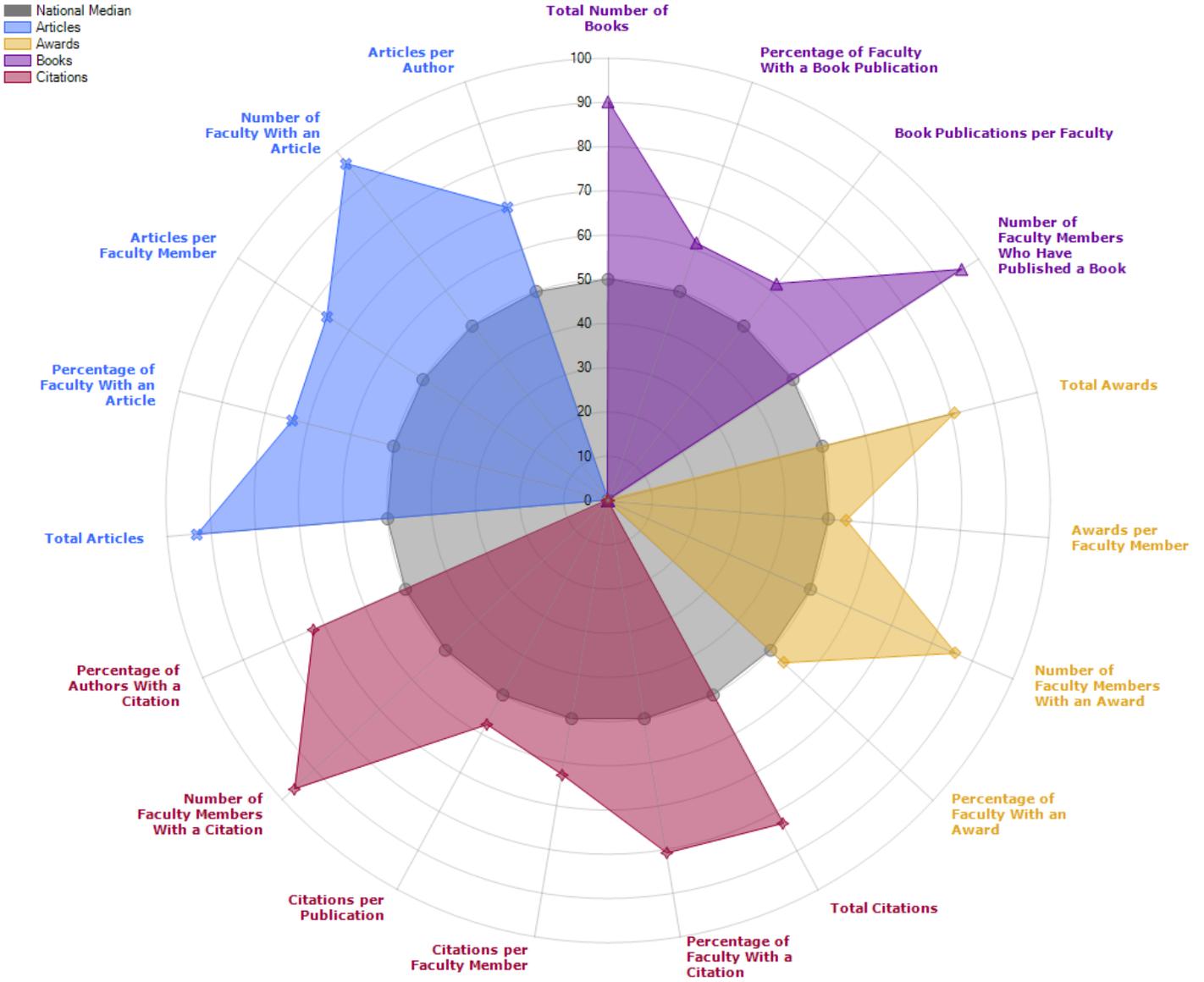
# Department Radar - All Variables

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



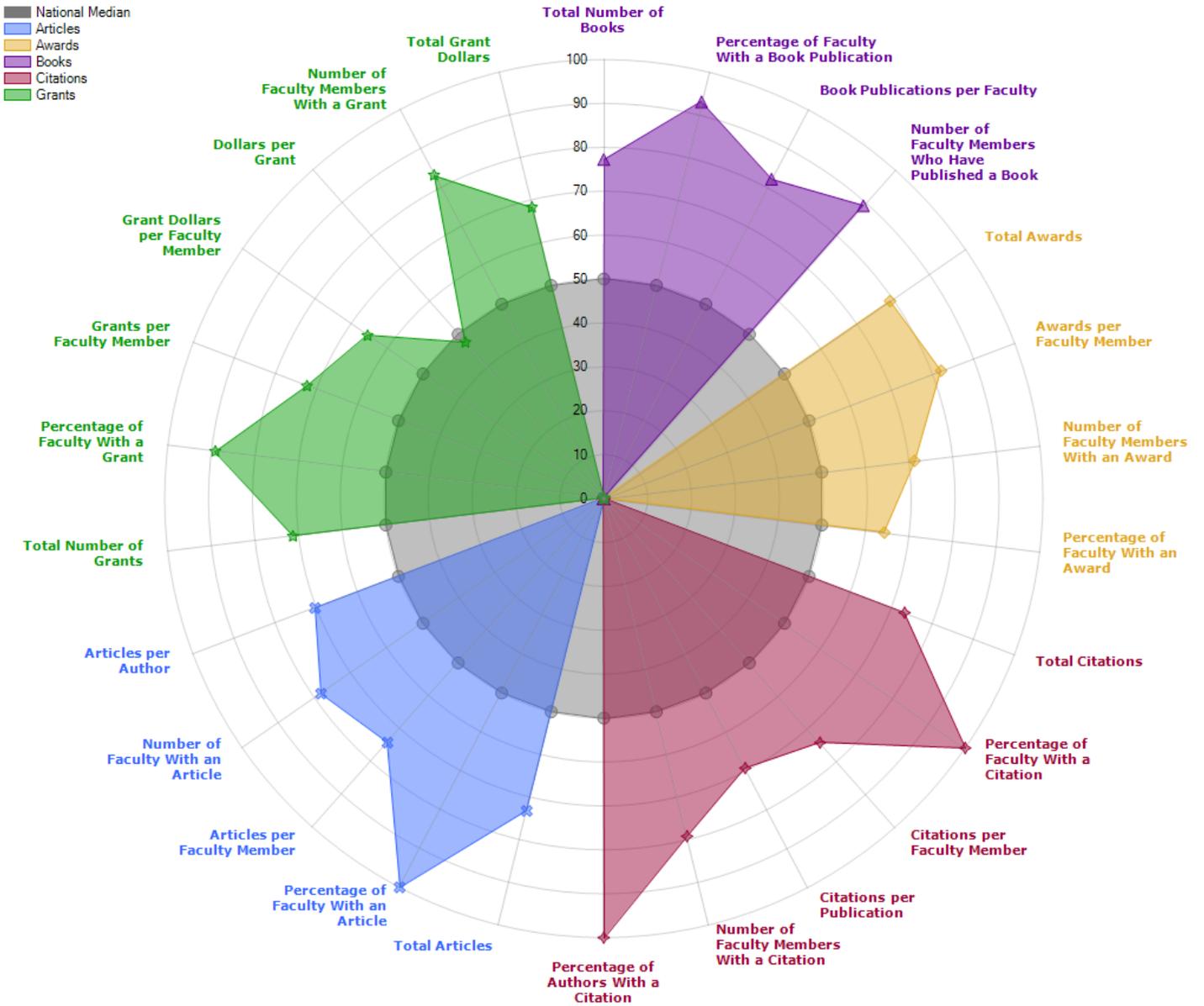
# Department Radar - All Variables

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



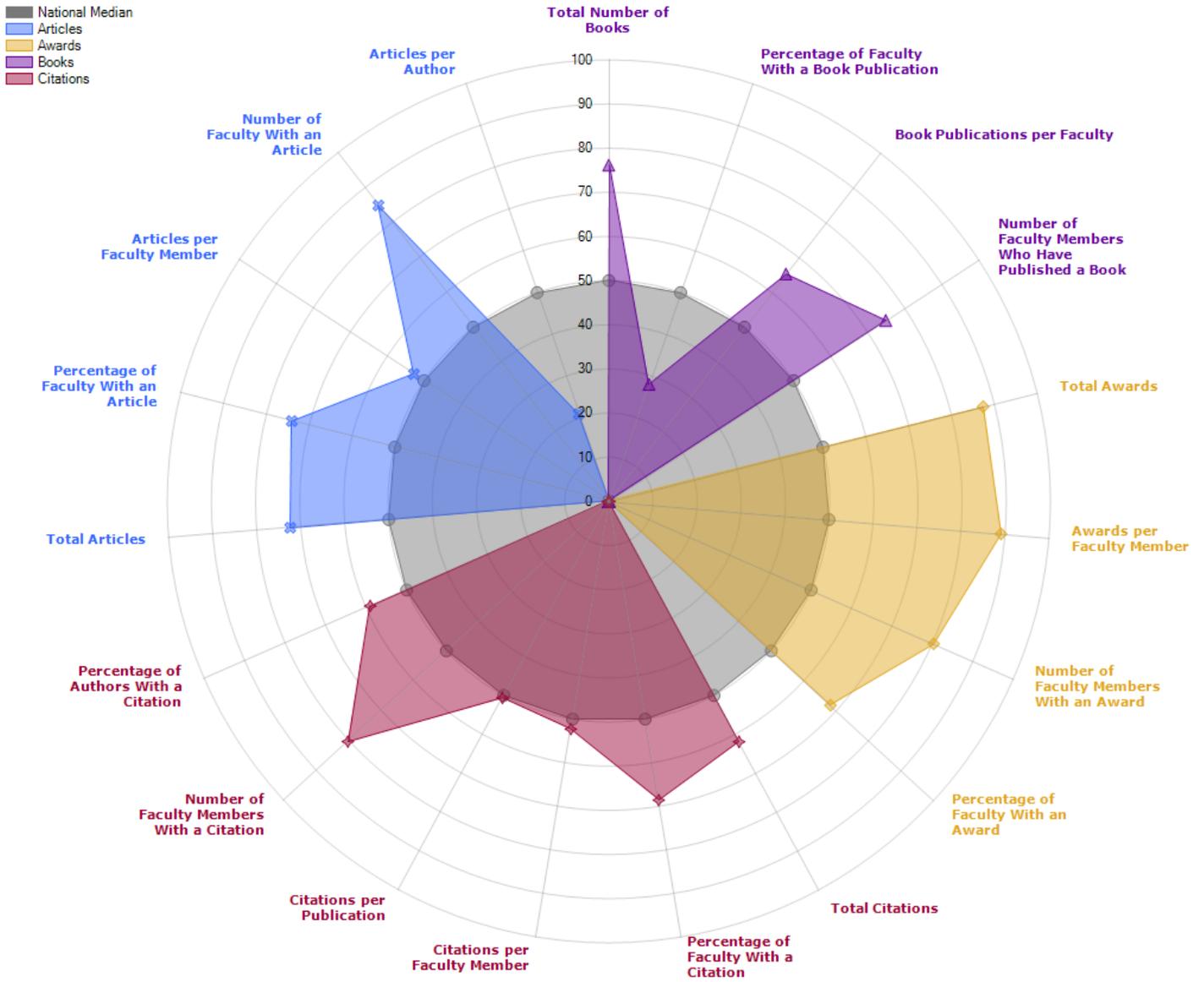
# Department Radar - All Variables

University of South Carolina | Geography, Department of



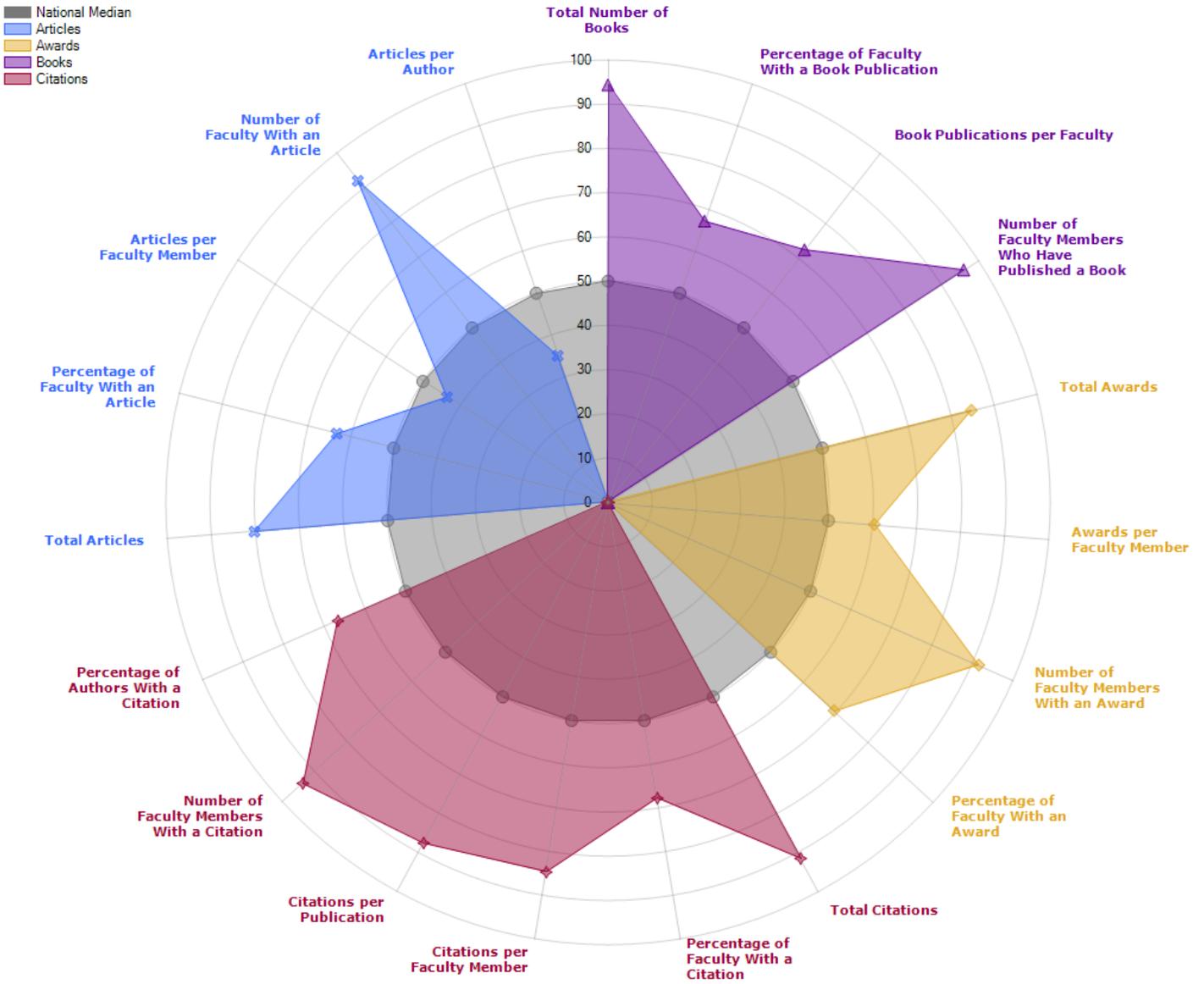
# Department Radar - All Variables

University of South Carolina | History, Department of



# Department Radar - All Variables

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



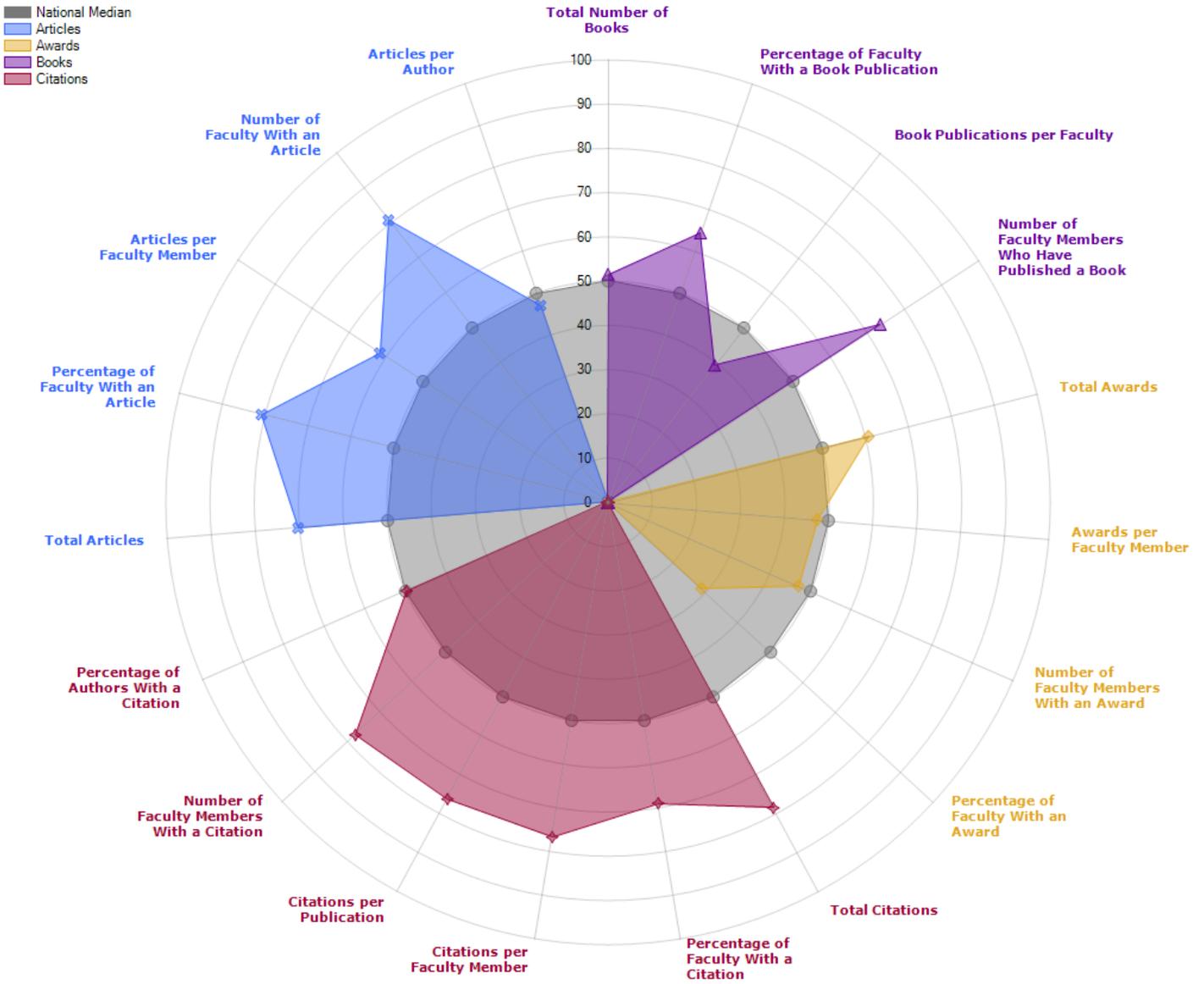
# Department Radar - All Variables

University of South Carolina | Mathematics, Department of



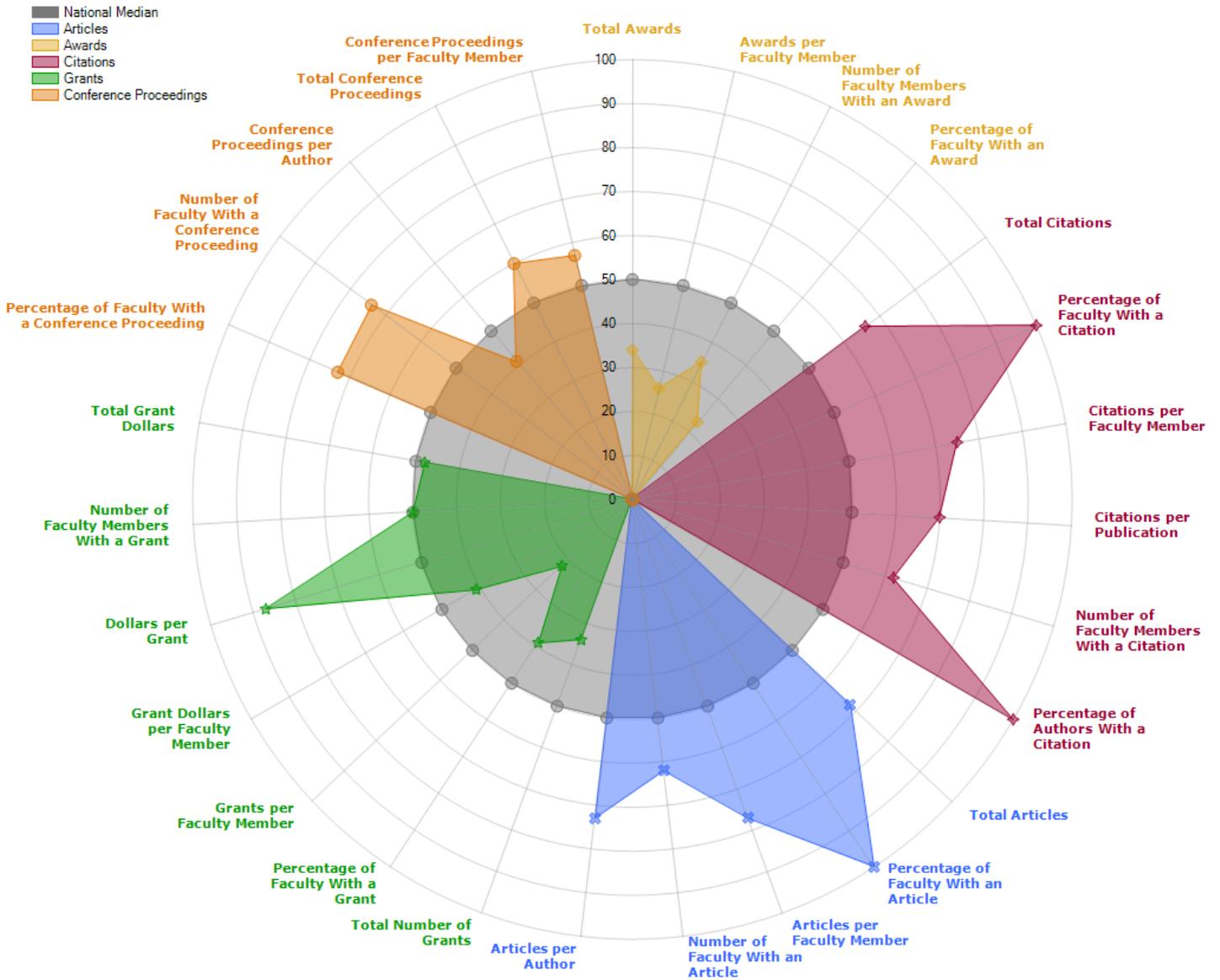
# Department Radar - All Variables

University of South Carolina | Philosophy, Department of



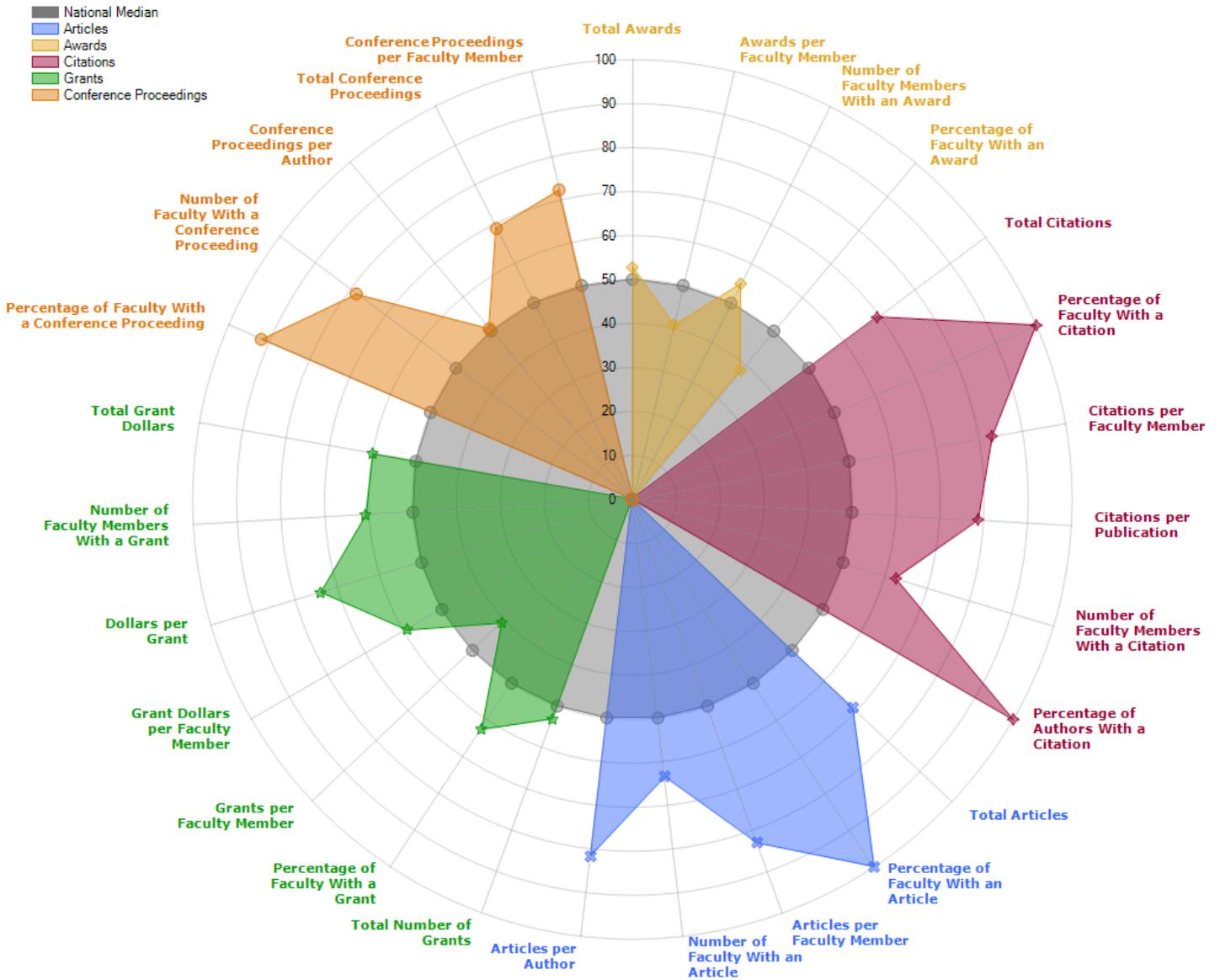
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University of South Carolina | Physics and Astronomy, Department of



