

Executive Summary

Blueprint for Academic Excellence College of Arts & Sciences AY2021-2022

Introduction

A strong and vibrant College of Arts and Sciences is critical to the University of South Carolina's mission of teaching, research, creative activity, and community engagement. The College has 463 tenured and tenure-track faculty, 148 professional track faculty, 8776 undergraduates and 888 graduate students in a wide range of disciplines; offers 48 Bachelor's degrees, 40 Master's degrees and 21 Doctoral degrees; covers over 44% of all credit hours and 94% of the Carolina Core; produced 106 PhDs in AY2020. College faculty are consistently recognized for their excellence, including receiving 15 of the 21 University awards in research, service and teaching last year. The faculty also received prestigious fellowships and awards from national and international organizations such as the American Association for the Advancement of Science (AAAS), National Endowment of the Humanities (NEH), National Science Foundation (NSF), National Institutes of Health (NIH), and the Royal Historical Society.

Highlights

EXCELLENCE IN TEACHING

Continued emphasis on study abroad programs, internships, student-faculty research opportunities, and other beyond-the-classroom opportunities.

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

University and national teaching awards incl. Mungo Distinguished Prof., Mungo Undergraduate Teaching, Thomas Faculty Advising, Garnet Apple, and Online Course Design.

EXCELLENCE IN RESEARCH

Total extramural research proposals = \$50,806,962

Total research funding = \$31,918,630

VIBRANT COMMUNITY ENGAGEMENT

Public lecture series, artistic performances, community events

Joel H. Samuels Interim Dean
College of Arts and Sciences



A handwritten signature in blue ink that reads 'Joel H. Samuels'.



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Foundation for Academic Excellence

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 Statement

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 previous Academic Year.

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

Goal Statement	Build and nurture a diverse faculty that will demonstrate excellence in teaching, research, scholarship, creative pursuits, and community engagement
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.
Alignment with Mission, Vision, and Values	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.
Status	Progressing as expected (multi-year goal)
Action Plan	<ul style="list-style-type: none"> • Recruit and retain high caliber faculty • Offer competitive start-up packages • Encourage faculty collaborations across disciplines • Aggressively seek research funding • Incorporate diversity and inclusion strategies across all CAS units • Implement strategies to support non-tenure track faculty • Encourage faculty to seek national fellowships and awards • Offer competitive internal initiatives to support faculty and students • Optimize CAS business and administrative processes
Achievements	<p>Strategic investment in faculty and staff since 2016:</p> <ul style="list-style-type: none"> • \$12M for new tenure-track faculty hires (salaries, fringe benefits, and start-up packages) • \$1.6M for faculty not on tenure track • \$6M in fulfilling commitments to faculty • \$0.5M in staff recognition <p>Targeted investment of \$1.5M to support over 75 faculty through Dean's</p>

Goals - Looking Back

	<ul style="list-style-type: none"> • Initiatives since 2016: • Small Equipment Grants - 6 awards to purchase small equipment for use in research • Faculty Research Grants - 21 awards to support research • Faculty Travel Grants - 49 awards to faculty in matching funds to support conference travel • Graduate Stipend Enhancements - Awarded departments a stipend of \$4,000 per eligible graduate student to enhance stipend • Undergraduate Research Enhancements - Awarded \$1,000 to faculty to encourage and enhance undergraduate research • 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. • 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. • Provided 22 retention offers during the 2017-2018 academic year and successfully retained 12 faculty members (54% success rate) with proposed counteroffers. • Awarded 36 sabbatical leave applications in 2017-2018 for leaves taken during the 2018-2019 academic year. • 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. • 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. • Held a bootcamp for new Department Chairs.
Resources Utilized	Non-recurring funding for faculty initiatives Recurring and non-recurring funding for salaries, fringe benefits, and start-up packages to include equipment purchases, professional development/travel, and student employment
Goal Continuation	Ongoing
Goal Upcoming Plans	Continue targeted and strategic faculty hiring Continue optimization of HR, Budget and other administrative processes within college department and programs Continue to build on and enhance achievements
Resources Needed	Summer semester revenue and reallocation of existing resources

Goals - Looking Back

Goal Notes	
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Goals - Looking Back

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

Goal Statement	Provide innovative, inspiring, and effective instruction to undergraduate students to prepare them for citizenship, future success, and fulfillment in a competitive world
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	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
Status	Progressing as expected (multi-year goal)
Action Plan	<ul style="list-style-type: none"> • Provide high quality, innovative instruction • Optimize and improve instructional spaces • Grow undergraduate enrollments and increase retention of majors • Develop new teaching strategies • Increase instructional capacity in high-demand STEM courses • Offer broad range of on-demand summer courses • Develop innovative ways to deliver Carolina Core courses • Increase collaboration with the SC Honors College and other colleges/schools • Meet regularly with CAS undergraduate directors
Achievements	<ul style="list-style-type: none"> • Collaborated with the Center for Teaching Excellence to develop more courses approved for online delivery (4 approved in 2018-2019). • Supported the Global Studies B.A. through the College advising office and UAC advising office (140 declared majors in Spring 2019). • Provided cohort sections and general classroom seats for students enrolled in the International Accelerator Program. • 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. • Increased overall summer enrollment by 4% between Summer

Goals - Looking Back

	<p>2017 and Summer 2018 (27% increase in online enrollment).</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • 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
Resources Utilized	Non-recurring funds achieved through centralization of operations
Goal Continuation	Ongoing
Goal Upcoming Plans	<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>
Resources Needed	<p>More flexible classroom space</p> <p>Funding</p>
Goal Notes	

Goals - Looking Back

Goal 3 - Maximize beyond the classroom learning opportunities for undergraduates

Goal Statement	Maximize beyond the classroom learning opportunities to broaden and enhance post-graduation opportunities for undergraduates
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	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
Status	Progressing as expected (multi-year goal)
Action Plan	Expand beyond the classroom learning opportunities Collaborate with Study Abroad Office to increase participation of CAS majors Actively seek additional external funds to support students studying abroad Maintain and expand collaboration with USC Connect Graduate with Leadership Distinction program
Achievements	<ul style="list-style-type: none"> • Initiated a competitive undergraduate research grant for all students enrolled in independent study • 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 • 128 students from CAS majors successfully completed GLD in 2018 Created an administrative appointment, Director of Innovative Teaching and Experiential Learning Initiatives, within the new CAS Incubator for Teaching Innovation • 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

Goals - Looking Back

	<p>initiative</p> <ul style="list-style-type: none"> • Developed new online forms to improve tracking of students enrolled in undergraduate research and independent study projects • Developed, in collaboration with USC Connect, an experiential learning resource packet for distribution to departments • 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
Resources Utilized	Non-recurring funds achieved through centralization of operations
Goal Continuation	
Goal Upcoming Plans	Continue to build on and enhance achievements
Resources Needed	
Goal Notes	This goal incorporates 2018-2019 Blueprint Looking Ahead: Goal 1 - Maximize opportunity for CAS students to have Experiential Learning Opportunities