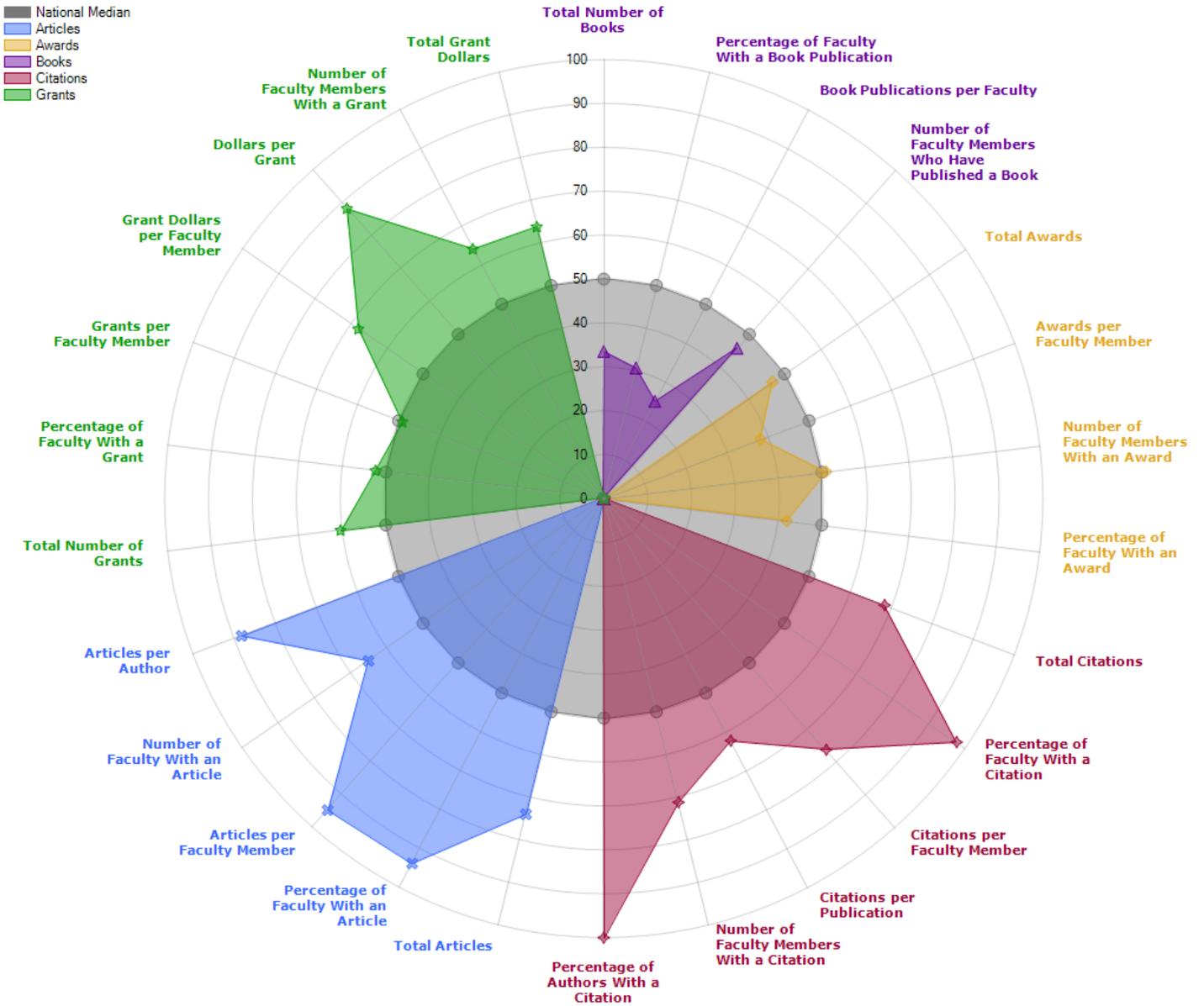
# Department Radar - All Variables

University of South Carolina | Physics and Astronomy, Department of



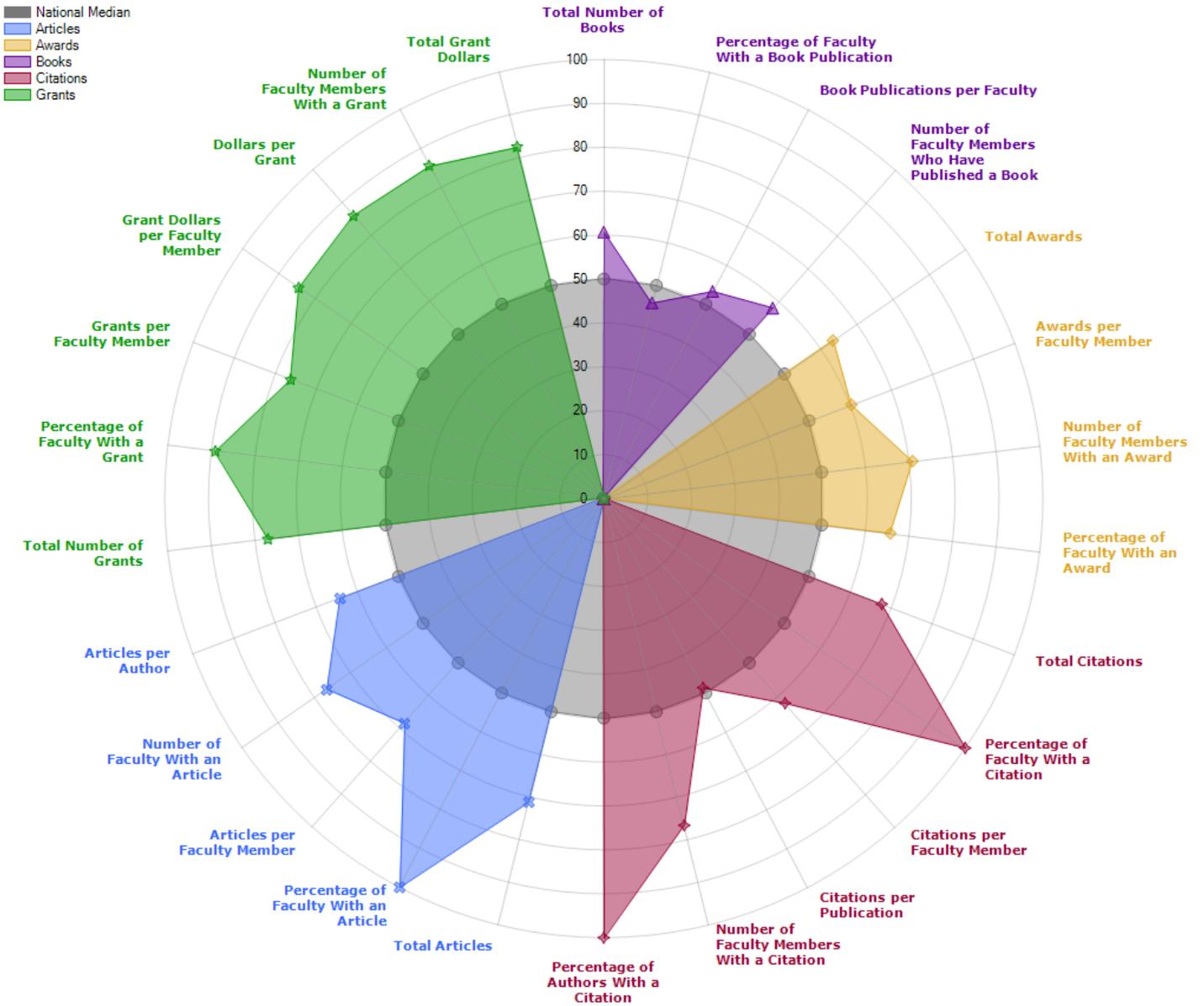
# Department Radar - All Variables

University of South Carolina | Political Science, Department of



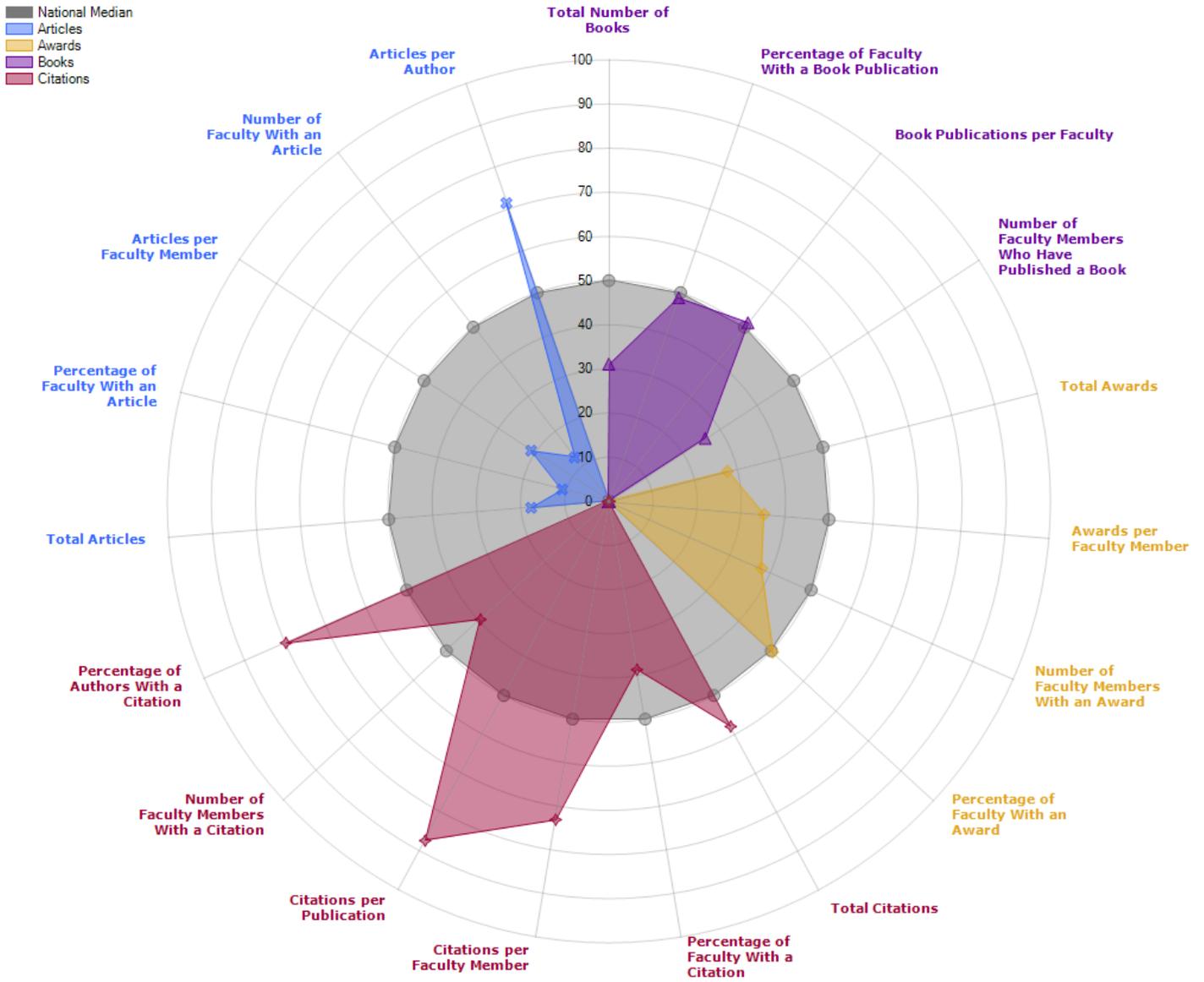
# Department Radar - All Variables

University of South Carolina | Psychology, Department of



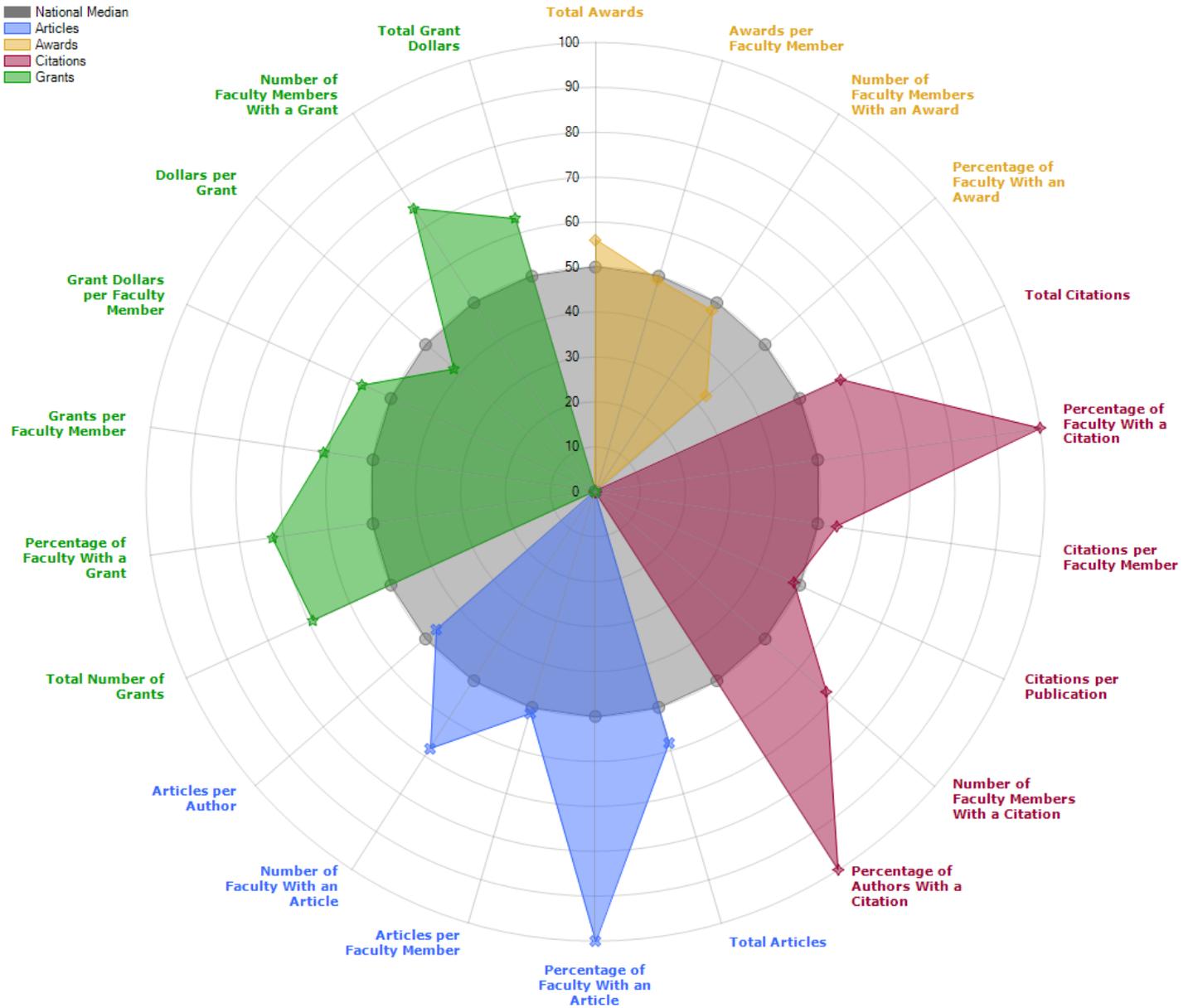
# Department Radar - All Variables

University of South Carolina | Religious Studies, Department of



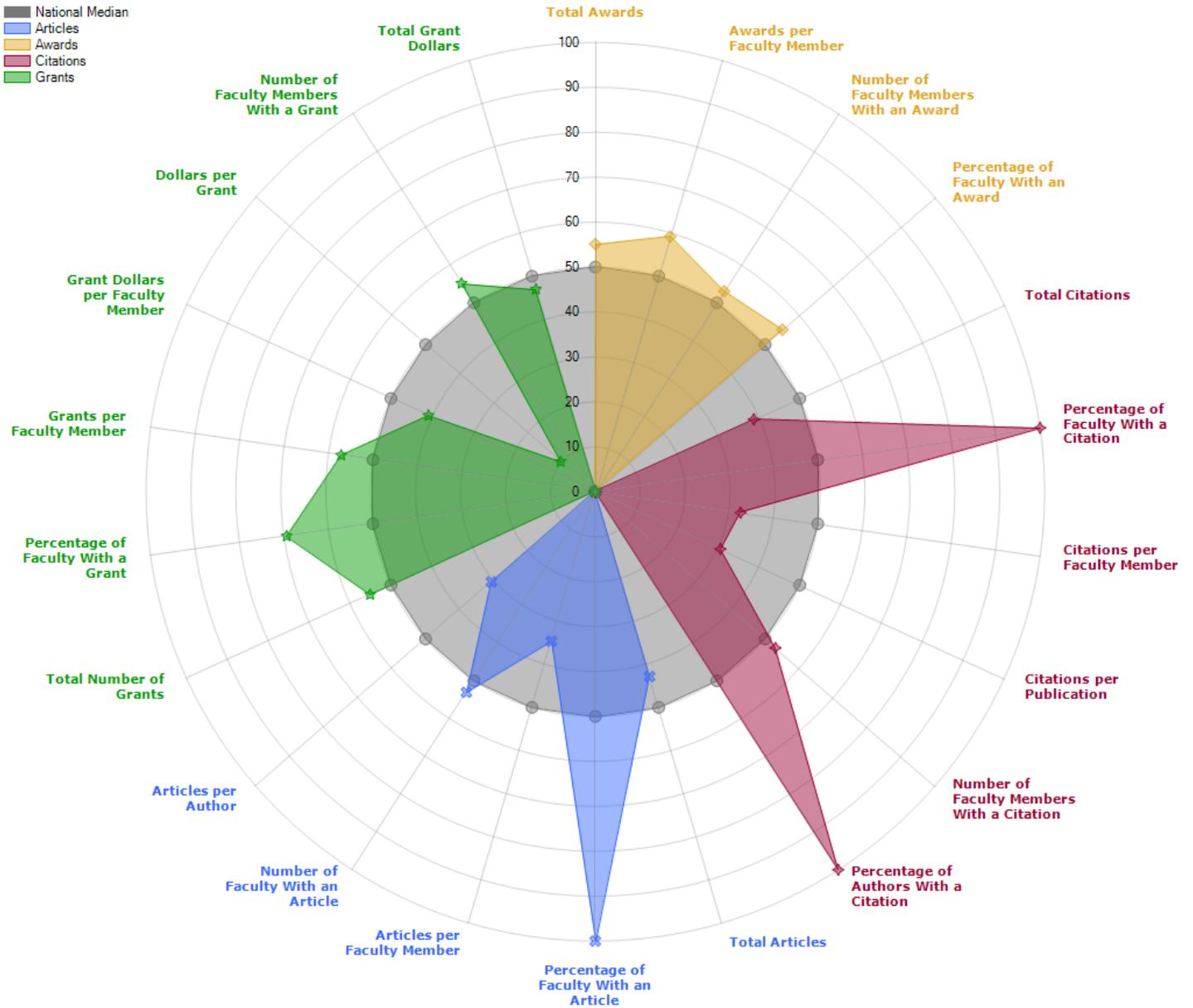
# Department Radar - All Variables

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



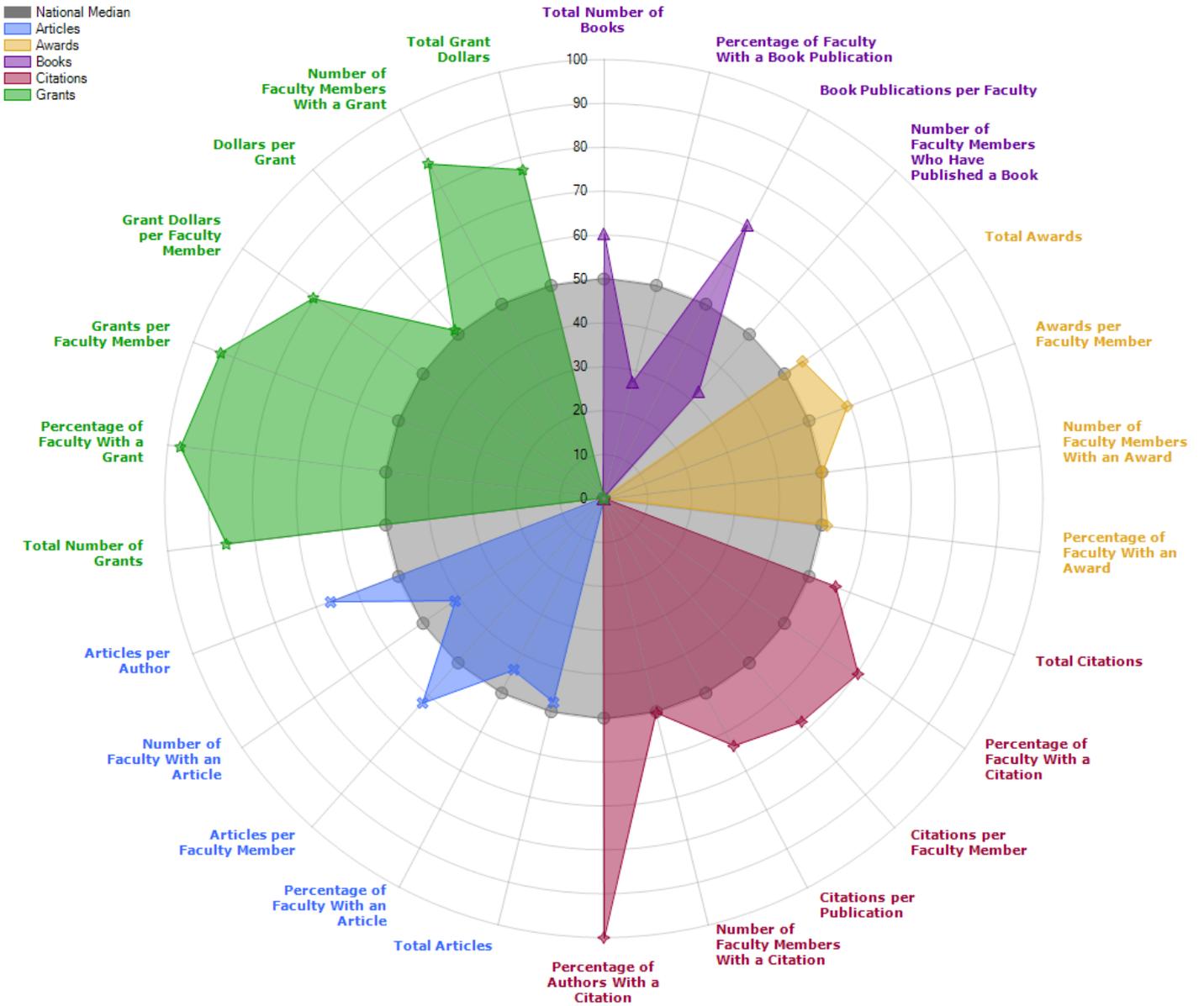
# Department Radar - All Variables

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



# Department Radar - All Variables

University of South Carolina | Sociology, Department of



# Department Radar - All Variables

University of South Carolina | Statistics, Department of



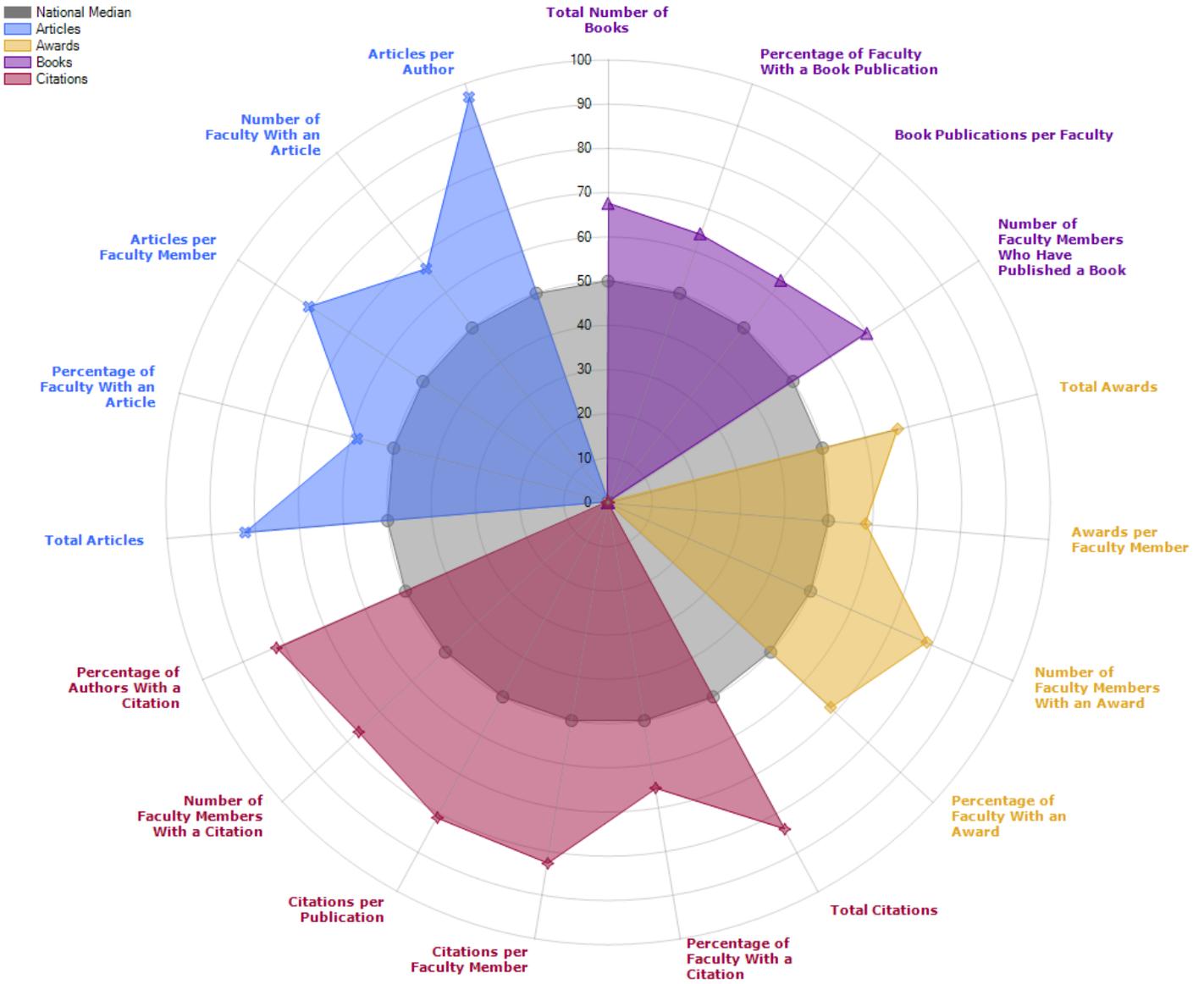
# Department Radar - All Variables

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



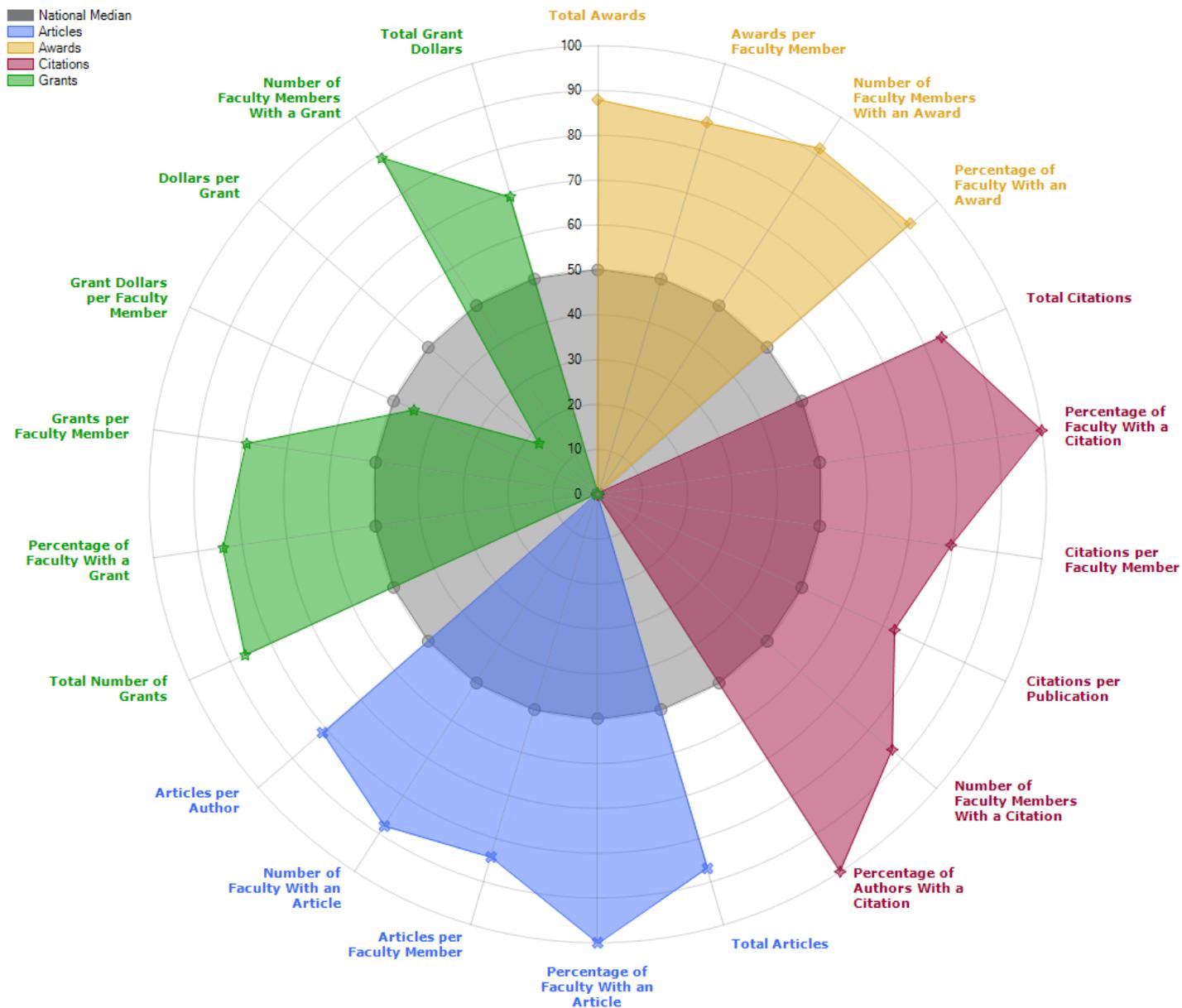
# Department Radar - All Variables

University of South Carolina | Theatre and Dance, Department of



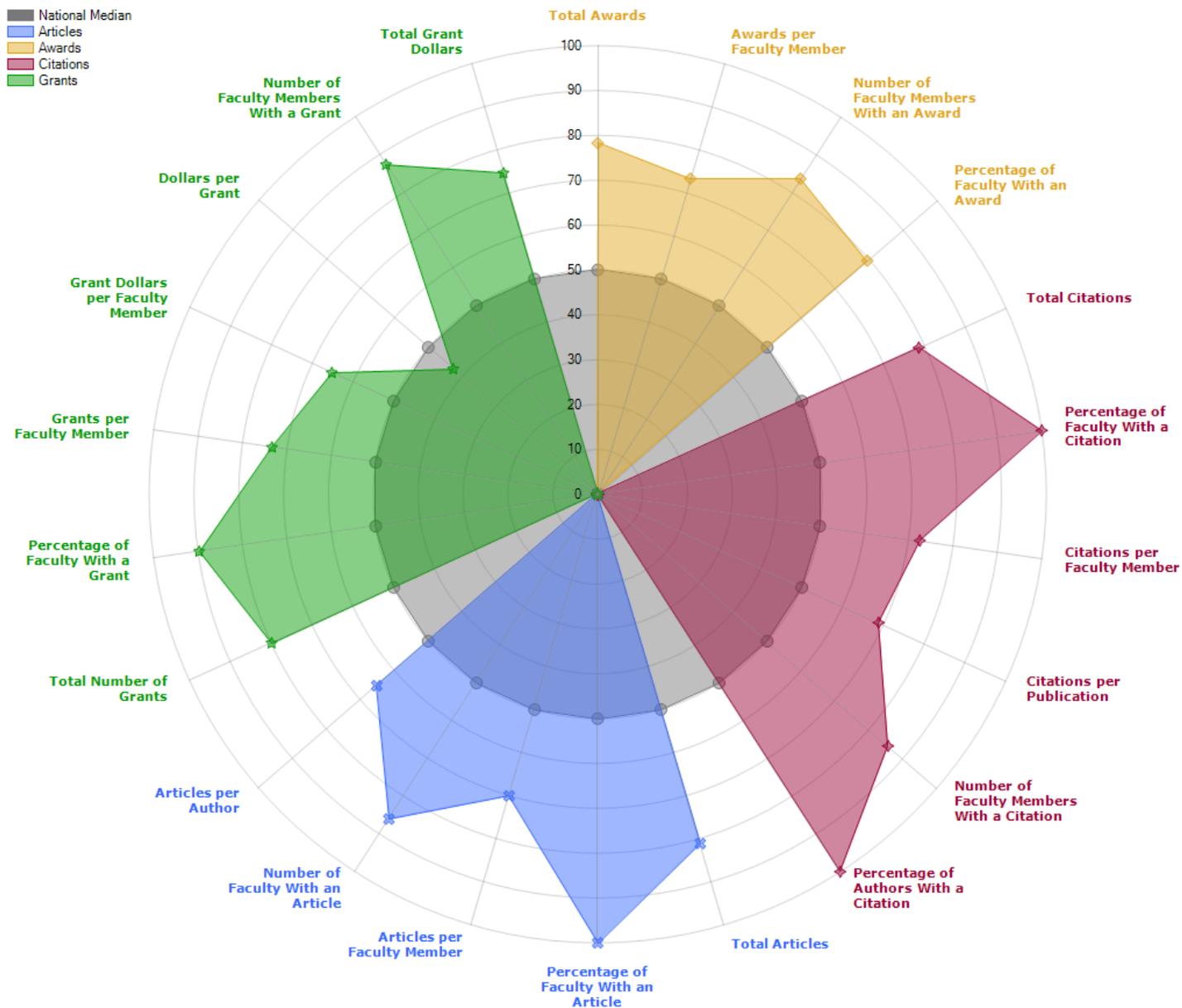
# Department Radar - All Variables

University of South Carolina | Chemistry and Biochemistry, Department of



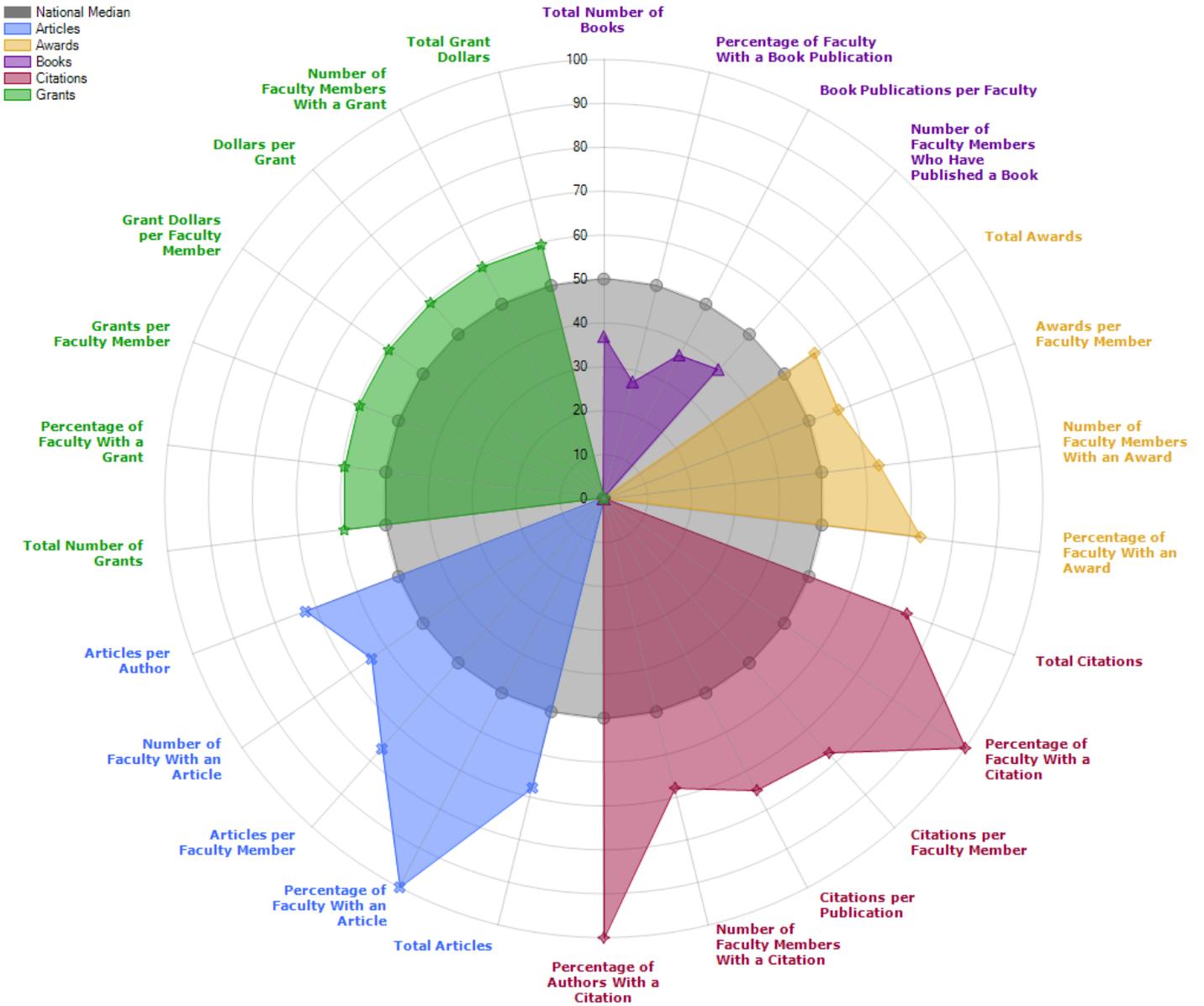
# Department Radar - All Variables

University of South Carolina | Chemistry and Biochemistry, Department of



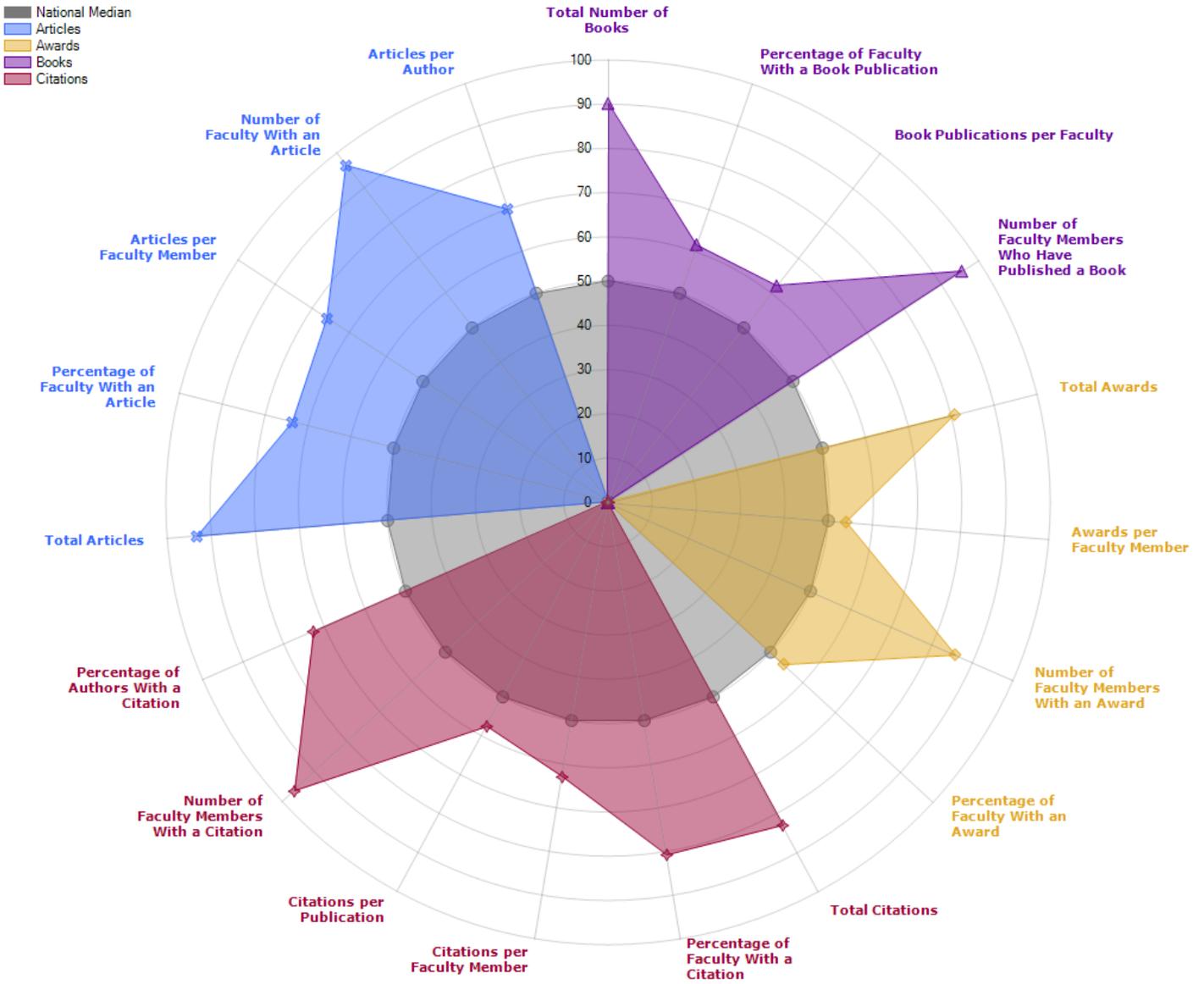
# Department Radar - All Variables

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



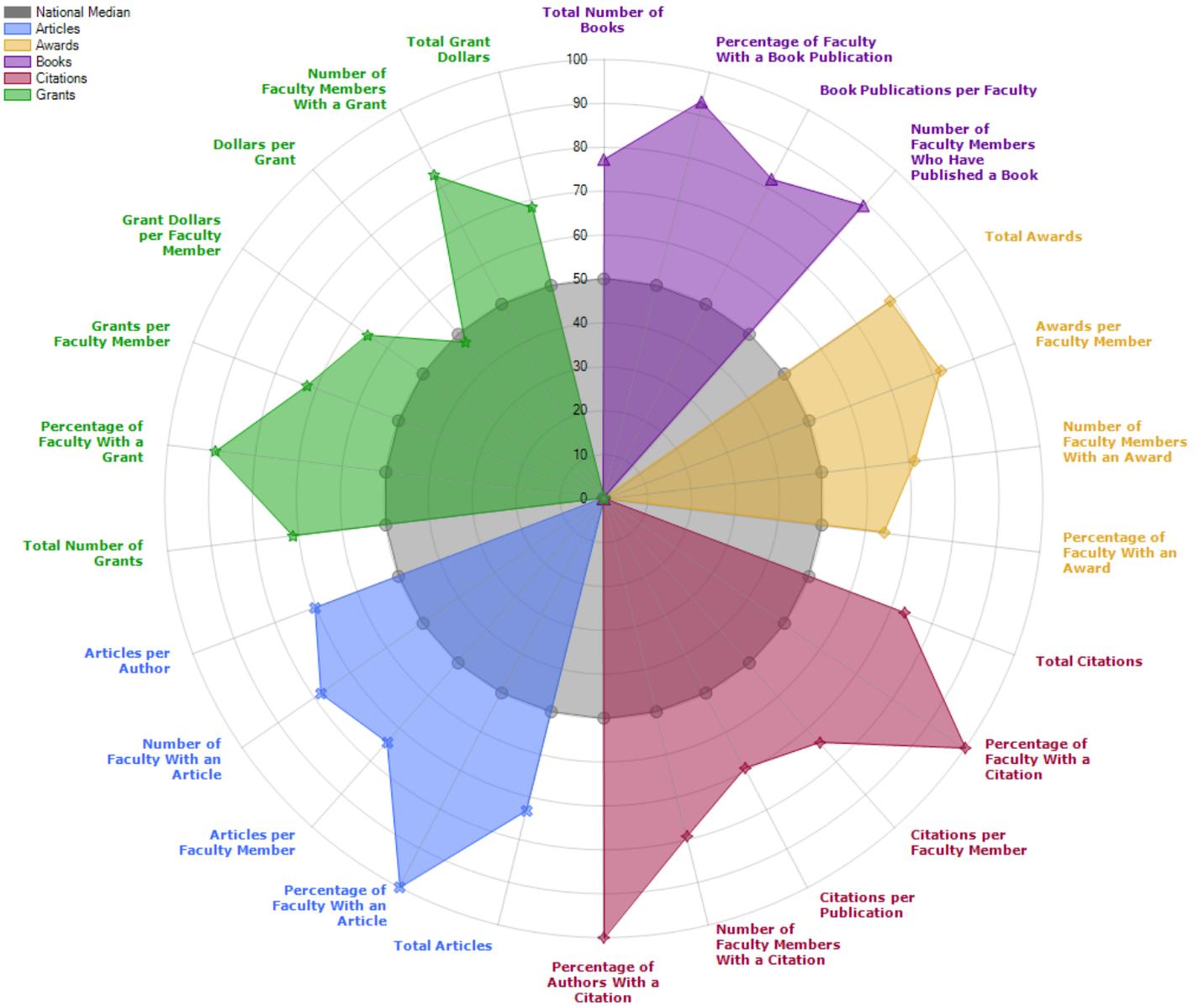
# Department Radar - All Variables

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



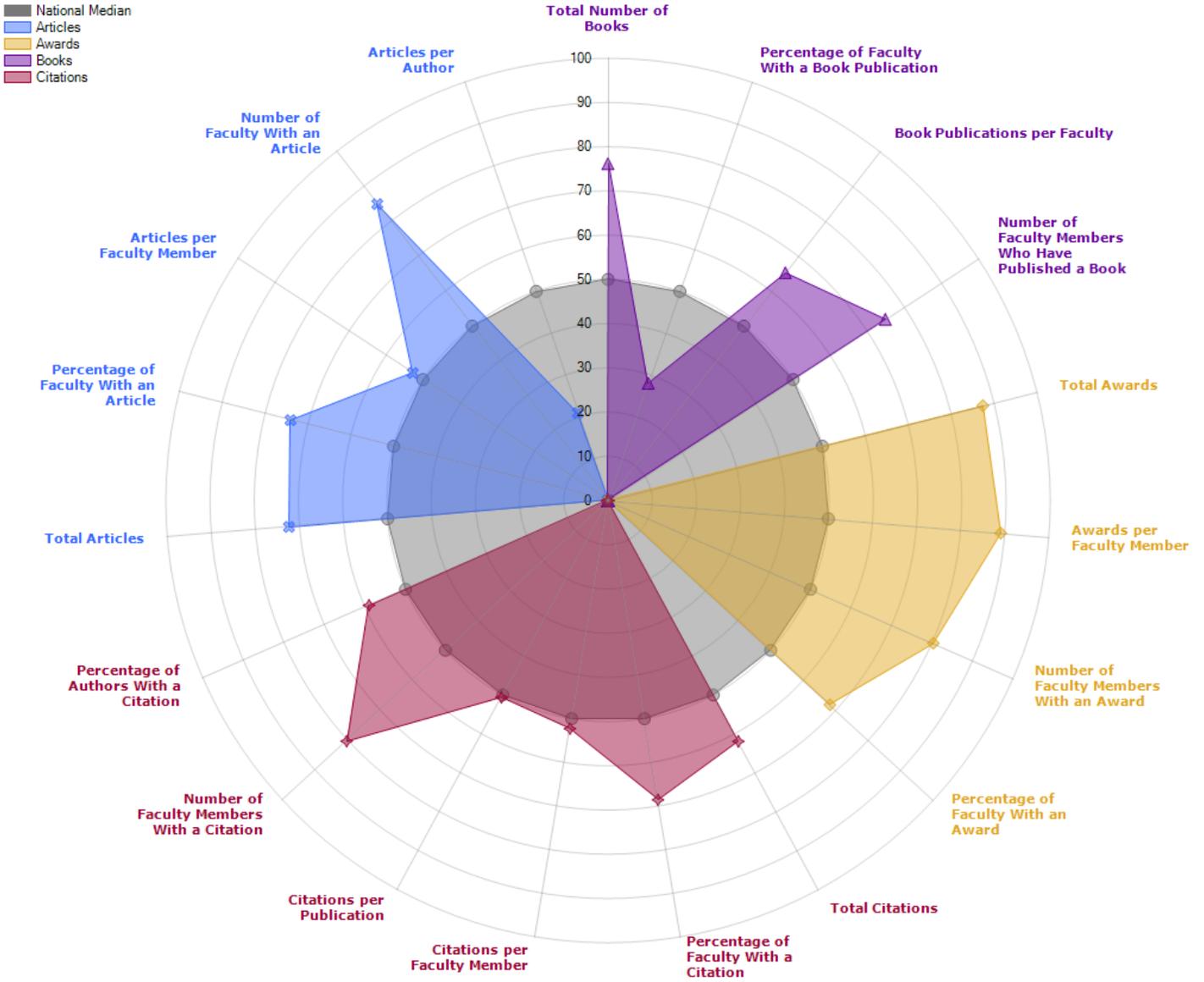
# Department Radar - All Variables

University of South Carolina | Geography, Department of



# Department Radar - All Variables

University of South Carolina | History, Department of



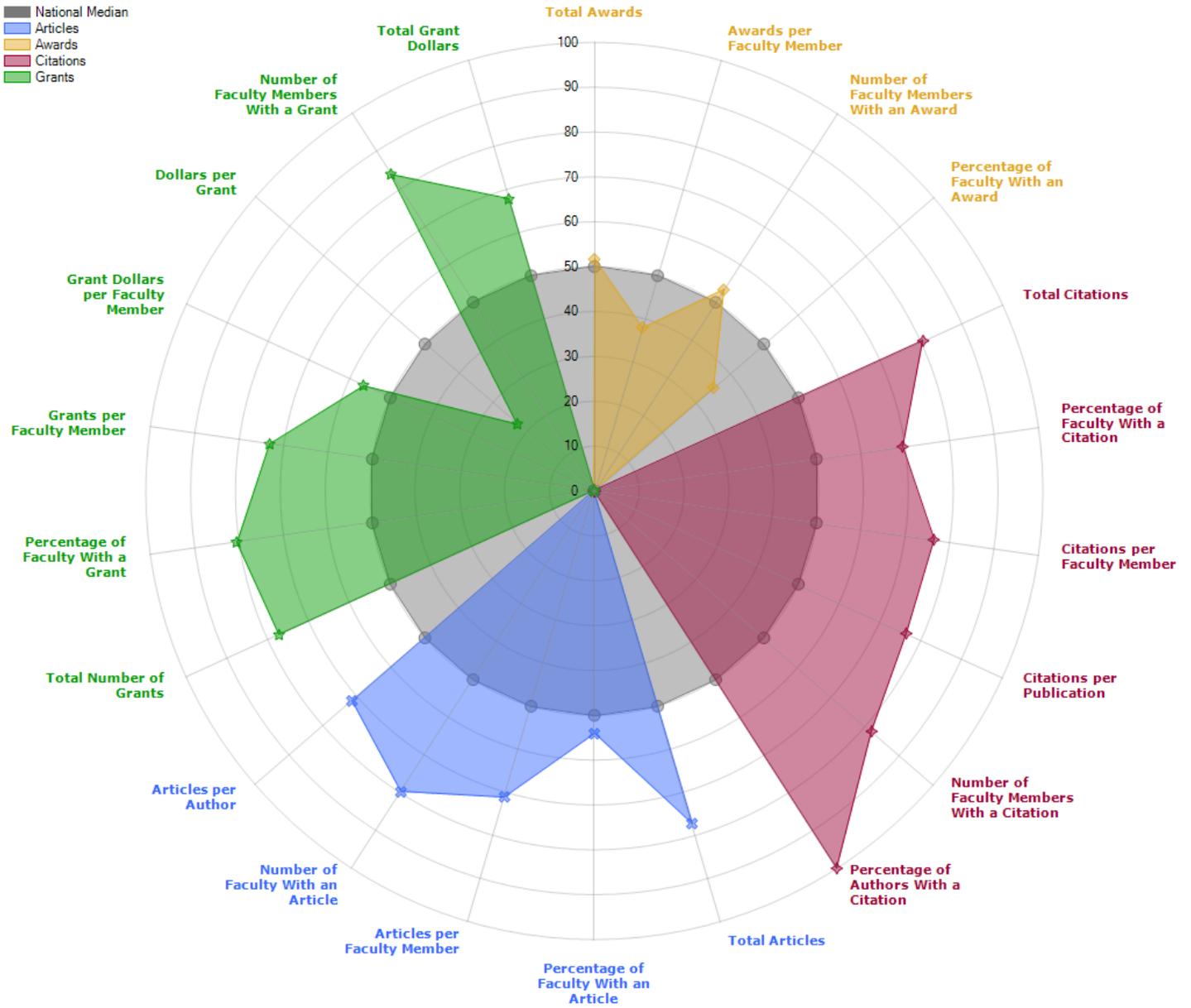
# Department Radar - All Variables

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



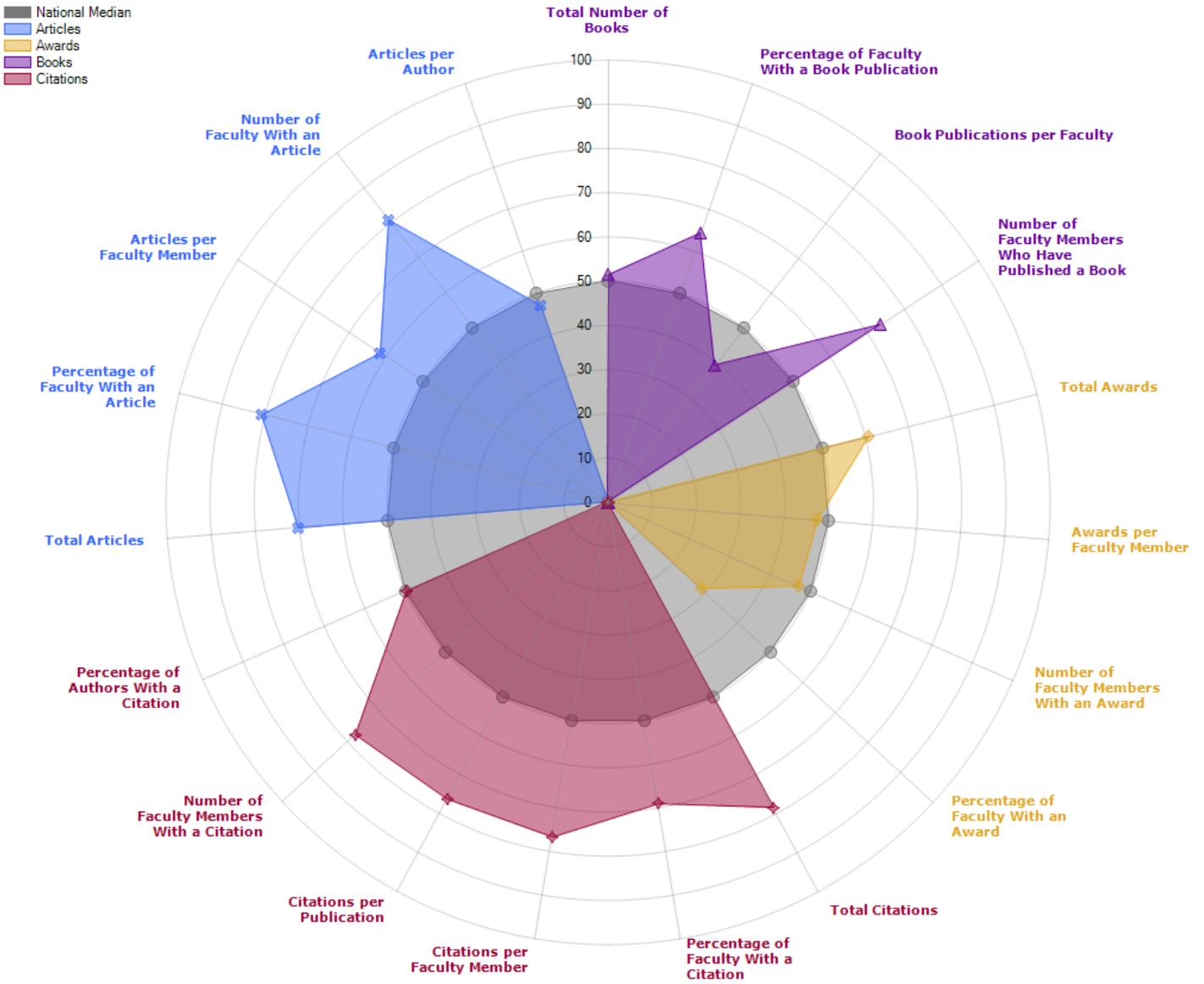
# Department Radar - All Variables

University of South Carolina | Mathematics, Department of



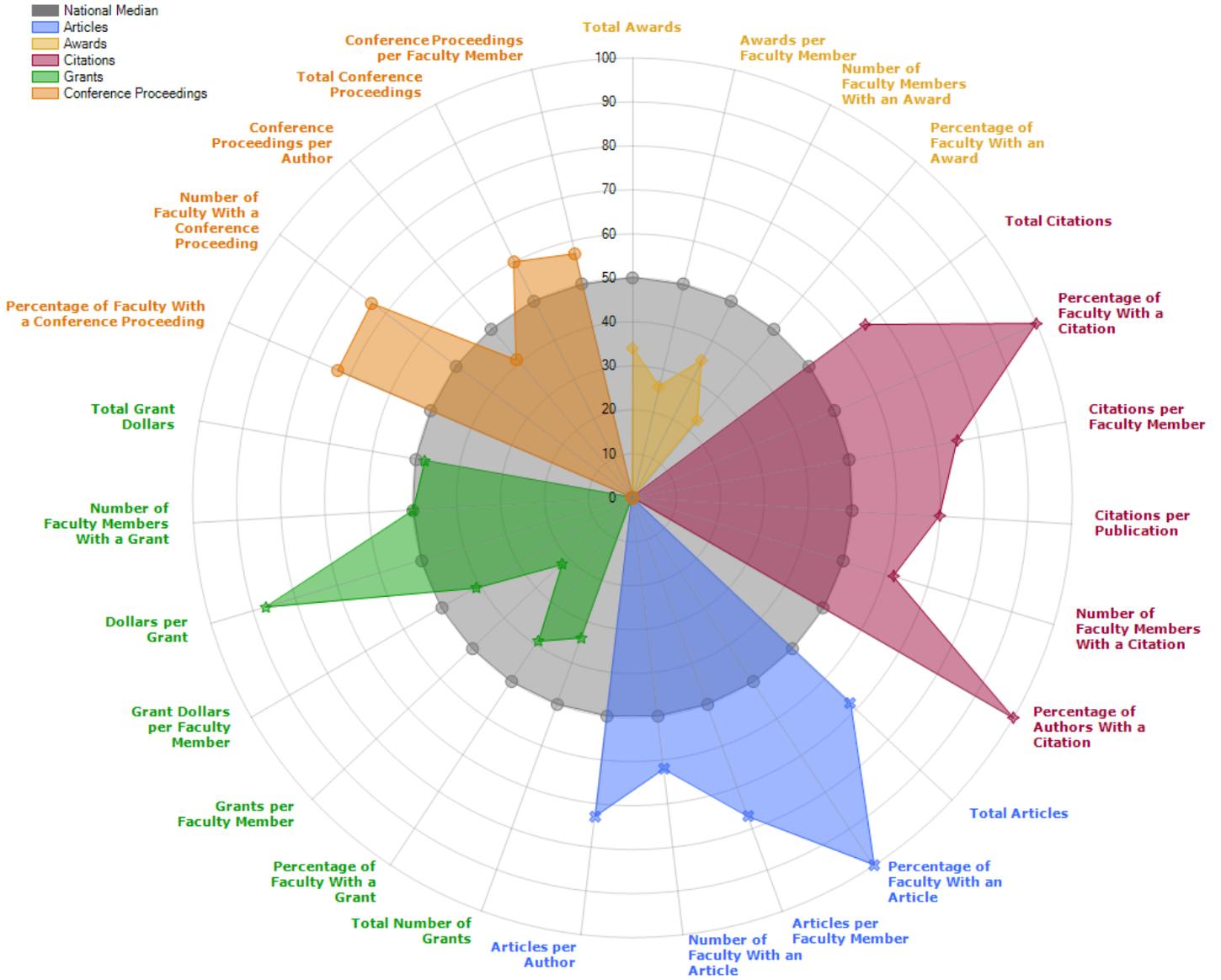
# Department Radar - All Variables

University of South Carolina | Philosophy, Department of



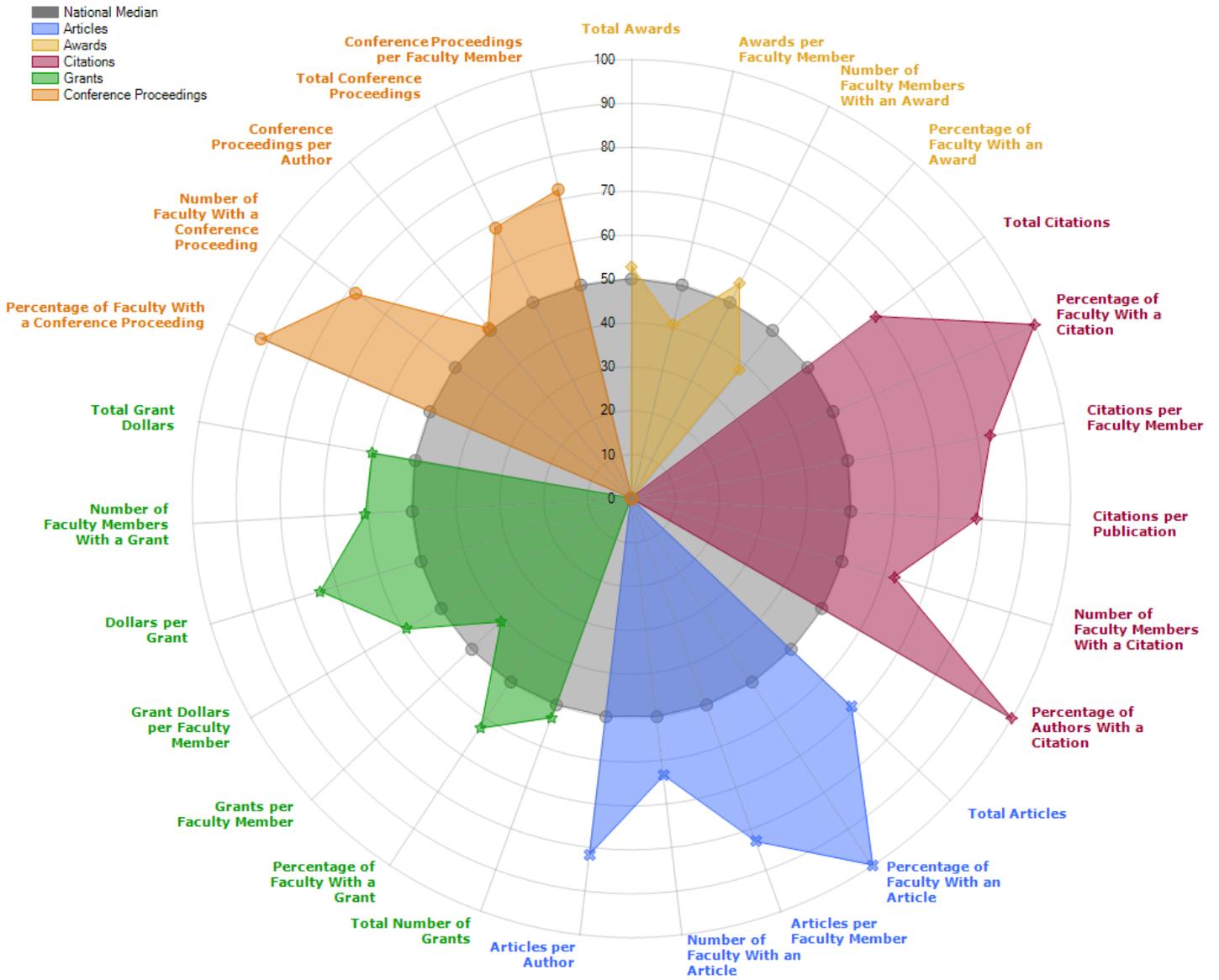