Goals - Looking Back

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

Goal Statement	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
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships.
Alignment with Mission, Vision, and Values	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
Status	Progressing as expected (multi-year goal)
Action Plan	<ul style="list-style-type: none"> • Recruit and mentor high caliber graduate students • Target PhD within 6 years • Provide high quality educational and research experiences • Identify professional development opportunities for graduate students • Meet regularly with CAS graduate directors • Promote participation in national or international meetings • Encourage participation in the Preparing Future Faculty program • Encourage participation in educational outreach programs
Achievements	<ul style="list-style-type: none"> • Increased base stipend by \$2,000 effective 2019 for all newly recruited graduate students • Offered 30 awards of \$4,000 each through a competitive program to improve stipends offered to top quality graduate students • Office of the Dean provided additional funding to departments and programs to increase recruitment of top quality graduate students
Resources Utilized	Non-recurring funds achieved through centralization of operations Research grant funding

Goals - Looking Back

Goal Continuation	
Goal Upcoming Plans	
Resources Needed	More, flexible research space Funding
Goal Notes	This goal incorporates 2018-2019 Blueprint Real Time Goal 1 - Provide innovative, inspiring, and effective instruction to undergraduate and graduate students

Goals - Looking Back

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

Goal Statement	<p>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</p>
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships.
Alignment with Mission, Vision, and Values	<p>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</p>
Status	<p>Progressing as expected (multi-year goal)</p>
Action Plan	<ul style="list-style-type: none"> • Promote career opportunities available to liberal arts and sciences majors • Enhance outreach and communication about CAS programs, activities and initiatives • Implement structural curriculum changes and promote interdisciplinarity to enhance the appeal of our degree programs • Sponsor and promote student participation in regional artistic events, public lectures and community events • Provide opportunities for science majors to do research as undergraduates
Achievements	<ul style="list-style-type: none"> • Expanded the CAS undergraduate advising staff to improve advising and provide targeted information about career opportunities • Effectively increased social media traffic to the college's Twitter account and Facebook page. • Increased the visibility of faculty on local, state, national and international stages as subject matter experts as well as in the @UofSC today newsletter • Continued to develop potential internships to emphasize the value of a liberal arts education

Goals - Looking Back

	<ul style="list-style-type: none"> • Successfully partnered with local and state venues to promote regional artistic events • Continued review of organization and content of CAS websites for internal and external audiences
Resources Utilized	<p>Social media avenues like Twitter, Facebook and college/university websites.</p> <p>Expansion of dean's office staff interactions with faculty and community organizers.</p>
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	<p>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</p>

Goals - Looking Back

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

Goal Statement	Engage prospective students, parents, alumni and the community at large to improve recognition of CAS impact at the university, local, national and international level
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships.
Alignment with Mission, Vision, and Values	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
Status	Progressing as expected (multi-year goal)
Action Plan	<ul style="list-style-type: none"> • Engage in active student and parent recruiting • Enhance and expand college communications • Engage our students and faculty in our communities • 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 • Sponsor and promote CAS outreach activities • Support faculty participation and presentations at relevant conferences
Achievements	<ul style="list-style-type: none"> • Increased CAS participation and faculty presence at all USC undergraduate student recruitment events • Reorganized the CAS external relations office, hired a Director of Advancement and expanded the communications teams to improve messaging across the college • Improved the quality and consistency of internal communications to CAS faculty and staff • 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 • Effectively increased social media traffic to the college's Twitter account and Facebook page

Goals - Looking Back

	<ul style="list-style-type: none">• Increased the visibility of faculty on local, state, national and international stages• as subject matter experts as well as in the @UofSC today newsletter
Resources Utilized	Normal budget and non-recurring funding
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	Recurring funding
Goal Notes	This goal incorporates 2018-2019 Blueprint Looking Ahead: Goal 2 - Enhance "Public Face" of College of Arts and Sciences

Goals - Real Time

Goals for the current Academic Year.

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

Goal Statement	Build and nurture a diverse faculty that will demonstrate excellence in teaching, research, scholarship, creative pursuits, and community engagement.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships.
Alignment with Mission, Vision, and Values	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.
Status	Progressing as expected (multi-year goal)
Action Plan	<ul style="list-style-type: none"> • Recruit and retain high caliber faculty. • Offer competitive start-up packages. • Encourage faculty collaborations across disciplines. • Aggressively seek research funding. • Incorporate diversity and inclusion strategies across all CAS units. • Implement strategies to support non-tenure track faculty. • Encourage faculty to seek national fellowships and awards. • Offer competitive internal initiatives to support faculty and students. • Optimize CAS business and administrative processes.
Achievements	<p>Strategic investment in faculty and staff since 2016:</p> <ul style="list-style-type: none"> • \$20M for new tenure-track faculty hires (salaries, fringe benefits, and start-up packages) • \$2.65M for faculty not on tenure track • \$14.5M in fulfilling commitments to faculty • \$0.5M in staff recognition

Goals - Real Time

	<p>Targeted investment of \$1.5M to support over 300 faculty through Dean's Initiatives since 2018.</p> <p>Dean's Initiative Awards in FY20 and FY21:</p> <ul style="list-style-type: none"> • Small Equipment Grants - 13 awards to purchase small equipment for use in research. • Faculty Research Grants - 34 awards to support research. • Faculty Travel Grants - <i>Faculty Travel was suspended March 2020 due to COVID travel restrictions.</i> • Book Manuscript Finalization - 33 awards to support book manuscript finalization (indexing, photography, verification). • Graduate Stipend Enhancements - Awarded departments additional stipends of \$4,000 for 42 graduate students to enhance recruitment efforts. • Undergraduate Research Enhancements - Awarded 13 \$1,000 to faculty to encourage and enhance undergraduate research. <ul style="list-style-type: none"> • Successfully hired 16 new tenure-track faculty and 7 new professional track faculty as a result of searches conducted during the 2019-2020 academic year. Identified opportunities to strengthen and diversify our faculty through spousal hires when possible. • As of February 26, 2021, the college is conducting 7 tenure track faculty searches and 8 professional track faculty searches during the 2020 - 2021 academic year. • Provided 18 retention offers during the 2019-2020 academic year and successfully retained 18 faculty members (100% success rate) with proposed counteroffers. • Awarded 48 sabbatical leave applications in 2020 - 2021 for leaves taken during the 2021-2022 academic year. • 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.
Resources Utilized	<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>
Goal Continuation	Ongoing
Goal Upcoming Plans	<ul style="list-style-type: none"> • Continue targeted and strategic faculty hiring. • Continue optimization of HR, Budget and other administrative processes within college department and programs. • Continue to build on and enhance achievements.
Resources Needed	Summer semester revenue and reallocation of existing resources.
Goal Notes	

Goals - Real Time

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

Goal Statement	Provide innovative, inspiring, and effective instruction to undergraduate students to prepare them for citizenship, future success, and fulfillment in a competitive world.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships.
Alignment with Mission, Vision, and Values	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.
Status	Progressing as expected (multi-year goal)
Action Plan	<ul style="list-style-type: none"> • Provide high quality, innovative instruction. • Optimize and improve instructional spaces. • Grow undergraduate enrollments and increase retention of majors. • Develop new teaching strategies. • Increase instructional capacity in high-demand STEM courses. • Offer broad range of on-demand summer courses. • Develop innovative ways to deliver Carolina Core courses. • Increase collaboration with the SC Honors College and other colleges/schools. • Meet regularly with CAS undergraduate directors.
Achievements	<ul style="list-style-type: none"> • Partnered with the Provost's Office and the Center for Teaching Excellence to offer a summer cohort that supported faculty in developing and approving 42 courses for online delivery. • Created a new position, Program Manager in Assessment and Distributed Learning, for the development of new online courses. • Supported the Global Studies B.A. through the College advising office and UAC advising office (140 declared majors in Spring 2020). • Provided cohort sections and general classroom seats for students enrolled in the International Accelerator Program.