# Department Radar - All Variables

University of South Carolina | Physics and Astronomy, Department of



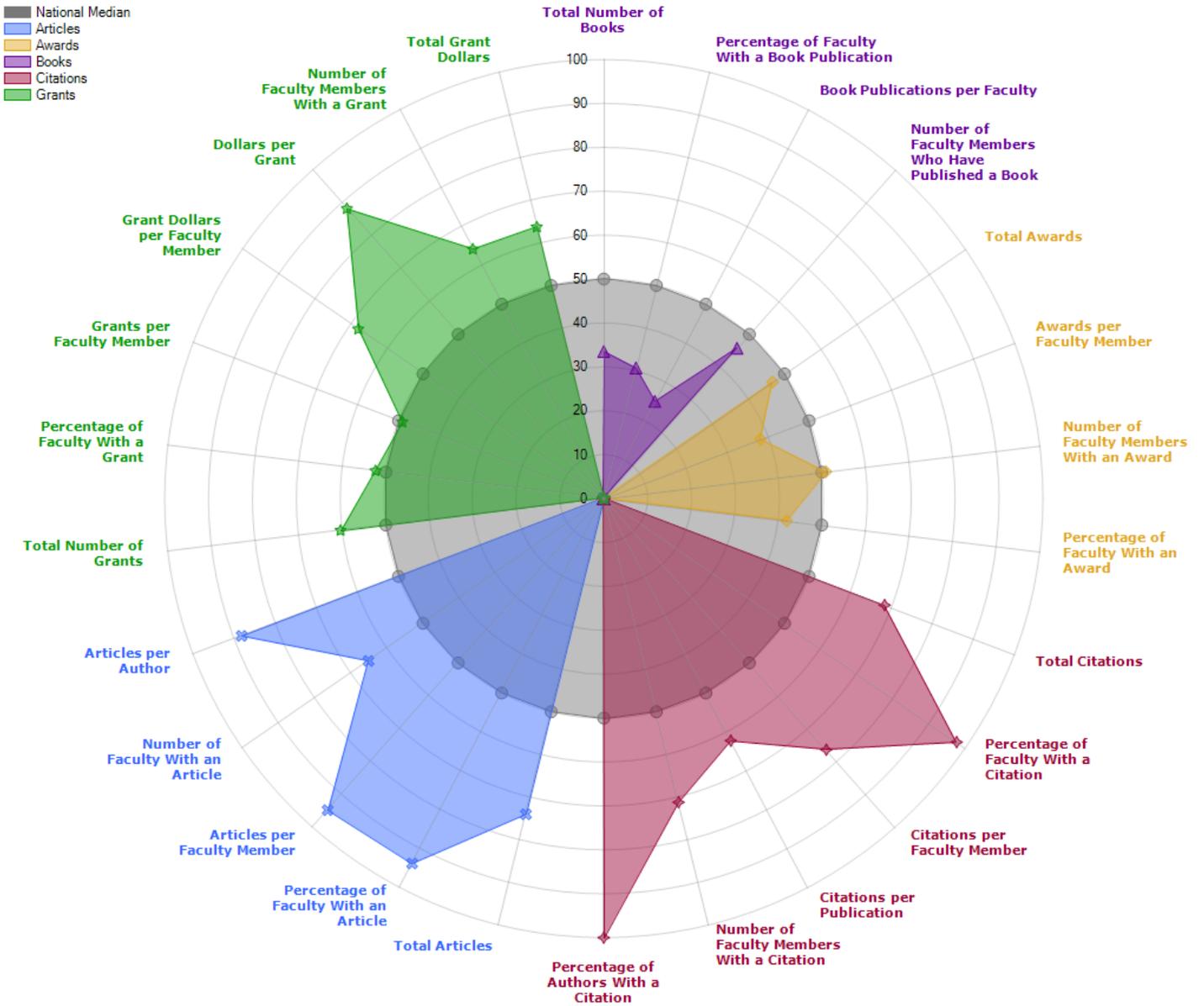
# Department Radar - All Variables

University of South Carolina | Physics and Astronomy, Department of



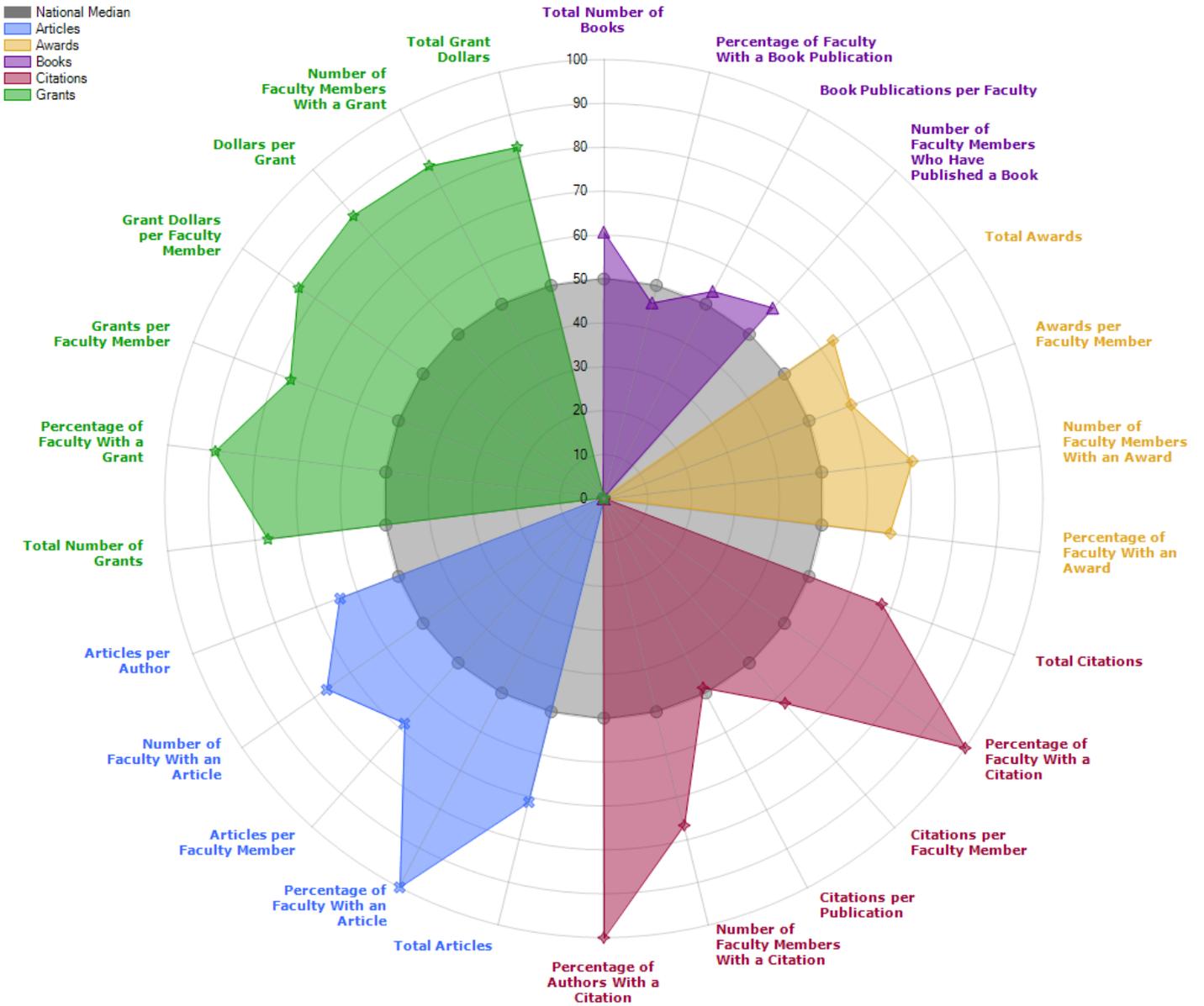
# Department Radar - All Variables

University of South Carolina | Political Science, Department of



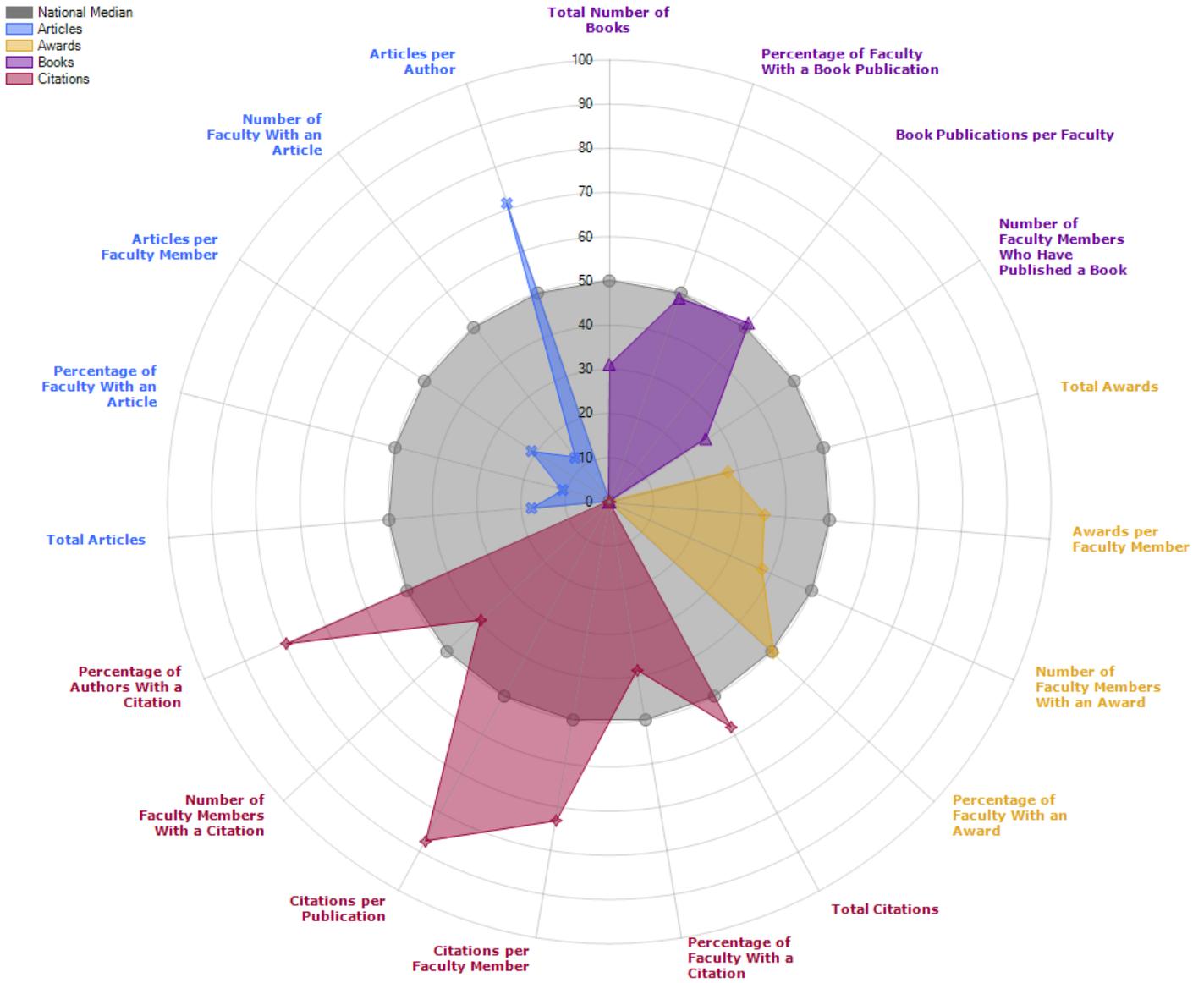
# Department Radar - All Variables

University of South Carolina | Psychology, Department of



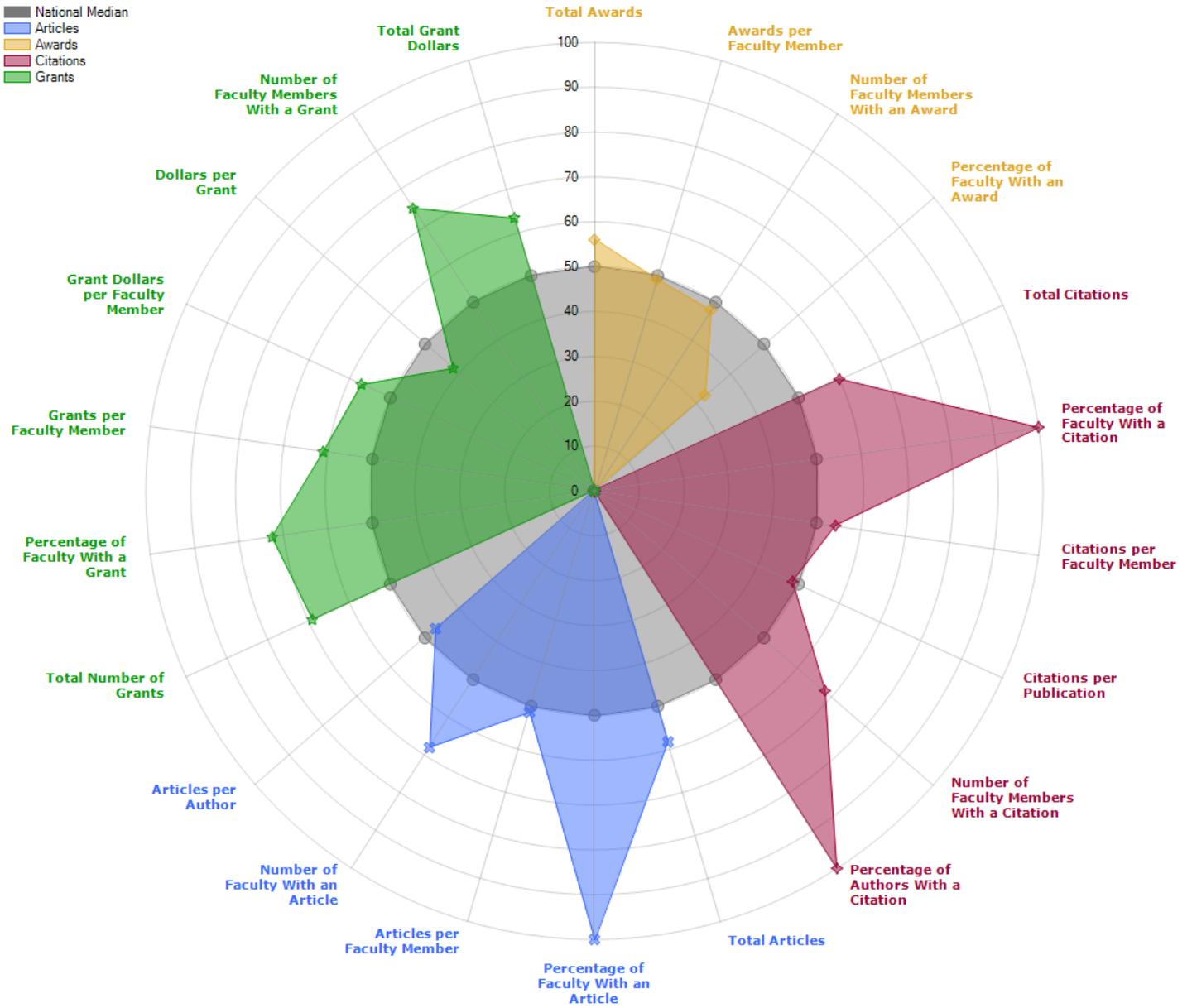
# Department Radar - All Variables

University of South Carolina | Religious Studies, Department of



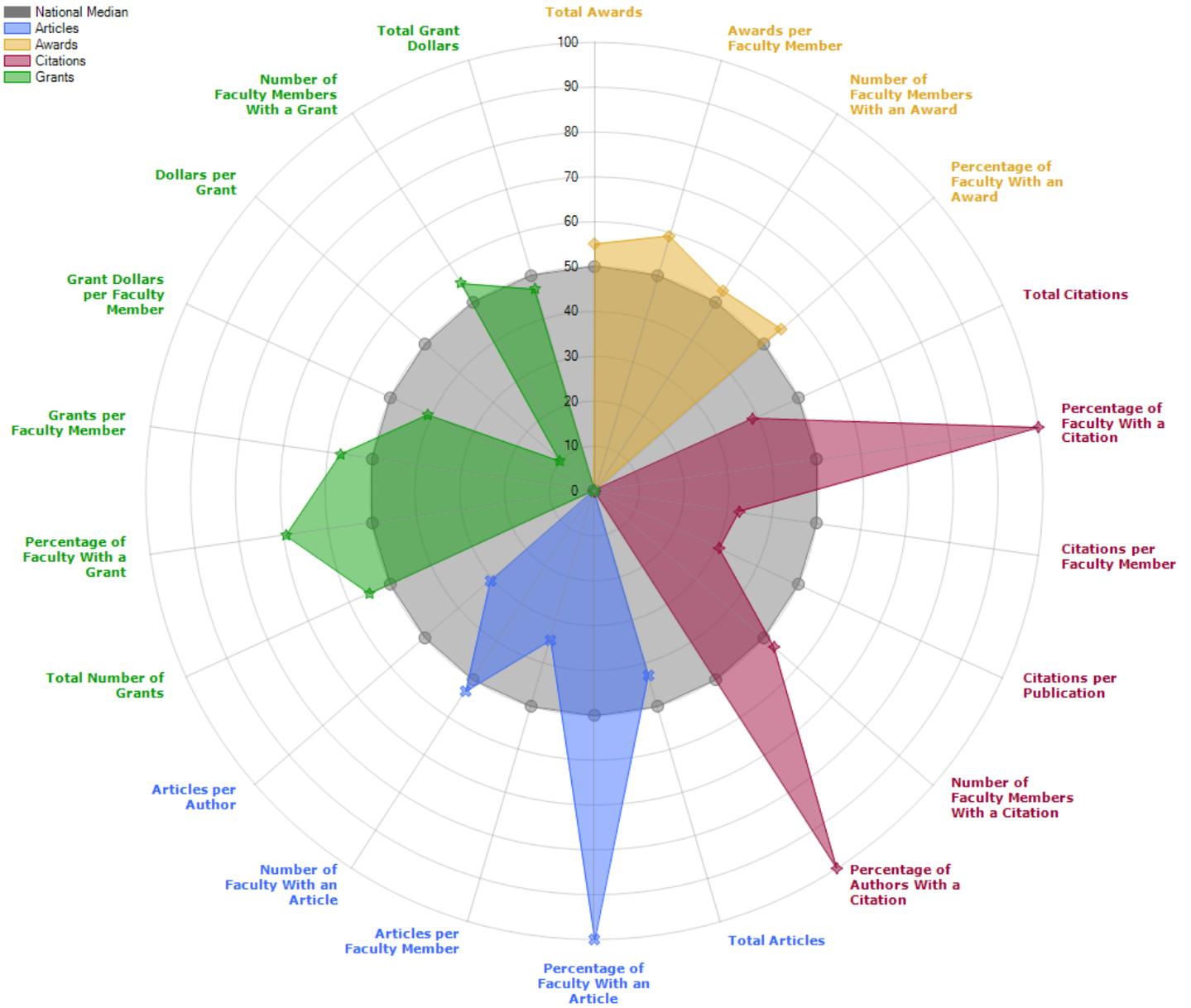
# Department Radar - All Variables

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



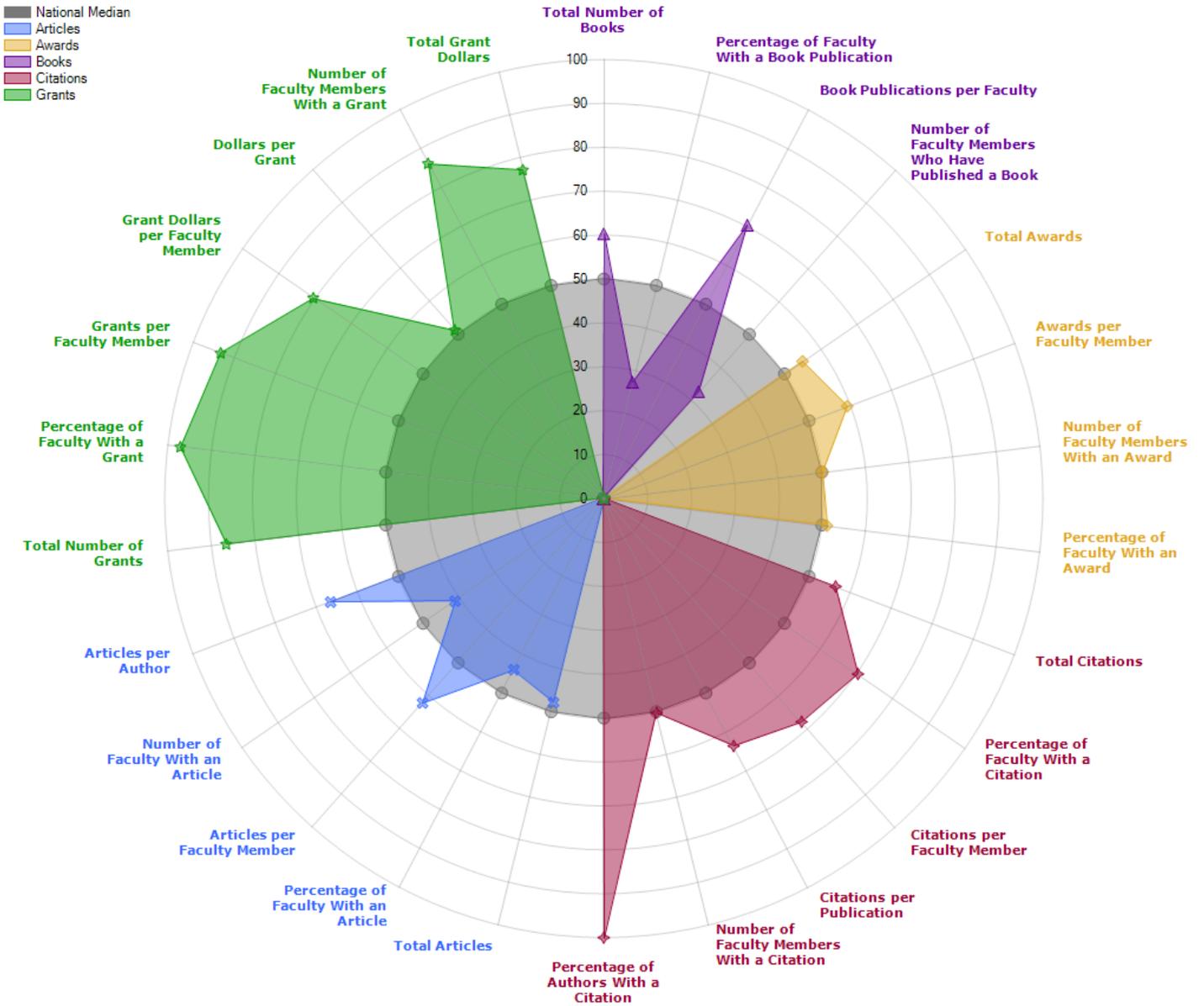
# Department Radar - All Variables

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



# Department Radar - All Variables

University of South Carolina | Sociology, Department of



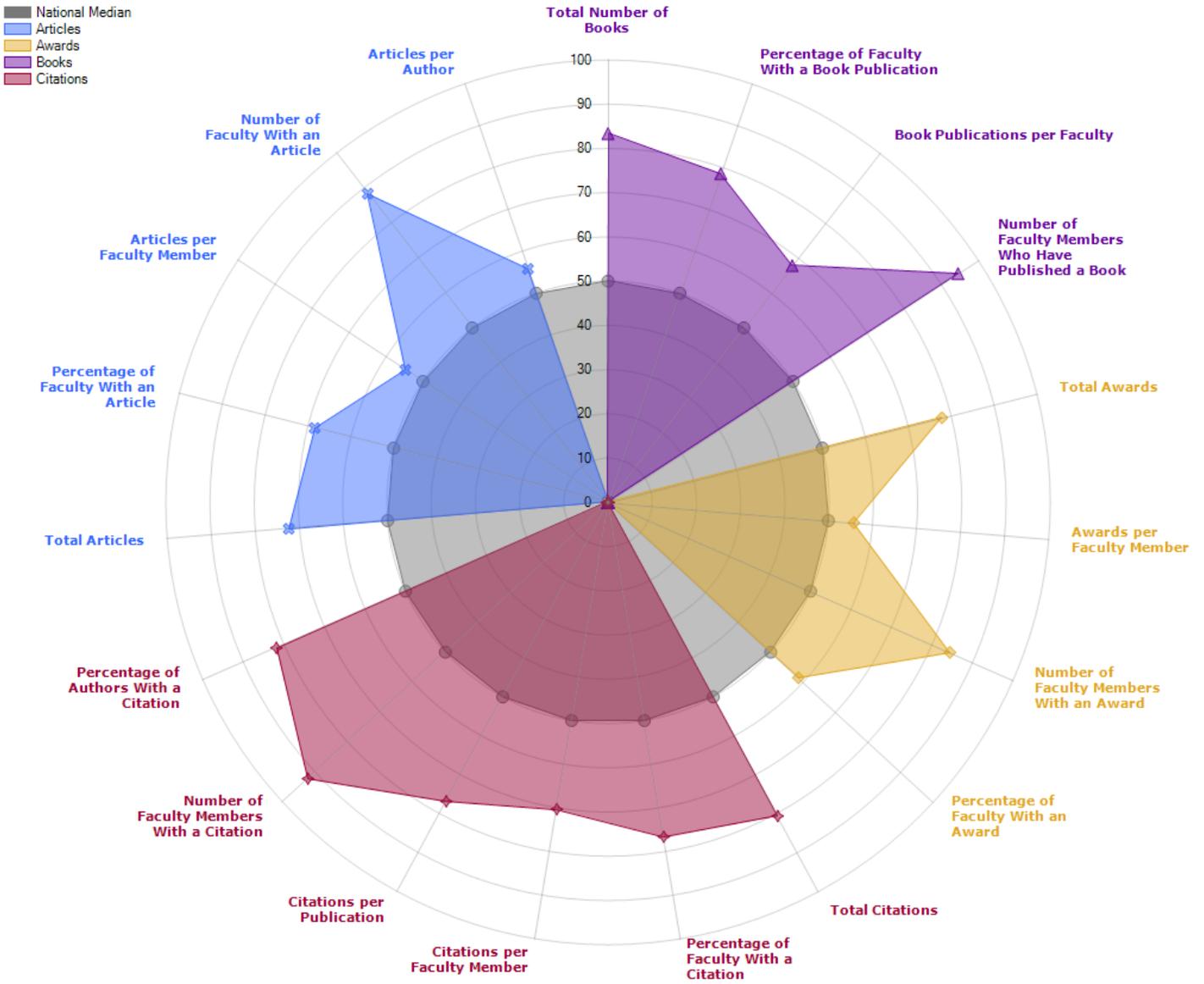
# Department Radar - All Variables

University of South Carolina | Statistics, Department of



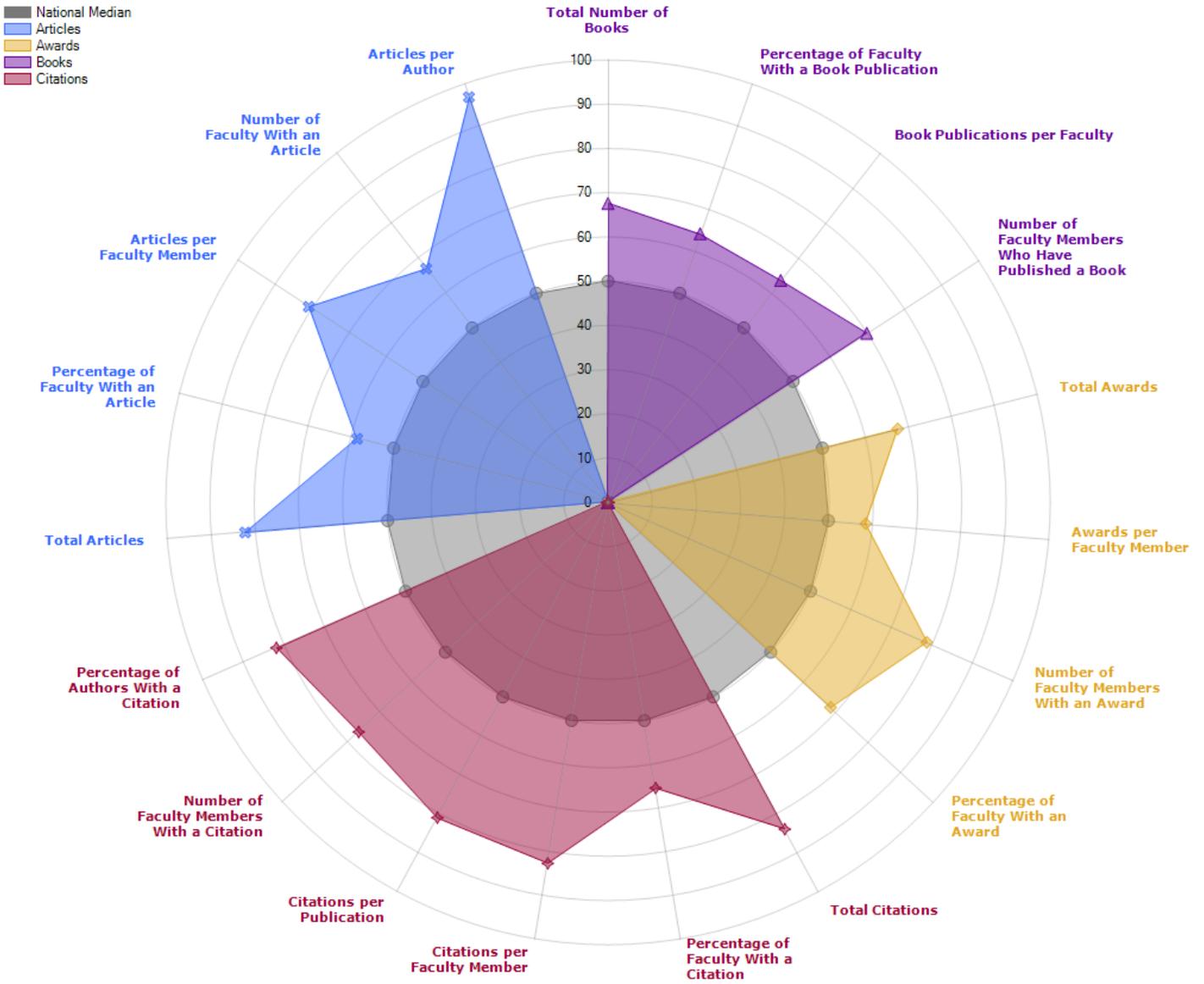
# Department Radar - All Variables

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