Goals - Real Time

	<ul style="list-style-type: none"> • 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. • With the COVID Pandemic, all courses were moved online for Summer 2020, resulting in an increase in summer 2020 enrollment by more than 20%. • 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. • 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. • Completed 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 Cultures will allow students to concentrate in any language under the department's umbrella. • Created two new interdisciplinary minors: Medical Anthropology Minor and Mathematical Biology. • Created new bachelor's degree programs in Neuroscience (Fall 2022 launch) and Cyber Intelligence (Fall 2021 launch). • Expanded the CAS Incubator for Innovative Teaching and implemented several new initiatives, including an Innovation Pop-Up Series, a GTA Leadership Team, and an all-virtual Gamecock Teaching Days event.
Resources Utilized	Non-recurring funds achieved through centralization of operations.
Goal Continuation	Ongoing
Goal Upcoming Plans	<ul style="list-style-type: none"> • Expand activity of the Incubator for Teaching Innovation, featuring innovative teaching methods and sharing of new ideas. • Continue to focus on improving results of Math instruction at 100 and 200 levels. • Continue to work to enhance effectiveness of undergraduate Biology instruction. • Continue to build on and enhance achievements.
Resources Needed	More flexible classroom space Funding
Goal Notes	

Goals - Real Time

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

Goal Statement	Maximize beyond the classroom learning opportunities to broaden and enhance post-graduation opportunities for undergraduates.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	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.
Status	Progressing as expected (multi-year goal)
Action Plan	<ul style="list-style-type: none"> • Expand beyond the classroom learning opportunities. • Collaborate with Study Abroad Office to increase participation of CAS majors . • Actively seek additional external funds to support students studying abroad. • Maintain and expand collaboration with USC Connect Graduate with Leadership Distinction program.
Achievements	<ul style="list-style-type: none"> • Supported a competitive undergraduate research grant for all students enrolled in independent study (\$1000 per student). • Offered two new 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. • 121 students from CAS majors successfully completed GLD in 2019-2020. • Created an administrative appointment, Director of Innovative Teaching and Experiential Learning Initiatives, within the new CAS Incubator for Teaching Innovation. • CAS administrators and advising staff met monthly with campus colleagues from CIEL, the Undergraduate Research Office, Student Affairs and other units regarding the experiential learning initiative. • Worked with CIEL to approve 21 CAS courses as Experiential Learning Opportunities. • Supported a faculty trip to the National Museum of African American History and Culture in Washington, D.C, to explore

Goals - Real Time

	<p>experiential learning opportunities for students.</p> <ul style="list-style-type: none"> • Offered an special COLA 298 course that engaged undergraduate students in working with community leaders to propose improvements to the Five Points neighborhood near campus. • Offered 34 courses in conjunction with the Fall 2020 Theme Semester on “Justice,” several of which engaged students in community action projects, including a collaboration with elementary-school students to create a poetry garden and an online mentoring project that paired undergraduates with mentees at a local alternative school.
Resources Utilized	Non-recurring funds achieved through centralization of operations.
Goal Continuation	Ongoing.
Goal Upcoming Plans	Continue to build on and enhance achievements. Expand support for experiential learning opportunities offered by the Student Excellence Collaborative.
Resources Needed	Staff, space and funding
Goal Notes	This goal incorporates 2019-2020 Blueprint Looking Ahead: Goal 1 - Expand and improve educational quality for undergraduates.

Goals - Real Time

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

Goal Statement	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.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships.
Alignment with Mission, Vision, and Values	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.
Status	Progressing as expected (multi-year goal)
Action Plan	<ul style="list-style-type: none"> • Recruit and mentor high caliber graduate students. • Target PhD within 6 years. • Provide high quality educational and research experiences. • Identify professional development opportunities for graduate students Meet regularly with CAS graduate directors. • Promote participation in national or international meetings. • Encourage participation in the Preparing Future Faculty program. • Encourage participation in educational outreach programs.
Achievements	<ul style="list-style-type: none"> • Increased base stipend by \$2,000 effective 2019 for all newly recruited graduate students. • Offered 30 awards of \$4,000 each through a competitive program to improve stipends offered to top quality graduate students. • Office of the Dean provided additional funding to departments and programs to increase recruitment of top quality graduate students. • Partnered with the College of Engineering and Computing and obtained support through the National Science Foundation to obtain a Bridge to Doctorate Program that supports 12 graduate fellowships for underrepresented students who are pursuing doctoral degrees in STEM. • Began the process of combining the Psychology doctoral degrees. • Completed 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 M.A. in Languages,

Goals - Real Time

	Literatures, and Cultures will allow students to concentrate in Comparative Literature, French, or German.
Resources Utilized	Non-recurring funds achieved through centralization of operations Research grant funding
Goal Continuation	Ongoing.
Goal Upcoming Plans	Continue to build on and enhance achievements.
Resources Needed	More, flexible research space that is optimized for research productivity and modern approaches Funding
Goal Notes	

Goals - Real Time

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

Goal Statement	<p>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 enrollments and improve student experience and satisfaction.</p>
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships.
Alignment with Mission, Vision, and Values	<p>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.</p>
Status	<p>Progressing as expected (multi-year goal)</p>
Action Plan	<ul style="list-style-type: none"> • Promote career opportunities available to liberal arts and sciences majors. • Enhance outreach and communication about CAS programs, activities and initiatives. • Implement structural curriculum changes and promote interdisciplinarity to enhance the appeal of our degree programs. • Sponsor and promote student participation in regional artistic events, public lectures and community events. • Provide opportunities for science majors to do research as undergraduates.
Achievements	<ul style="list-style-type: none"> • Expanded the CAS undergraduate advising staff to improve advising and provide targeted information about career opportunities. • Continued to develop potential internships to emphasize the value of a liberal arts education. • Successfully partnered with local and state venues to promote regional artistic events. • Increased the visibility of faculty on local, state, national and international stages as subject matter experts, with regular appearances in The Conversation as well as in the @UofSC Today newsletter. • Effectively increased social media traffic to the college's social

Goals - Real Time

	<p>media platforms -- Twitter, Facebook, Instagram and LinkedIn.</p> <ul style="list-style-type: none"> • Continued review of organization and content of CAS websites for internal and external audiences.
Resources Utilized	<p>Social media channels and college/university websites. Expansion of dean's office staff interactions with faculty and community organizers.</p>
Goal Continuation	<p>Ongoing.</p>
Goal Upcoming Plans	<ul style="list-style-type: none"> • Revise college and department-level messages for prospective students in partnership with Admissions. • Establish "Major Decisions" podcast to assist prospective students with exploring majors in the college. • Highlight alumni careers on social media. • Assist more faculty members and Ph.D. candidates with pitching stories to The Conversation and/or national media. • Rewrite and restructure college-level website content to better serve prospective students, informed by student feedback and analytics. • Assist departments with revising departmental web pages to focus on the student experience and opportunities. • Enhance the college's brand in partnership with Communications and Public Affairs, including an exploration of physical / environmental branding in the college's buildings.
Resources Needed	<p>Recurring funding</p>
Goal Notes	

Goals - Real Time

Goal 6 - Engage constituencies on campus and beyond to enhance recognition of CAS impact.

Goal Statement	Engage prospective students, parents, alumni and the community at large to improve recognition of CAS impact at the university, local, national and international levels.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships.
Alignment with Mission, Vision, and Values	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.
Status	Progressing as expected (multi-year goal)
Action Plan	<ul style="list-style-type: none"> • Engage in active student and parent recruiting. • Enhance and expand college communications Engage our students and faculty in our communities. • 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. • Sponsor and promote CAS outreach activities. • Support faculty participation and presentations at relevant conferences.
Achievements	<ul style="list-style-type: none"> • Increased CAS participation and faculty presence at all USC undergraduate student recruitment events. • Strengthened relationship between CAS communications and development teams. • Hired Senior Director of Development and expanded communications team to improve messaging across the college. • Improved the quality and consistency of internal communications to CAS faculty, staff and students. • 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. • Effectively increased social media traffic to the college's social media platforms — Twitter, Facebook, Instagram and LinkedIn. • Increased the visibility of faculty on local, state, national and international stages as subject matter experts, with regular

Goals - Real Time

	appearances in The Conversation as well as in the @UofSC Today newsletter.
Resources Utilized	Normal budget and non-recurring funding.
Goal Continuation	Ongoing.
Goal Upcoming Plans	<ul style="list-style-type: none"> • Revise web pages at college and department level to strengthen the message of the college's impact. • Use social media to share the impact of student and faculty research and alumni careers. • Establish firm schedule for internal and external newsletters to improve consistency and quality of messaging further. • Use alumni newsletters to strengthen brand identity of the college. • Enhance the college's brand in partnership with Communications and Public Affairs, including an exploration of physical / environmental branding in the college's buildings. • Revise college and department-level messages for prospective students in partnership with Admissions. • Experiment with podcasts or videocasts to highlight research and impact in the college, while assisting departments who express interests in podcasts. • Increase the use of college-produced videos to highlight the student experience in the college.
Resources Needed	Recurring funding.
Goal Notes	This goal incorporates 2018-2019 Blueprint Looking Ahead: Goal 2 - Enhance "Public Face" of College of Arts and Sciences.

Goals - Real Time

Goal 7 - Identify and seek opportunities to invest in college facilities.

Goal Statement	Identify and see opportunities to invest in college facilities necessary to support the changing needs and demands of CAS faculty, staff and students.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.
Alignment with Mission, Vision, and Values	Environment is critical to the success of our mission to improve the quality of education for our students.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Identify critical facility issues that affect instruction and research, including:</p> <ul style="list-style-type: none"> • Support the mechanical renovation of Humanities Office Building. • Support the Phase I renovation of Jones PSC into biology labs. • Support the mechanical renovation of LeConte. • Support the renovation of 707 Catawba Warehouse into SVAD studio space and Theatre Centre for Performance Experiment space.
Achievements	<ul style="list-style-type: none"> • Completed the redevelopment of the Law building into the Chemistry Teaching Laboratory. • Conducting planning to convert the undergraduate chemistry lab space at PSC into biology teaching labs and classrooms. • Completed long term planning for the design phases of the renovations listed in the Action Plan. • Began substantial facilities improvements at the Baruch Institute for Marine & Coastal Sciences.
Resources Utilized	Normal budget and non-recurring funding.
Goal Continuation	Ongoing.
Goal Upcoming Plans	Continue to build on and enhance achievements.
Resources Needed	Staff, space and funding
Goal Notes	This goal incorporates 2019-2020 Blueprint Looking Ahead: Goal 2 -

Goals - Real Time

	Identify and seek opportunities to invest in facilities.
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Goals - Looking Ahead

Goals for the next Academic Year.

Goal 1 - Expand opportunities for interdisciplinary research and instruction.

Goal Statement	Expand opportunities for interdisciplinary research and instruction that integrate a range of critical approaches, tools, and resources into new modes of inquiry and comprehensive understanding.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships.
Alignment with Mission, Vision, and Values	This goal draws on the interdisciplinary strengths of our faculty and aligns with our goals of providing innovative, inspiring, and effective instruction to undergraduate students and of providing high quality educational and research experiences.
Status	Newly Established Goal
Action Plan	<ul style="list-style-type: none"> • Identify specific issues and areas of inquiry that can be addressed collaboratively across units and that represent distinct strengths in the college's approach to interdisciplinarity. • Support academic research and creative works that generate grants, awards, and long-term program initiatives • Support existing interdisciplinary degree programs and graduate certificates by providing student support, advising, and teaching opportunities for faculty • Launch and promote new interdisciplinary degree programs in Cyber Intelligence (Fall 2021) and Neuroscience (Fall 2022) • Enhance outreach and communication about the value of interdisciplinarity for academic enrichment and career preparation.
Achievements	
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	Staff, space and funding.
Goal Notes	

Academic Programs

Program Rankings

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

U.S. News and World Report

The following graduate programs were nationally ranked in the March 2020 U.S. News and World Report rankings:

Biological Sciences Graduate Program, Rank 159
Chemistry Graduate Program, Rank 88
Clinical Psychology Graduate Program, Rank 80
Criminology Graduate Program, Rank 22
Earth Sciences Graduate Program, Rank 90
English Graduate Program, Rank 85
Fine Arts Graduate Program, Rank 152
History Graduate Program, Rank 63
Mathematics Graduate Program, Rank 86
Physics Graduate Program, Rank 119
Political Science Graduate Program, Rank 72
Psychology Graduate Program, Rank 112
Sociology Graduate Program, Rank 75
Social Psychology Graduate Program, Rank 4
Statistics Graduate Program, Rank 74

Global Rankings

The following graduate programs or subject areas were globally ranked in the March 2020 U.S. News and World Report rankings:

Chemistry, Rank 476
Environment / Ecology, Rank 343
Geosciences, Rank 203
Neuroscience and Behavior, Rank 349
Physics, Rank 396

Shanghai Ranking Academic Ranking of World Universities

Our sociology department ranked in the top 50 globally.