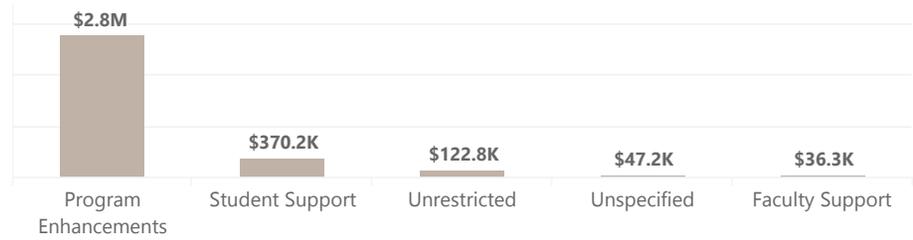
All Gift Band Unit Arts and Sciences Year FY 2018 Calculation Production

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

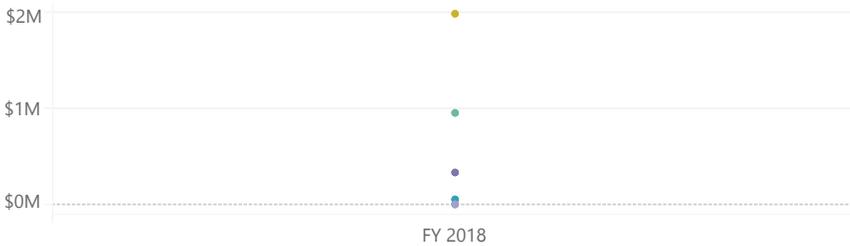
## FY - YTD Production



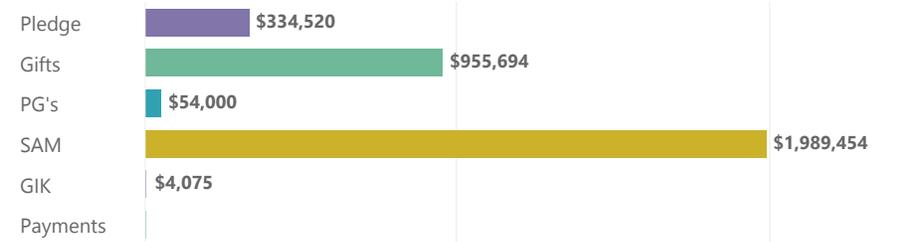
## Total \$ by Purpose



## Gift Type



## Total \$ by Gift Type



## Donor # by Constituency



## Total \$ & Donor # by Constituency

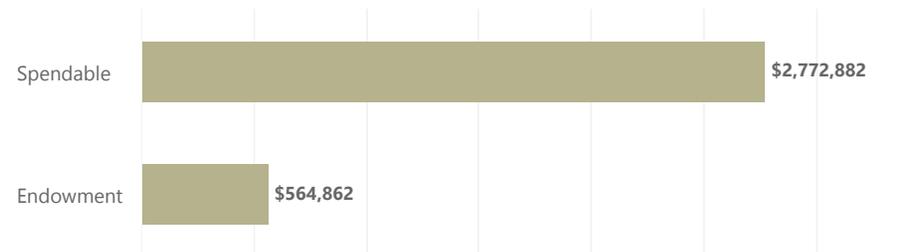


## Designation

|           |          |
|-----------|----------|
| Spendable | \$2.8M   |
| Endowment | \$564.9K |

07/01/2017

## Total \$ by Designation



# **Appendix 7. Community Engagement**

## Supplemental Info - Community Engagement

Additional information on Community Engagement appears in Appendix 7. The information contained in the appendix is only a snapshot of the wide-ranging community engagement activities conducted by the CAS during the 2018-2019 academic year. These activities are segregated by individual departments and programs so as to provide a representative range of the diverse events conducted.

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The **Aerospace Studies Program** participated in numerous Honor Guard event on the Columbia campus as well as the Columbia Veteran's Day Parade.

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The **Institute for African American Research** was involved in and cosponsored several community events, including "The Outside Agitator: The Civil Rights Struggle of Cleveland Sellers, Jr." at the Richland Library. They further presented "Films and Stories of the Civil Rights Movement," a collaboration between University students and members of the community as part of AFAM 397, cross-listed with HIST.

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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 included working on the *Migratuse Ataraxia* multimedia project with Historic Columbia (Drs, Thaddeus Davis & Tanya Davis) and working with serving on the Alabama Dance Council (Dr. Thaddeus Davis), presenting poems and serving on conference and film panels (Drs. Nikky Finney, Todd Shaw & Qiana Whitted), 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 (Dr. Isom-Scott). 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 Carolinian and Richland County Libraries, International Comic Arts Forum Advisory Board, Chair of Palmetto AIDS Life Support Services (PALSS, Dr. Todd Shaw), and the South Carolina Council for African American Studies.