The following subject areas ranked in the Top 50 for the U.S. in 2020:

- Sociology
- Public Administration
- Oceanography
- Energy Science

Instructional Modalities

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

60 CAS courses were approved for distance delivery during the AY 2020-2021 (through March 2021):

AFAM 202 Introduction to African-American Studies
ANTH 161 Human Origins: An Introduction to Biological Anthropology

Academic Programs

ANTH 381 Gender and Globalization
ARTE 101 Introduction to Art
ARTH 106 History of Western Art II
ASTR 101 Introduction to Astronomy
BIOL 101 Biological Principles I
BIOL 101L Biological Principles I Laboratory
BIOL 102 Biological Principles II
BIOL 102L Biological Principles II Laboratory
BIOL 202 Infectious Diseases, Human Health, and Ethics
BIOL 303 Fundamental Genetics
BIOL 620 Immunobiology
CHEM 102 Fundamental Chemistry II
CHEM 111 General Chemistry I
CHEM 111L General Chemistry I Lab
CRJU 203 Criminal Procedure
CRJU 551 Adolescent Mentoring
ENVR 101 Introduction to the Environment
ENVR 101L Introduction to the Environment Lab
FAMS 110 Media Culture
FAMS 300 Film and Media History
FREN 122 Basic Proficiency in French
GEOG 105 The Digital Earth
GEOG 201 Landform Geography
GEOL 110 Cultural Geology
GERM 280 German Culture and Civilization
HIST 102 European Civilization from the Mid-17th Century
HIST 104 Introduction to the Civilization of the Islamic Middle East
HIST 109 Introduction to Latin American Civilization
HIST 110 Conquest, Colonization, and Captivity: A Cultural History of the Americas from 1441 to 1888
HIST 420 Colonial Latin America
HIST 425 Caribbean Race and Slavery, 1500-1904
MATH 174 Discrete Mathematics for Computer Science
MART 110 Media Culture
PHIL 325 Engineering Ethics
PHIL 334 Feminist Philosophy
PHYS 201L General Physics Laboratory I
PHYS 202L General Physics Laboratory II
PHYS 211L Essentials of Physics I Lab
PHYS 212 Essentials of Physics II
PHYS 212L Essentials of Physics II Lab
POLI 307 Feminist Theory
PSYC 401 Psychology of Physical Activity
PSYC 432 Men and Masculinities
PSYC 440 Survey of Personality
PSYC 565 Psychology of Physical Activity
RUSS 280 Introduction to Russian Civilization
SOCY 323 Sociology of Deviant Behavior
SOCY 326 Sociology of Adolescence

Academic Programs

SOCY 368 Society through Visual Media

SOCY 356 Sociology of US Poverty

THEA 200 Understanding and Appreciation of Theatre

THEA 230 Make-up Design for Theatre and Film

WGST 499 Community Service Internship

WGST 551 Adolescent Mentoring

WGST 307 Feminist Theory

WGST 334 Feminist Philosophy

WGST 381 Gender and Globalization WGST 432 Men and Masculinities

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.

Department of Anthropology

- Medical Anthropology Minor

Interdisciplinary

- Mathematical Biology Minor

Program Terminations

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

Interdisciplinary

- Medical Humanities Minor

School of the Earth, Ocean and Environment

- Bachelor of Science in Geophysics

School of Visual Art and Design

- I.M.A in Art Education

Academic Initiatives

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 indicate that many CAS majors participate in at least one study abroad, undergraduate research, and/or other experiential learning 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. Last year, CAS worked with the Office of Undergraduate Research, the Office of the Registrar, and BCTM to develop online forms that will allow us to better capture these data in future years. For a description of the various activities offered in individual CAS departments and programs, please see the Appendix.

From 2016 – 2019, an average of 5-6% (approximately 450-475 students) of CAS majors engaged in study abroad. This past year, participation rates fell substantially due to travel restrictions associated with the COVID pandemic. In Spring 2020, 205 students studied abroad; In Summer and Fall 2020 combined, only 3 students participated, all in virtual study abroad programs, and 145 students' planned study abroad experiences were cancelled due to COVID. In 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. Once the pandemic has subsided, we expect participation rates to increase significantly.

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.

This past year, the CAS Associate Director of Internships, Stewardship and Scholarships worked with various outside entities and students to establish and promote internship opportunities to our students. The college also offers 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. A total of 19 students completed COLA 390 and COLA 391 internships during 2020 and 5 are enrolled in Spring 2021.

Academic Initiatives

Graduation with Leadership Distinction comprises a relatively small percentage of the total CAS graduation class each year. In 2019, 6.05% of graduating CAS majors (121 / 1999) earned this distinction, approximately the same percentage as last year. It is likely that many CAS students could easily qualify for this distinction, and during the past year, the college has pursued increased involvement with CIEL in order to enhance faculty and student awareness of the program. An increased number of CAS faculty are actively involved in leadership roles at CIEL, including Executive Director Lara Ducate (Professor of German, Department of Literatures, Languages and Cultures) and six GLD Faculty Fellows, which we anticipate will increase the rate of student participation over time. The CAS Director of Innovative Teaching and Experiential Learning Initiatives, Dr. Christy Friend and Associate Dean of Instruction and Community Engagement Dr. Claudia Benitez Nelson were involved in developing the university's forthcoming Quality Enhancement Plan (QEP), which will focus on strengthening resources and support for experiential learning in CAS and across the university. Benitez-Nelson served on the steering committee, and Friend co-chaired the subcommittee that drafted recommendations for professional development associated with the QEP.

Benitez-Nelson and Friend engaged in a variety of other activities to expand and increase the visibility of experiential learning opportunities within our college. Activities in 2020 included:

- Regular meetings with CAS administrators and advising staff, CIEL (formerly USC Connect), the Undergraduate Research office, Student Affairs and other units to learn about and provide input on the university-wide initiatives related to experiential learning, including the launch of the "My UofSC Experience" supplemental transcript and the development of the university's QEP proposal. Friend is co-chairing the QEP Subcommittee on Professional Development.
- Meetings with individual departments and programs to identify existing course and non-credit offerings to be submitted for ELO approval, and to assist with preparing proposals for approval by CIEL. As a result of these efforts, 21 CAS courses have now received official ELO designation—more courses than any other college at the university—and additional applications are in development.
- Outreach to units offering co-curricular opportunities on campus relevant to CAS students' interests, to encourage them, when appropriate, to pursue ELO approval.

To increase CAS students' awareness of and access to experiential learning opportunities, the college continued to strengthen its advising and student support services in Flinn Hall in 2020. The Student Excellence Collaborative (SEC) at Flinn Hall hosted a number of activities designed to provide students with guidance on academic advising issues and scholarships, as well as study abroad, internships, and service opportunities. They cultivated partnerships with the Study Abroad Office and the Career Center to raise the visibility of their services for CAS students and worked with the financial aid to advertise scholarships for CAS students in the BBAM database. A new multipurpose meeting room provides space for workshops, help sessions, meetings and presentations related to beyond-the-classroom opportunities. Although in-person events were curtailed in 2020 due to the pandemic, SEC staff held several virtual events—including a demonstration session for students interested in the Cardiovascular Technology major hosted by Providence Hospital, webinars led by CAS faculty on topics related to their research, visits from local employers offering internships, and information sessions on faculty-led study abroad programs in Fall and early Spring 2020. The

Academic Initiatives

college also collaborated with CAS faculty to offer two special COLA 298 sections, a college-specific course focused on engagement with community issues: The Spring 2020 course, focused on improving the Five Points neighborhood, enrolled 9 students. The Spring 2021 course, focused on COVID-19 impacts, has 249 students currently enrolled. The college plans to expand this type of programming in the upcoming year.

Experiential Learning For Graduate 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 broadly by the different fields found in the College of Arts and Sciences departments. Arts and Sciences departments include the physical sciences, life sciences, the social sciences, and 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 – in the physical and life sciences, thesis/dissertation completion requires substantial hands-on work in the laboratory, field, or clinic, with the details of the experience differing across disciplines. For example, 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 or 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.

The COVID pandemic affected many of these experiential learning activities. Activities in research laboratories were temporarily shut-down, performances and exhibits were cancelled, and internships had to be extensively modified or cancelled. Most of our programs found unique ways to adopt to this 'new normal' – e.g., laboratories opening at reduced capacities, performances and exhibits moved to online formats, and presentations becoming virtual activities to address COVID safety guidelines.

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.

Academic Initiatives

This year the Board of Trustees approved a \$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 continue to be 20-30 percent below the stipends offered by our peer and peer aspirant institutions, making recruitment of high end graduate students challenging. To partially address this, the college increased stipends for all new incoming PhD students in 2019. 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 UofSC Columbia regionally and nationally.

As the most departmentalized college on campus, the College of Arts and Sciences cannot separate its reputation from the reputations of its diverse disciplines and units. We refer readers of this Blueprint to the relevant details provided for each unit in the supporting information. As these departments, programs, centers, and institutes enhance their individual reputations, the college enhances its own reputation writ large. That being said, the College of Arts and Sciences, the university's foundational college, 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 Association for the Advancement of Science Fellows, among others), prestigious research fellowships (ACLS, Guggenheim, Fulbright, NEH), memberships in the top scholarly societies (American Academy of Arts and Sciences,, International Academy of Ceramic Art, Geophysical Society, e.g.) or via notable exhibitions, such as the prestigious Scripps Annual exhibition curated by faculty in SVAD. Additionally, 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 collective record of scholarship remains impressive: faculty in the sciences actively publish in top-tier journals; faculty in the humanities and social sciences produce nationally and internationally recognized scholarly journal and book publications; faculty in the creative arts are recognized for their many contributions to society through art, dance, and theatre; and both graduate and undergraduate students are involved in research and scholarship. Our faculty, graduate students, and even the occasional undergraduate student visit many institutions of higher learning in the United States and abroad, giving invited talks at those institutions as well as at premier national and

Academic Initiatives

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 Challenges

The College of Arts and Sciences continues to develop strategies for recruitment and retention of both tenure-track and professional 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 in support of a diverse student population continues to be a top priority of the college. Several of our departments, in the arts particularly, are committed to the important work of decolonizing their curricula. Furthermore, it is well documented that student persistence and success improve when students identify with faculty members by whom they are taught and mentored. We have made hiring diverse faculty a top priority during this and subsequent hiring cycles; we have also explicitly informed our units that we support all efforts to diversify the graduate and undergraduate populations. 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 composed of professional 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 Challenges - Undergraduate

The traditional population of college-aged students is projected to decrease over the next decade as the total number of high school-aged students declines. Both of these developments 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 but houses just 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. The college must remain cognizant of the prevalent skepticism toward the value of a traditional liberal arts degree, especially as higher education is increasingly valued for the pre-professional training it offers. 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 Challenges - Graduate

Academic Initiatives

Graduate student 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 compared to other schools in the SEC. Quality graduate students are essential to our instructional and research missions, and market competition for these students is very strong. A number of departments and programs across the college are hard-pressed to offer sufficient assistantships and other units cannot provide competitive stipend packages. The college has sought to remedy this situation somewhat through its 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. The college also recently increased by \$2K the stipends of all incoming graduate students in an effort to address these inequities, but there is a long way still to go to make our graduate programs competitive in the current market.

Supplemental Info - Academic Initiatives

Any additional information on Academic Initiatives appears as 'Appendix 1. Academic Initiatives' (bottom).

Faculty Population

Faculty Employment by Track and Title

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

Table 1. Faculty Employment by Track and Title.

	Fall 2020	Fall 2019	Fall 2018
Tenure-track Faculty	463	455	406
Professor, with tenure	206	201	173
Associate Professor, with tenure	167	160	143
Assistant Professor	90	94	90
Librarian, with tenure	0	0	0
Research Faculty	19	20	8
Research Professor	6	6	1
Research Associate Professor	6	6	3
Research Assistant Professor	7	8	4
Clinical/instructional Faculty	114	110	107
Clinical Professor	3	3	0
Clinical Associate Professor	1	1	4
Clinical Assistant Professor	0	0	1
Instructor	108	106	100
Lecturer	0	0	2
Visiting	2	0	0
Adjunct Faculty	176	191	154

Faculty Population

Faculty Diversity by Gender and Race/Ethnicity

Note: UofSC follows US Department of Education IPEDS/ National Center for Education Statistics guidance for collecting and reporting race and ethnicity. See this link: https://nces.ed.gov/ipeds/Section/collecting_re

Table 2. Faculty Diversity by Gender and Race/Ethnicity.

	Fall 2020	Fall 2019	Fall 2018
Gender	609	599	522
Male	338	331	285
Female	271	268	237
Race/Ethnicity	609	599	522
American Indian/Alaska Native	4	4	2
Asian	60	60	50
Black or African American	29	31	26
Hispanic or Latino	26	27	26
Native Hawaiian or Other Pacific Islander	1	1	1
Nonresident Alien	24	19	13
Two or More Races	0	0	6
Unknown Race/Ethnicity	2	0	0
White	463	457	398