---

Cadets within the **Air Force ROTC Program (AFROTC)** amassed over 1000 hours of community service during the academic year. These activities included a suite of community and state events including working with Harvest Hope Food Bank, raising funds for first responders and victims of 9/11 as well as veterans, volunteering at Parents Weekend and the Williams-Brice Stadium Cleanup. The AFROTC Program also oversees **the Arnold Air Society (AAS)**. 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 created a donation drive for the local Women's Shelter as well as worked 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.

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The **Department of Anthropology** hosts regular departmental colloquia that is 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 and presented numerous community lectures. They 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 Plant Swaps and Park Clean-up Days.

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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 ~ 80 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. The University of South Carolina is the home institution for ~ 50 investigators conducting research at the BMFL. In addition, ~ 80 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 BFML, which has been the host facility for an estimated 1000 projects involving many thousands of scientists and students over the past 50 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.

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The **Department of Biological Sciences** reported numerous community engagement activities this academic year. 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 education, awareness, and screening programs conducted by the Center for Colon Cancer Research (CCPN, Dr. Frank Berger). 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 cancer researchers across the state, and at the national level to increase overall colon rectal cancer 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.

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The Center for Science Education is very active in K-12 education activities. This includes hosting the annual Junior Science and Humanities Symposium and the Regional Science and Engineering Fair. They are actively involved in curriculum development and teacher professional development for schools in Charleston and in Lexington County every year. This past year, ~ 600 middle and high school students came to the Columbia campus to participate in SScienceLab activities (5 hour hands-on laboratory supervision for SC Middle and High School students).

---

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. Nearly half of involved schools have high minority enrollments and students. Faculty in Chemistry and Biochemistry are heavily engaged in service to the scientific community via peer review of grant proposals, as ad hoc reviewers or as panel/study section members. All faculty perform peer reviews of research papers and several contribute as journal editors. They are engaged as reviewers of extramural tenure and promotion, organize research symposia and meetings

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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: National Institute of Justice, Federal Bureau of Investigation, Police Executive Research Forum, Greenville Police Department, Carolina 11<sup>th</sup> 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, SC Law Enforcement Accreditation Council, Charleston Police Department, Habitat for Humanity, New Bridge Academy, Applied Research Services, Domestic Violence Advisory Board, and the Columbia Police Department

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The **School of the Earth, Ocean and Environment** faculty worked locally with the Congaree National Park through an upper level undergraduate field-based course which provided input to the park on its influent water quality, a senior seminar which provided needed science for management, and helped to enhance visitor programs and interpretation. Additional work included biological inventory and monitoring at the McCrady South Carolina National Guard Training Center, and regional work with the Pinizy Swamp Center for Water Sciences and Nature Park, Augusta, GA. Faculty within the School were 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 also continued to be active in K-12 outreach. This includes Professor

David Barbeau's in-service workshop on inquiry-based earth science education for Richland 2. Other outreach occurred 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 partnered with local and regional internship sites to conduct applied projects. The School hosted an annual summer camp (Girls Go for IT) and participated in judging various science fairs. Dr. Benitez-Nelson maintained 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).

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The **Department of English** was very active in community engagement across the local, state, and national community. Faculty served on numerous discipline specific and city-wide committees engaged in arts and humanities education and participated in a number of outreach events. For example, Dr. Liz Countryman hosted a series of readings for the community and served as a judge for various writing competitions across the state. Dr. Ed Madden served on numerous state wide and community panels in his role as the Director of Women and Gender Studies and conducted poetry readings throughout the south in his role as Columbia's poet laureate. Professor David Shields serves as Chair of Slow Food's Ark of Taste for the South. As Chair of the Carolina Gold Rice Foundation he worked with the community to oversee the reintroduction of the South's Ancestral Peanut, the Carolina African Runner Peanut into commercial production. Professor Elise Blackwell directed 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. The Department also has volunteers teaching (every other Friday) language, culture, and job skills to refugees through a local organization. Professor James Barilla directed 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 served on the board of the SC Environmental Law Project. Professor Sara Schwebel served on the Cultural Resources Task Force for Girl Scouts of the USA and gave several professional development workshops to Richland 1 schools. The MFA Program Coordinator, Liz Countryman, continued to direct 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.

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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 a Critical Interactives course. They further have a major partnership with the Nickelodeon Theater, which included several interactive panel discussions and presentation with Faculty.

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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.

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The **Global Studies Program** initiated monthly global café events that were free and open to the public throughout the academic year.

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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. Professors Jessica Elfenbein and Tom Lekan served 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. The History Center conducted 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 and at Allen University. Dr. Lauren Sklaroff gave several public talks to Jewish community groups on her biography of Sophie Tucker

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The **Department of Languages, Literatures, & Cultures** hosted 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 completed its annual French-language theatre production. The faculty participated in outreach activities to local K-12 schools (Classics Day, German Day, German Elementary schools, Japanese Saturday school). Spanish faculty and students participated in the Hispanic Heritage Month in Fall semesters with other members of

the university and with artists and cultural organizations of Columbia. The department further provided translation services for the local community.

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The **Department of Mathematics** is committed to community engagement across all educational levels throughout the city, state, nation, and internationally. Math Faculty 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, the Department has been inviting all interested high schools in South Carolina to their annual High School Math Contest. Their goal is to stimulate interest in mathematics among high school students and to recognize those who exhibit exceptional talent. The main event entails a 90-minute multiple-choice exam with 30 questions—the Morning Exam. The top scorers receive medals and cash prizes. The Department also hosted 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. The Department of Mathematics undergraduate societies (mentored by Faculty) Pi Mu Epsilon (PME) and the Gamecock Math Club (GMC) also hosted many events throughout the semesters that are designed to promote mathematics to the USC community. Events this past year include: Dessert and Games Nights, Math Jeopardy, Career Lectures (Data Science, Actuaries, etc.) and the Integration Bee.

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A major component of the **McKissick Museum's** mission is to engage with the community at large. This past year, the McKissick Museum reached almost ~20,000 individuals through a multitude of activities including special lectures to the general public and interactions with K-12 and university students. For example, 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. 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. The museum also loaned objects to exhibitions throughout the state. 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 conducting interviews with artists and collectors for an upcoming exhibition on 19th-century potter Thomas Chandler. Dr. Lana A. Burgess, served 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, served on the Professional Development Committee for the South Carolina Federation of Museums.

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The **Department of Philosophy** had several faculty members actively engaged in community outreach. Dr. George Khushf (Center for Bioethics) conducted monthly ethics rounds for senior administrators at Palmetto Health Alliance; he also participated in 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 Dreher High School in Columbia, SC and Dr. Jennifer Frey is involved in an ongoing podcast, *Sacred and Profane Love*.

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The **Department of Physics and Astronomy's** outreach activities include the R. L. Childers Midway Physics Day at the South Carolina State Fair, the highly successful USC Distinguished Lecture Series in Physics and Astronomy that brings high profile scientists to campus to give general talks on important scientific topics, the monthly departmental colloquium series that is open to all, the running of the Melton Memorial Observatory public nights, where the public has the opportunity to look at celestial bodies. Many faculty participate as judges in the Science and Engineering Fair and the Junior Science and Humanities Symposium, as well as in Discovery Day, the Graduate Student Day, and the Midlands Astronomy Club.

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The **Department of Political Science** engaged in more than 200 activities centered around community engagement. 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. 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.

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The **Department of Psychology** 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.

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The **Department of Sociology** 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.

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The **Institute of Southern Studies** was involved in numerous community engagement activities. Instructor Walter Liniger gave several demonstrations and concerts of blues music at local venues. Instructor Jennifer Gunter participated in the Race Equity Inclusion Learning Collaborative (a partnership of 14 non-profits and organizations devoted to racial equity). The Institute continued to maintain and enhance the Digital South Carolina Encyclopedia, with an average of 19,000-20,000 unique visits to the website per month. The Institute sponsored the showing of the film "Look and See: A Portrait of Wendell Berry," and cosponsored Walter Edgar's "Conversations on the South" lecture series and the Townsend Lecture by Professor Ed Ayers from the University of Richmond.

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The **Department of Religious Studies** hosts the annual Bernadin Lecture and initiated the inaugural Barnes Lecture for the first time in 2018, with a second lecture planned in the Spring, 2019

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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 *Legacy Magazine* three issues 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.

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The **Department of Statistics** has many faculty members 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 is serving 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. Drs. Brian Habing, Lianming Wang and John Grego served 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. 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. Dr. David Hitchcock is a cub scout den leader in his community

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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. Dr. Milling also served 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 included 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 also mentored Magellan Scholars. The Department Chair, Robert Bourne, also conducted workshops at state-wide high school theatre festivals and conferences. We also supported 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. research project analyzes the efficacy of drama-based instruction within a Read to Succeed camp in Williamsburg County. Looking at relationship among reader's motivation, drama instructional practices, and summer reading loss. 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 also 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, he 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.

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The **Walker Institute** sponsored the Palmetto Forum. This is a monthly Lecture Series for members of the Community, held 8 times per Academic year at The Palmetto Club. The lectures feature USC Faculty sharing their expertise on topics that are current and relevant. They also cosponsored several events per year with the Columbia World Affairs Council, featuring international programming on current world events, including hosting visiting Diplomats.

Specific cosponsored events included the Student Leadership Dinner "Be the Change", cohosted with The Atlantic Institute (November 18) and the "Yellow Ticket" event (March 31, '19), a Film Screening, and Music Recital.

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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 on 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. The Women's and Gender Studies Program is also active in engaging current students in community outreach. All majors must take WGST 499, a community internship class, which also serves as a capstone to the major. The program also offers WGST 112, which places students in non-profit organizations for community service or community-related research projects. This past Fall, the Program worked with community and university partners to co-sponsor the film *Yours in Sisterhood* at the Nickelodeon Theater (18 Sept 2018), and a women and horror film series (Oct 4, 11, 25), which also served as a community service and research component for section of WGST 304. Women's and Gender Studies Program has also established the Women's well-being initiative (WWBI), an organization for community engagement programming. Currently, there are three major projects: 1. Arts and Digital Media Workshops for Adjudicated Girls. Three times a year, WWBI plans and facilitates arts and media-based workshops for first-time, non-violent female law offenders, ages 12-17, participating in Lexington County Juvenile Arbitration. The workshops used creative writing, mixed media collage, photography, and video making to promote engagement with and discussion of everyday issues and obstacles these youth face. Frequently discussed topics

included: relationship violence, peer pressure, drug abuse, and body image. Last year, we worked with 20 participants. 2. Arts for Women's Agency. WWBI provides a series of art workshops for women aged 20-60 at the Killingsworth Home, a local shelter for women in transition located in downtown Columbia. These art workshops were provided 2 to 3 times a year by utilizing various mixed media (drawing, painting, collage, and fabric art) and critical feminist pedagogy. These workshops aimed to create a space for participants to express and work through their traumatic feelings of drug abuse, domestic violence, incarceration, and living away from their families, and to acquire a sense of agency and community. Last year, they served 15 participants. 3. Adolescent Mentoring Program. This intensive school-based mentoring program matches trained USC students majoring in criminology to youth attending the New Bridge Academy, Lexington 2 School District's disciplinary alternative school. The program is offered during spring and fall semesters. Informed by the positive youth development framework and resiliency theory, the program fosters an intensive helping relationship that focuses on individualized goal-setting and the development of youth competence, confidence, character, caring, and connection. Last year, they worked with 61 participants.

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

## Supplemental Info – Campus Climate and Inclusion

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| <p><b>African American Studies</b></p>                         | <ul style="list-style-type: none"> <li>- Qiana Whitted, Professor: Diversity and Inclusion Advisory Committee, CAS Diversity Committee, MLK Celebration Committee</li> <li>- Jason Cummings, Assistant Professor: CAS USC-Claflin Partnership Advisory Volunteer to Increase Diversity in Graduate School</li> <li>- Deena A. Isom-Scott, Assistant Professor: CTE Teaching Toward Inclusive Excellence Certificate</li> <li>- Todd Shaw, Associate Professor: Chair of Board of Palmetto Aids Life Support Services; film talkback at the Nickelodeon</li> <li>- Thaddeus Davis, Associate Professor: "Migratuse Ataraxia" multimedia project with Historic Columbia</li> <li>- Tanya Davis, Associate Professor: "Migratuse Ataraxia" multimedia project with Historic Columbia</li> <li>- Qiana Whitted, Professor: Science on Screen talkback at the Nickelodeon, Poetry Out Loud Judge</li> <li>Deena A. Isom-Scott, Assistant Professor: American Society of Criminology Student Collective Mentoring Committee</li> </ul>   |
| <p><b>Anthropology</b></p>                                     | <p>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 on campus with 70% of our faculty female (at all ranks), and nearly half of our faculty comprising underrepresented groups (African American, Native American, Latino).</p> <p>Our colloquium series frequently focuses on topics regarding diversity and inclusion. We also have two faculty members who provide university-wide leadership with regard to diversity, inclusion, and equity. Our unit supported a cross-unit initiative led by graduate students in Anthropology and Linguistics to invite well known Diné poets to give a panel poetry reading in dialogue with linguistic anthropologist, Anthony Webster and discuss how and why members of the Navajo nation's languages and art forms have been misrecognized and/or denigrated and the role that their poetry has played in challenging these misconceptions. This event was the signature campus event kicking off the National Native American Heritage Month in November. It was open to the broader public and had excellent attendance.</p> |
| <p><b>Baruch Institute for Marine and Coastal Sciences</b></p> | <p>The National Estuarine Research Reserve (NERR) program operates an outreach program that engages k-12, stakeholders, and citizen scientists.</p>  |
| <p><b>Biological Sciences</b></p>                              | <p>Activities to improve campus climate and diversity inclusion in the Department of Biological Sciences are large aimed at increasing diversity among our faculty, staff and students. We have diversity though not as much as we would like. We have taken the following efforts to improve climate and diversity inclusion. For all position advertisements, we of course include language to encourage applications from minority and female candidates. For faculty recruitment, we advertised an open faculty position on MinorityPostdoc.org and have seen an</p>   |

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|  | <p>increase in our applicant pool. We typically have a more diverse applicant pool for staff positions and graduate student positions. For graduate student recruitment, we outline efforts above from our NIH PREP program (<a href="http://biomedical.med.sc.edu/uscprep.asp">http://biomedical.med.sc.edu/uscprep.asp</a>) and faculty visiting regional HBCUs for seminars/lectures and recruitment fairs.</p> <p>Of approximately 40 faculty (tenure track and non-tenure track), 5% are underrepresented minorities and 40% are female - notably of our pre-tenure faculty, 20% are underrepresented minorities (African American &amp; Latina), 50% are female, and 40% are international. With the TERI program, we lost much of our administrative staff over the past year and have been in a 'recruitment mode'. 40% of staff hires have been African American and 80% have been female (total = 25% African American &amp; 62.5% female among staff). Our graduate student population is 37% female, 11% African American, and 17% international. Post-doctoral fellows constitute an increasing population of scholars in Biological Sciences. Our fellows are 50% female, 6% African American, and 73% international.</p> <p>Finally, Biological Sciences faculty serve as mentors to undergraduate research assistants. Each year, Biology faculty members provide more than 200 research opportunities for undergraduate students in their laboratories. These students reflect the diversity of the Department's Biology majors. Engagement with the scientific community - Biological Sciences faculty provided peer review for more than 250 scientific manuscripts and over 400 grant and fellowship applications in the last year. These include reviewing for intramural, regional, national, and international funding programs. The faculty cumulatively serve on editorial boards and advisory boards/committees for more than 65 organizations. Advisory boards include NOAA Center for Coastal &amp; Marine Ecosystems, SC Sea Grant, Shriners Hospitals for Children Research Programs, International Council for the Exploration of the Sea (ICES) Working Group on Climate Change, North Inlet-Winyah Bay National Estuarine Research, NASA Working Group on Field Campaigns, and Philippine American Academy of Scientists &amp; Engineers. Our faculty have also provided more than 100 invited presentations at national and international venues, including lectures to lay audiences in the community outlined below. Scientific audiences included presentations at Tel Aviv University, Weizmann Institute of Science, Temple University, University of Zurich, Woods Hole Marine Biology Laboratory, University of Maryland, Chubu University, Georgetown University, Stirling University, and University of Tokyo. Finally, faculty have participated in scientific meetings across the world, with faculty at all ranks often assuming a leadership role in the meeting organization and/or implementation to raise awareness of the University in the scientific community.</p> |
| <p><b>Center for Science Education</b></p> | <p>All Center activities involve participants from many different ethnic and cultural backgrounds</p> <ol style="list-style-type: none"> <li>1) Junior science and Humanities Symposium</li> <li>2) Regional Science and Engineering Fair</li> </ol>   |

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|  | <p>3) Approximately 600 middle and high school students will come to USC to participate in ScienceLab activities</p> <p>4) Curriculum development and teacher professional development for schools in Charleston and in Lexington County</p>  |
| <p><b>Chemistry and Biochemistry</b></p> | <p>Participation in GEM which is a network of leading corporations, government laboratories, top universities, and top research institutions that enables qualified students from underrepresented communities to pursue graduate education in applied science and engineering. Support for 2018 USC Central South Carolina Region II Science &amp; Engineering Fair</p> <p>The American Chemical Society (ACS) Project Seed Program at University of South Carolina offers a unique opportunity for economically disadvantaged high school students to spend a summer conducting hands-on research with scientists in a laboratory setting.</p> <p>K-12 Outreach: The program pairs graduate student, undergraduate student and faculty volunteers with teachers in SC Midland's elementary, middle and high schools. Volunteers contact teachers, discuss how experiments relate to science standards, and exchange ideas on how to enhance the concepts that teachers are covering in their classes. They then visit 10 to 20 K-12 schools a year to present ~50 minute chemistry demonstrations designed to showcase the scientific method</p> <p>Women-in-Science Program (Wi-Sci) brings together local initiatives to support women to pursue their careers in STEM disciplines across South and North Carolinas, which include</p> <ol style="list-style-type: none"> <li>(1) lectures at the local historically black colleges and universities,</li> <li>(2) course development focused on the emergent technologies,</li> <li>(3) summer research program for African-American females, and</li> <li>(4) development of the Bridge Program, which will provide a unique chance for the female students from the underrepresented group to be admitted to the graduate school.</li> </ol> <p>Sustainability Research and Practice Showcase (Sept 26, 2018): Day long event which showcases research, entrepreneurship, and service efforts across the USC community that lead to economically, environmentally, and/or socially sustainable benefits.</p> <p>SAXS outreach: Annual summer programs to introduce SAXS techniques to South Carolina students across the state. This fully guided program introduces the basic concepts and some analysis methods used widely for SAXS experiments all over the world in advanced nanomaterial studies.</p> <p>City of Denmark, SC Well Study</p> <p>In the spring of 2018 faculty in the Department of Chemistry and in the Department of Environmental Health Science were asked to participate in a study of dissolved metals in the source water for the City of Denmark, South Carolina. The resulting Denmark Well Study is one part of the conversation</p> |

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|  | <p>about water quality and safety affecting Denmark and neighboring communities.</p> <p>Master Scholar's program "Adventures in Extraordinary Chemistry in Extraordinary Lives " for high school and middle school students in the summer 2018 and 2019 with hands-on experiments that will help students connect real-world situations with science.</p>  |
| <b>Criminology &amp; Criminal Justice</b>            | <p>"Coffee with Clement" was initiated by Senior Instructor Therese Clement; through informal gatherings with undergraduate students, she seeks to get to know the students better to promote inclusion and retention.</p> <p>The Department of Criminology &amp; 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.</p> <p>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:</p> <p>National Institute of Justice<br/> Federal Bureau of Investigation<br/> Police Executive Research Forum<br/> Greenville Police Department<br/> Carolina 11th Circuit Domestic Violence Fatality Review Committee<br/> International Association of Chiefs of Police Research Advisory Committee<br/> Richland County Sheriff's Department<br/> Lexington County Juvenile Arbitration<br/> SC Department of Public Safety<br/> SC Department of Corrections<br/> SC Department of Health and Environmental Control<br/> Recovery Ventures Corporation<br/> Los Angeles County Sheriff's Department<br/> SC Law Enforcement Accreditation Council<br/> Charleston Police Department<br/> Habitat for Humanity<br/> New Bridge Academy<br/> Applied Research Services<br/> Domestic Violence Advisory Board<br/> Columbia Police Department</p> |
| <b>Department of Aerospace Studies</b>               | Honor Guard at USC Events, Columbia Veteran's Day Parade   |
| <b>Department of English Language and Literature</b> | <p>Elaine Chun</p> <ul style="list-style-type: none"> <li>Member, Diversity Committee of the College of Arts and Sciences</li> </ul>   |