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

Faculty Population

Illustration 1. Faculty Diversity by Gender

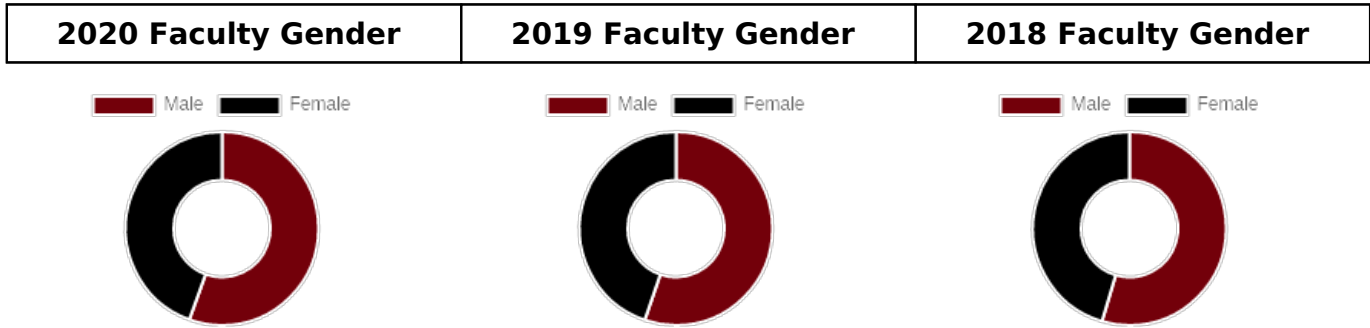
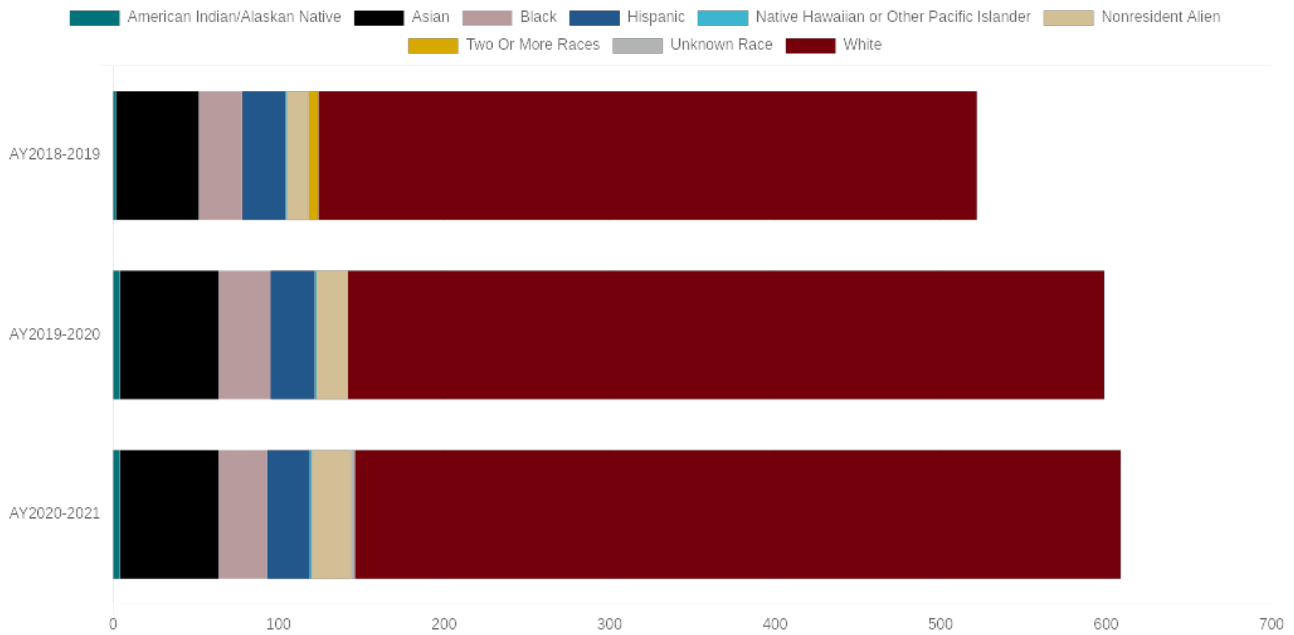


Illustration 2. Faculty Diversity by Race & Ethnicity



Faculty Information

Research and Scholarly Activity

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

- 1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.*
- 2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: <http://sam.research.sc.edu/awards.html>) Amount of sponsored research funding per faculty member for the appropriate fiscal year (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 FY2020, the College of Arts and Sciences continued to advance grant funding, with many new and renewal awards this year as outlined in Appendix 3. Our faculty continue to be recognized as high caliber and for their strong national and international reputations. Our efforts are focused on becoming more successful with independent grant submissions and leveraging the breadth of our disciplines for joint and programmatic funding applications. The COVID shut down impacted research expenditures in the College, but our faculty, students, fellows and staff continued to be productive by generating more than 1100 scholarly works over 2020 (see Appendix 3). These works include peer-reviewed journal articles, books and book chapters, published poetry and fiction pieces, films, performances, and exhibits. With the pandemic, countless invited lectures, performances, exhibits, and presentations were postponed or cancelled, but many faculty, students and fellows pivoted to online venues to highlight their scholarship. The current state of research laboratory space continues to be an impediment to the recruitment of high-quality faculty, graduate students, and post-doctoral fellows. 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.

The College of Arts and Sciences offers several formal faculty development programs. In 2018, the college launched an academic administrators' series to support new department chairs and program directors. Interim Dean Samuels intends to revive this program in the fall of 2021 and include not only new department chairs and program directors but faculty members interested in becoming chairs, directors, or other administrative leaders.

In 2019, the College began a new Faculty Development Program (FDP) to support tenure-track faculty through the tenure and promotion process. It was initiated by the College of Arts and Sciences' Diversity Committee, following the recommendation of the subcommittee on Faculty Recruitment, Retention, and Advancement. The program introduces junior faculty to the resources of the National Center for Faculty Development and Diversity (NCFDD) and provides them with other practical tips and information needed to be successful in their research, teaching, and service endeavors. Through a series of six sessions, participants cover a range

Faculty Information

of topics focused on strategic planning, productivity, work-life balance, and building healthy and supportive relationships. Planned sessions for the 2020-21 academic year include the following:

- Junior Faculty Meet and Greet, Intro to the CAS
- Teachable Moments: Bringing the World into Your Classroom
- Every Semester Needs a Plan
- Navigating the Tenure and Promotion Process at UofSC
- Achieving Work-Life Balance
- Advising and Mentoring Graduate Students

The sessions this year are being facilitated by Dr. Tammi Richardson (Department of Biological Sciences) and Dr. Qiana Whitted (Department of English Language and Literature & the African American Studies program), in collaboration with Dr. Tracey Weldon, Associate Dean for Diversity, Interdisciplinary Programs, and Social Sciences. In January 2021, Dr. Tracey Weldon accepted the appointment of Interim Dean of the Graduate School and Dr. Todd Shaw succeeded Dr. Weldon as Interim Associate Dean. Participants who complete at least five out six sessions this academic year will be given priority for a small number of fellowships to be awarded by the College for the NCFDD Faculty Success Program (FSP).

In the Fall of 2020, Dr. Weldon launched a Mid-Career Faculty Program as facilitated by Dr. Dianne Johnson-Feelings (Department of English) and Dr. Linda Shimizu (Department of Chemistry and Biochemistry.) The purpose of this program is to, “help associate professors prepare for promotion to full, the College of Arts and Sciences (CAS) Mid-career Faculty Development Program will draw on the resources of the National Center for Faculty Development and Diversity (NCFDD) in order to provide practical advice and resources for post-tenure faculty who are planning the next phase of their careers.” It is, “[a]imed at helping participants make a smooth and timely transition from ‘junior’ to ‘senior’ faculty.” Through a series of six sessions, participants covered a range of topics including productivity, work-life balance, strategic planning, networking, assessment of promotion criteria and identifying good mentors. Planned sessions for the 2020-21 academic year include the following:

- Welcome and Networking
- Promotion Criteria
- Marginalized Groups
- Fresh Start
- Work-Life Balance

Many of our departments and programs hold faculty retreats at the outset of the academic year. However, this year COVID-19 required most of these retreats to be conducted via Zoom or other videoconferencing platforms. The English Department intended to hold a reception for authors publishing books in 2020 (but had to postpone this year.) The History Department has several reading groups – e.g. Atlantic History, History of Science & Technology – that provide opportunities for junior faculty members and faculty members across ranks to receive scholarly feedback on works in progress. Most if not all of our academic departments have formal junior faculty mentoring programs or networks. For example, the School of Earth, Ocean and Environment (SEOE) assign both a first and second mentor to their assistant professors; with the former being an SEOE senior faculty member and the second being a

Faculty Information

senior colleague from the assistant professor's corresponding jointly appointed unit. The Ann Johnson Institute for Science and Technology Studies offers space for faculty to discuss articles for potential publication.