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|  | <p>Susan Courtney</p> <ul style="list-style-type: none"> <li>• Member, Diversity Committee of the College of Arts and Sciences; Chair, Subcommittee on Student Recruitment and Retention</li> <li>• Organized a free Welcome Week Matinee Screening at the Nickelodeon Theater for current and prospective Film and Media Studies (FAMS) students, sponsored by FAMS, in collaboration with University Admissions</li> <li>• Participant, Equity Summit, SC Collaborative on Race and Reconciliation, November 8-9, 2018</li> </ul> <p>Anne Gulick</p> <ul style="list-style-type: none"> <li>• Safe Zone Advocate</li> <li>• Attended a workshop on International Students and Mental Health sponsored by the International Accelerator Program</li> </ul> <p>Dianne Johnson</p> <ul style="list-style-type: none"> <li>• Mentoring of Niki Driver '17 is highlighted in the "Thanks to a professor..." feature of the Fall 2018 edition of AHA!, the publication of the South Carolina Honors College</li> </ul> <p>Catherine Keyser</p> <ul style="list-style-type: none"> <li>• Affirmative Action Officer, Assistant Professor of African American Literature and Culture search, Department of English and African American Studies Program, USC</li> </ul> <p>Ed Madden</p> <ul style="list-style-type: none"> <li>• Member, President's Diversity and Inclusion Advisory Committee</li> <li>• Member, SC Collaborative on Race and Reconciliation and The Welcome Table</li> <li>• Panel discussions for book launch of Southern Perspectives on the Queer Movement, hosted by Maxcy College, 29 Jan 2018 and The Guild [LGBTQ community business organization], January 11, 2018</li> <li>• Panel on sexuality and the arts (with Patrick Hawkins and Kari Lebby), Openings [monthly interfaith meeting on spirituality and sexuality], Ebenezer Lutheran Church, Columbia SC, May 22, 2018</li> </ul> <p>Hannah Rule</p> <ul style="list-style-type: none"> <li>• Teaching Towards Inclusive Excellence (TTIE) certification through CTE, in progress (completed 3 of 8 required sessions thus far). "The TTIE program is designed to provide an opportunity for faculty [...] to strengthen their strategic diversity leadership capacities both within and outside their classroom and to support USC's commitment to inclusive excellence."</li> </ul> <p>Sara Schwebel</p> <ul style="list-style-type: none"> <li>• Completed Safe Zone training</li> <li>• USC Undergraduate Woman of the Year selection committee (34 applicants + interviews) • Organized roundtable discussion of The Hate</li> </ul> |
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|  | U Give with Dianne Johnson for the Center for the Education and Equity of African American Students   |
| <b>Department of Political Science</b> | Participation on the on-campus recruitment of students for Historically Black Colleges such as Claflin University   |
| <b>Department of Psychology</b>        | <p>The Department of Psychology is intent on fostering a culture of inclusion among all students, staff and faculty members. We strive to organize events in which all members of the department are encouraged to congregate and share ideas. For example, we held a large Welcome Social in August of 2018 here in Barnwell College and it was successful in introducing new students to everyone in the department.</p> <p>We also make an effort to show faculty and staff appreciation by hosting a Holiday Party and a Staff Luncheon in December of 2018. Most notably, in January of 2019, we held a Faculty/Staff Retreat which helped our department to reach a shared understanding of strategic and organizational goals, reach consensus on key governance issues, and identify next steps on key priorities for improving the department's operations, climate, and morale.</p>   |
| <b>Department of Theatre and Dance</b> | <p>The Department of Theatre and Dance always strives to create an inclusive climate for student development, training, and performance. As a result, our department puts a great emphasis on production programming to not only create an inclusive environment for our students, but also to amplify the voices of the underserved to the wider community. This past year, we have put a special emphasis on the portrayal of women in our society and had a long reflection on the effects of the "me too" movement and the ways in which women's voices are treated. We produced several plays in particular over the past 2 seasons that address these issues: The Crucible (Spring 2018), Flight (Spring 2018), By the Bog of Cats (Fall 2018), The Revolutionists (Spring 2019) and The Wolves (Spring 2019). We are also producing a piece that addresses issues of mental health and disability, The Curious Incident of the Dog in the Night-Time (Spring 2019), that stars an autistic character and address stigmas surrounding these issues.</p> <p>Associate Chair, Dr. Stephanie Milling, also addresses such issues with her Dance Education classes that work and teach with the Babcock Center, which is a center for adults with special needs. We believe that the performing arts provide a space to process, reflect and discuss sensitive and necessary issues facing society today. In both attending performance and creating it, we are able to better understand "the other" and develop empathy, creating more well-rounded, sensitive and caring students and citizens.</p> <p>In addition, several of our faculty members have been deeply involved in the diversity and inclusion efforts of the university. Instructor Olivia Waldrop and Associate Professor Tanya Wideman-Davis serve on the College of Arts and Sciences Diversity and Inclusion Committee. Professor Stan Brown has also worked extensively on the MLK Steering Committee, as well as the Professor Richard T Greener Memorial Committee. He has volunteered his services to organize and perform at both the inaugural Richard T. greener Symposium and Statue unveiling, as well as at the Richard Greener Tribute Concert with the School of Music. In addition to his work at USC, Professor Brown has also represented the Department of Theatre and Dance's ethos of inclusion by</p> |

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|  | <p>serving as the diversity consultant for the Voice Department of The Public Theatre in New York. At USC, Associate Professors Thaddeus Davis and Tanya Wideman-Davis have also promoted African American and minority voices through the development of their dance work CANE and represented the department throughout the region by touring the production at the Duke University Collegium for African Diaspora Dance Conference and the Cooper Series: The Magic of Black Living at Swarthmore College. They also collaborated with Professor Naomi Falk from the School of Visual Art and Design to build an interdisciplinary course titled "Reciting Sites" with the the assistance of Bates College Professor Dr. Myron Beasley. The Deans office, Theatre and Dance, Art, and African American Studies assisted in Dr. Beasley, Falk, Associate Professor Thaddeus Davis and Associate Professor Tanya Wideman-Davis hosting a dinner where faculty members engaged in possible readings for the course and engaged in dialogue about performance, architecture, and memorialization. Dr. Beasley also hosted a university wide lecture which took place at McMaster fall semester of 2018. The Reciting Sites course will be taught for the first time Fall 2019. Similarly, in December of 2018, Associate Professors Thaddeus Davis and Tanya Wideman-Davis hosted an event on the Historic Columbia grounds to promote the next years activities that will be take place in relationship to our new project Migratuse Ataraxia which will be workshopped at Hampton Preston Mansion April 19, 2019 and begin touring December 2019, which explores the physical reclamation of the black body and black spaces.</p> |
| <p><b>Film and Media Studies Program</b></p> | <p>All Film and Media Studies faculty participated in USC's online mandatory diversity training.</p> <p>Susan Courtney, Professor:</p> <ul style="list-style-type: none"> <li>• Member, Diversity Committee of the College of Arts and Sciences; Chair, Subcommittee on Student Recruitment and Retention</li> <li>• Participant, Equity Summit, SC Collaborative on Race and Reconciliation, November 8-9, 2018</li> </ul>  |
| <p><b>History</b></p>                        | <p>The department teaches multiple courses on the historical experience of African-Americans as well as courses in Latin American, African, and Islamic history.</p> <p>Lauren Sklaroff's senior seminar (F18) on gender and sexuality considered the history of the LGBTQ experience in the United States.</p> <p>Bob Weyeneth participates in a university working group on university history and slavery</p> <p>Christine Ames was PI on an Excellence Initiative proposal for a cluster hire of scholars working on race in the South, intending to contribute to national conversations about history, slavery, memory, and commemoration on- and off-campus</p> <p>Christine Ames contributed to the Provost office's recent efforts re: First-Generation students</p> <p>Bobby Donaldson is the Director of the Center for Civil Rights History and Research and supervises various initiatives and projects</p>   |

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|  | <p>Dan Littlefield was until Summer 18 the Director of the Institute for African-American Research</p> <p>Val Littlefield was until Summer 18 Director of African-American Studies</p> <p>Adam Schor is the Convener for USC's Jewish Faculty and Staff Council, and has been active in conversations about the possible Anne Frank House on campus</p> <p>The History Center conducted several pertinent campus and community events between March 18 to the present. These included a major symposium on Reconstruction's Legacy: the History and Contemporary Significance of the Fourteenth Amendment in Spring 2018 (the keynote of which by Randall Kennedy took place at Allen University), Judge Richard Gergel's talk on the blinding of Isaac Woodard, and Joan Nathan's presentation on Jewish foodways in the South</p> <p>Val Littlefield is working on project with the Provost and Office of Diversity and Inclusion - preparing a potential Community Engagement umbrella proposal for USC</p> <p>Department staff have completed Safe Zone Ally training, Green Zone training, and sexual harassment/Title IX training• Public History, encompassing a masters' program as well as undergraduate courses, involves multiple forms of community engagement. 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, museums, and archives</p> <p>Jessica Elfenbein and Tom Lekan served 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</p> <p>Lauren Sklaroff: several public talks to Jewish community groups on her biography of Sophie Tucker</p> |
| <p><b>Institute for African American Research (IAAR)</b></p> | <p>The talks, brown bags, and other events focus on issues relevant to diversity and inclusion. November 7, 2018</p> <p>Outside Agitator: The Civil Rights Struggle of Cleveland Sellers, Jr.<br/>The Richland Library<br/>6:00 pm (co-sponsored with the Center for Civil Rights History)<br/>Spring Semester, 2019<br/>Dr. Cleveland Sellers, Jr. and Ramon Jackson (Graduate Assistant)</p> <p>Films and Stories of the Civil Rights Movement<br/>(Class with UofSC students and members of the community)<br/>AFAM 397, cross-listed with HIST 493 and SOST 405</p>  |

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| <b>Languages, Literatures &amp; Cultures</b> | conversion to gender-neutral bathroom   |
| <b>Linguistics Program</b>                   | <p>Anne Bezuidenhout (Professor): completed the mandatory Diversity training online course (for which I received a certificate of completion) plus the two additional required questionnaires.</p> <p>Jennifer Reynolds(Professor): completed the mandatory Diversity training online course and questionnaires.</p> <p>Elaine Chun (Associate Professor): serves on the Diversity Committee for CAS.</p> <p>Mila Tasseva-Kurktchieva (Research Associate Professor) completed the mandatory Diversity training online course (for which I received a certificate of completion) plus the two additional required questionnaires.</p> <p>Amanda Dalola (Assistant Professor):</p> <ol style="list-style-type: none"> <li>1) Diversity Online Training &amp; Questionnaires (USC),</li> <li>2) Inclusive Excellence at USC,</li> <li>3) Acknowledging LGBTQIA Visibility in the Classroom (CTE, USC),</li> <li>4) Youth Mental Health First Aid (Concordia College)</li> </ol> <p>Jiang Liu (Assistant Professor): completed the mandatory Diversity training online course (for which I received a certificate of completion) plus the two additional required questionnaires.</p> <p>Amit Almor (Associate Professor):</p> <ol style="list-style-type: none"> <li>1) completed the mandatory Diversity training online course as well as the two optional trainings and questionnaires,</li> <li>2) serves on the Diversity Committee for CAS,</li> <li>3) as a faculty senator proposed a statement of support of the Jewish community following the Pittsburgh synagogue massacre that was adopted by the faculty senate.</li> </ol> <p>Qiandi Liu (Assistant Professor): completed the mandatory Diversity training online course and questionnaires.</p> <p>Nina Moreno (Associate Professor):</p> <ol style="list-style-type: none"> <li>1) Inclusive Excellence at USC (CTE),</li> <li>2) Reaching all students (CTE),</li> <li>3) Defogging our Equitly Lens (CTE),</li> <li>3) Bringing Integrative Learning and Reflection in the classroom (CTE),</li> <li>4) Acknowledging LGBTQIA visibility in the classroom (CTE)</li> </ol> <p>Jennifer Reynolds (Professor): Participated in screening her ethnographic film featuring bilingual language instruction in Guatemala as part of a professional development workshop for teachers in Saluda, SC</p> |
| <b>Mathematics</b>                           | <p>Faculty Recruitment</p> <ul style="list-style-type: none"> <li>• This year the Hiring Committee has produced a slate of worthy candidates for interview. Special efforts were made to attract</li> </ul>   |

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|                                | <p>applicants from disadvantaged groups. Of 6 people Skype interviewed, 3 were White, 2 Asian, 1 Hispanic; One of them is Female, 4 were Males, and one didn't disclose. Of the 67 applicants, 35 were White, 24 Asian, 3 Hispanic, 1 African American, 1 mixed, and 3 didn't disclose their race. Forty-six applicants reported to be male, 16 females, while the rest didn't disclose or reply.</p> <p>Student Recruitment</p> <ul style="list-style-type: none"> <li>• The incoming Fall 2018 class consisted of 11 students, 4 of which were women.</li> <li>• The Director of Graduate Studies (DGS) actively pursued 2 Hispanic applicants who ultimately chose a different institution to attend.</li> <li>• For Fall 2019, the DGS has already hosted 1 African American student who is likely to be admitted.</li> <li>• The SAN-Epscor Grant is designed to help recruit students from underrepresented groups.</li> </ul> <p>Diversity Training</p> <ul style="list-style-type: none"> <li>• Administrative faculty and staff completed the University's mandatory Diversity Training as well as Harassment and Discrimination Training.</li> <li>• All other faculty completed the University's mandatory Harassment and Discrimination Training.</li> </ul> <p>Climate</p> <ul style="list-style-type: none"> <li>• As mentioned above in the Graduate Recruiting section, the Department plans to honor James Solomon, Jr., a former MA student, for the 55th anniversary of desegregation. James Solomon, Jr. was one of the first three African-American students enrolled when USC was desegregated in 1963. Dr.'s Matthew Boylan, Jesse Kass, and Paula Vasquez have written a nice proposal to the College. If funded, the Department will install a marker in LeConte College and hold an even with an invited speaker to celebrate the installation.</li> </ul> |
| <p><b>McKissick Museum</b></p> | <p>In fall 2018, McKissick Museum recruited and hired an African- American graduate assistant who, unfortunately, decided the position was not the right fit, and resigned within a week of her hire.</p> <p>McKissick staff has participated in the online training sessions required and recommended as part of USC's diversity training efforts.</p> <p>In 2018, McKissick Museum presented the first museum retrospective exhibition of work by Rosa &amp; Winton Eugene, two self-taught, African-American artists from Cowpens, SC. The exhibit was accompanied by a catalog featuring the scholarship of five authors.</p> <p>The Centennial exhibit mounted in 2018 included a text panel that specifically addressed when African Americans and women were admitted to The South Carolina College.</p>  |

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|  | <p>Sharing the Chores, an exhibit of works by African-American artist Jonathan Green paired with material culture of South Carolina's Lowcountry, spoke to the African-American experience.</p> <p>FOLKFabulous@theFair intentionally included presentations not only by artists representing Euro-American traditions, but by a Catawba master potter, Keith Brown; African-American story quilter Peggie Hartwell; Indo-American artist Jugnu Verma; The Blackville Community Choir, a traditional African-American gospel choir; and multiple African-American basketmakers.</p> <p>The Treme screenings explored the post-Katrina plight of New Orleans' African-American and Mardi Gras Indian communities. Several of the talk-back facilitators for the screenings were African American.</p> <p>McKissick's exhibit commemorating the centennial anniversary of WWI referenced how African-American soldiers were treated differently from Euro-American soldiers.</p> |
| <b>Philosophy</b>                      | <p>Most if not all faculty participated in the on-line diversity training</p> <p>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</p> <p>Jennifer Frey: ongoing podcast, Sacred and Profane Love</p>  |
| <b>Religious Studies</b>               | <p>All Faculty: Inclusion in the Modern Workplace (EDU) and Harassment &amp; Discrimination Prevention TrainingBernadin Lecture (annual)</p>   |
| <b>School of Visual Art and Design</b> | <p>Based on student feedback, SVAD Faculty supported investment of our operating budget funds (\$3,500) to create a gender neutral restroom for SVAD students.</p> <p>Lauren Steimer (Media Arts) received SVAD Visiting Artist/Scholar funding to support a talk by Dr. Miranda Banks from Emerson College who will speak with students and faculty about diversity and power dynamics in media production. Banks is co-founder of EDIT Media: Equity, Diversity, and Inclusion in Teaching Media. Her visit is scheduled for spring 2019.</p> <p>SVAD faculty serving on our 2018/2019 search committees as Chair and AAA Chair (Nace, Graciano, Tarr, Meaney) attended the mandatory Affirmative Action and Search Committee Training session.</p> <p>SVAD faculty and staff participated in the campus-wide mandatory diversity training and educational program on Title IX.</p>  |
| <b>Sociology</b>                       | <p>Recruiting push through diverse affiliates of the ASA during recruitment to increase diversity pool, success in hiring two diverse faculty</p> <p>Special events at Claflin and our SOCY 101 video emphasizes relevance of program to diverse groups</p>  |

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|  | <p>Diversity training required of all faculty through the college and university and staff HR training. Recruitment committee trainings.</p> <p>Ongoing efforts in invitation of specific colloquium speakers and sponsorship of collaborative events to create a diverse and welcoming climate. Colloquium series invitations to community leaders</p>   |
| <p><b>South Carolina Institute of Archaeology and Anthropology</b></p> | <p>Jewish Faculty and Staff Council (Jonathan Leader)</p> <p>USC Committee on Religious Affairs (Jonathan Leader)</p> <p>College of Arts and Sciences, Diversity and Inclusion Committee (Jonathan Leader)</p> <p>Member, South Carolina Commission on Minority Affairs</p> <p>SCIAA faculty completed mandatory sexual harassment training</p>   |
| <p><b>Walker Institute</b></p>   | <p>Cosponsor several events per year with the Columbia World Affairs Council, featuring international programming on current world events, this includes hosting visiting Diplomats.</p> <p>Cosponsor Student Leadership Dinner "Be the Change" co hosted with The Atlantic Institute (November 18)</p> <p>Cosponsor "Yellow Ticket" event (March 31, '19), Alicia Stvegals and Marilyn Lerner, Film Screening, and Music Recital. (Film and Media Studies, Sch. of Music, Col. of Education, Rhodos Scholars, the Jewish Community Center, and the Cola. Jewish Film Festival)</p>   |
| <p><b>Womens and Gender Studies Program</b></p>                        | <p>WGST faculty regular serve on campus committees or task forces tied to issues of climate, diversity, and inclusion.</p> <p>DAWN CAMPBELL</p> <ul style="list-style-type: none"> <li>- Member of CAS Diversity Committee and Diversity Training subcommittee, 2018-2020.</li> <li>- Proposed, developed, and taught a 200-level topics course, WGST 298 Harassment and Consent, fall 2018.</li> </ul> <p>KATHRYN LUCHOK</p> <ul style="list-style-type: none"> <li>- Work with the Provost's Office of Diversity and Inclusion, the Office of Institutional Research, Assessment, and Analytics (OIRAA) and a doctoral student in the College of Education on survey design and analysis of the USC Campus Climate Surveys (2016 to present). Conference presentations based on this research at the SCAIR conference, Columbia, SC January 2018, and the AERA Annual Conference, New York, NY April 2018.</li> </ul> <p>ED MADDEN</p> <ul style="list-style-type: none"> <li>- Member, President's Diversity and Inclusion Advisory Committee, 2016-2018.</li> <li>- Member, SC Collaborative on Race and Reconciliation and The Welcome Table SC, community outreach programs for facilitating community conversations about race and reconciliation. 2016-2018.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>- Panel discussion for book launch of Southern Perspectives on the Queer Movement, hosted by Maxcy College, Russell House Theater, USC, 29 Jan 2018. Also panel for Southern Perspectives at The Guild [LGBTQ community business organization], Columbia SC, 11 Jan 2018.</li> <li>- Panel on sexuality and the arts (with Patrick Hawkins and Kari Leiby), Openings [monthly interfaith meeting on spirituality and sexuality], Ebenezer Lutheran Church, Columbia SC, 22 May 2018.</li> </ul> <p><b>EMILY MANN</b></p> <ul style="list-style-type: none"> <li>- Served on the Arnold School of Public Health search committee for the Associate Dean of Diversity, Equity, and Inclusion, resulting in the hire of Dr. Toni Torres-McGehee.</li> <li>- Member of the ASPH Diversity, Equity, and Inclusion committee.</li> </ul> <p><b>STEPHANIE MITCHEM</b></p> <ul style="list-style-type: none"> <li>- Committee chair, Bernardin lecture, Department of Religious Studies, University of South Carolina, 2009 to present</li> </ul> <p><b>SARA SCHWEBEL</b></p> <ul style="list-style-type: none"> <li>- Center for the Education and Equity of African American Students - organized roundtable discussion of The Hate U Give with Dianne Johnson</li> <li>- USC Undergraduate Woman of the Year selection committee (34 applicants + interviews)</li> </ul> <p><b>SUZANNE SWAN</b></p> <ul style="list-style-type: none"> <li>- College of Arts &amp; Sciences Diversity committee</li> <li>- Southern Regional Education Board meeting (Oct 2018): the focus of that organization is increasing the number of underrepresented minorities in academia, and the conference is about recruitment and retaining of minority graduate students and faculty (Could also fall under faculty development, student recruitment &amp; retention.)</li> </ul> <p><b>MARY BASKIN WATERS</b></p> <ul style="list-style-type: none"> <li>- Co-Sponsored the 2018 Dr. Mary Baskin-Waters Lecture, Women As Agents of Change, with Dr. Mamphela Ramphele, human rights activist, South Africa.</li> </ul> |
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