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. CAS faculty members regularly participate in leadership development programs at the university level, including the Academic Administrators Academy, Pipeline for Academic Leadership (PAL), LEAD Supervisory Essentials Certificate Program, and the Academic Leadership Development Program (ALDP). Many also participate in or facilitate leadership development programs associated with their national professional associations.

To support faculty members' development as teachers, the College of Arts and Sciences operates an Incubator for Teaching Innovation, formerly directed by Dr. Christy Friend and currently directed by Dr. Nina Moreno. Since its creation in 2018, the Incubator has offered programming and events to help faculty develop innovative teaching approaches designed to enhance student learning. Current Incubator initiatives include a Faculty Associates program in which competitively selected faculty members receive a \$10,000 stipend (\$5,000 for two years) to meet as a learning community, serve as teaching mentors, and complete an innovation project designed to enhance teaching and learning in their department. Current Associates' projects include the development of an online mentoring course that pairs criminal justice students with adolescent mentees at a local alternative high school; the incorporation of formative assessment to support student success in the first-year calculus sequence; research-based strategies to reduce public-speaking anxiety in undergraduate foreign-language courses, and others. The Incubator also hosts special events, including its annual Gamecock Teaching Days, in which award-winning teachers across the college open their classrooms on one day for colleagues to visit, so that observers can see different teaching styles, instructional practices, and learning environments. After each observation, the Incubator hosts an informal coffee and conversation session for faculty and observers. This year the Incubator launched a new Innovation Pop-Up series, in which CAS faculty offer interactive, informal demonstrations of their innovative teaching at various campus locations. The Incubator worked with faculty and their new courses associated with the College's "Justice" Theme Semester during the Fall 2020 semester. The Incubator director and associates also regularly facilitate teaching workshops and collaborate with other teaching-related initiatives on campus. The Incubator also publishes a blog, which features news about Incubator activities and resources on current developments in higher education teaching, at <https://incubatorforteachinginnovation.wordpress.com/blog/>. In addition to the above, the Incubator has launched a Graduate Student Leadership Team (GSLT). The GSLT supports Incubator programming and builds a community of GTAs in the college who are engaged with current developments in higher education pedagogy. Up to six outstanding GTAs will be selected to serve a one-year term as part of this group. Any graduate student who holds a teaching assistantship in a CAS department or program and who has a minimum of one year's experience teaching at UofSC may apply. Applicants must be in good academic standing and have the endorsement of their academic advisor. Students who have previously served on the GSLT may apply for a second term.

This year, the College also collaborated with the Provost's Office and the Center for Teaching Excellence to establish a summer cohort to support faculty in developing online courses and

Faculty Information

getting them approved by the university. Associate Dean Claudia Benitez-Nelson and the Incubator for Teaching Innovation. The cohort met as a learning community and were provided with modest course-development stipends, technical support, instructional design assistance, and training sessions throughout Summer 2020. 42 courses, including many Carolina Core and high-demand courses, were fully developed and approved for online delivery as a result of this program.

At the university level, CAS faculty members regularly facilitate and participate in workshops and certificate programs offered by the Center for Teaching Excellence (CTE), including New Faculty Academy, Teaching Towards Inclusive Excellence, Creating Productive Learning Environments, Teaching Tune-Up, and Getting Ready to Teach Online. Several faculty members received CTE grants for innovative teaching, online/blended course development, and virtual reality. Nine CAS faculty members currently serve as Faculty Fellows with the Center for Integrative and Experiential Learning (CIEL, formerly USC Connect).

The College of Arts and Sciences offers faculty research awards, which support faculty pursuing research opportunities during the fiscal year. Now in its fourth year, this program has given 91 awards to date. 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. These centers regularly bring in speakers, host visiting scholars, and organize seminars and conferences.

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 CAS faculty travel awards program (which has given 157 awards in the past four years), 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 Info - Faculty Information

Any additional information on Faculty Information appears as 'Appendix 2. Faculty Information' (bottom).

Supplemental Info - Faculty Information

Any additional information on Faculty Information appears as 'Appendix 3. Faculty Information' (bottom).

Teaching

Faculty to Student Ratio

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

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

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

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.

Table 4. Faculty-to-Student Ratio.

	Fall 2020	Fall 2019	Fall 2018
Analysis of Ratio	01:13.7	01:13.8	01:14.3

Student Recruiting and Retention

Student Recruitment

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

The College of Arts and Sciences (CAS) is actively involved in the recruitment of students. Through a partnership with the Admissions Office and Enrollment Management, the college participates in USC Open Houses each fall targeting rising high school seniors. In Fall 2020, these events were held online due to the pandemic. The college participated in two virtual open house events with 3,679 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. These events are targeted to students who have been admitted to USC but have not yet committed fully and in past years have consisted of a Friday open house and reception followed by academic information sessions on Saturday. Due to the pandemic, only one Admitted Student Day was held during Spring 2020; it drew 3,629 attendees. Working in partnership with the Office of Undergraduate Admissions, the college supplemented this event with a series of small-group, virtual Q&A sessions that allowed admitted students and their parents to talk with faculty in their major of interest. Total attendance at these 14 sessions, held in March and April 2020, was 70.

In Spring 2021, the Admitted Student events were held online due to the pandemic. The new virtual format included a website with on-demand informational videos, major maps, and promotional materials available throughout the spring semester, supplemented by eight live online sessions, each consisting of an informational presentation, a student/faculty panel, and a live chat question-and-answer session led by college advisors. The first four live sessions were held during the week of February 15-18, 2021 and attended by 70 students and parents. The remaining four sessions will be held the week of March 23-27, 2021. Prospective students participate in these events to make their choices, and we play a significant role helping direct their final decisions. As with the Open Houses, the college offered faculty, advisors and students a range of opportunities to engage with the students and their parents.

Also, in the spring of each academic year, the Admissions Office hosts two Top Scholars Weekends. These are highly distinguished students who interview for the University's most prestigious merit awards. In Spring 2020, the college had the opportunity to engage with 96 students. In Spring 2021, the Weekends were held virtually; 18 faculty and advisors from the college met with students individually and in small groups to discuss their majors and academic interests.

In June of each year we participate with the Admissions Office in welcoming and recruiting many South Carolina high school students from underrepresented minority groups in the Summer Senior program. In the summer of 2020, 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 to these college-wide activities, individual programs and departments engaged in a variety of student recruitment efforts. These are described in the Appendix.

Student Recruiting and Retention

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 2020, the university brought in an incoming first-year class of 5,848 students, 2,057 (35.2%) of whom were College of Arts and Sciences majors. We also hosted transfer student orientations attended by 932 students. Our mid-year orientations for students entering the university in Spring 2021 served 25 first-year and 128 transfer students. These orientations included an information session, question-and-answer opportunities with academic advisors, and registration appointments.

In addition to orienting and registering our own majors, the College of Arts and Sciences schedules classes for all undergraduate students at the university, 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. We monitor enrollments closely to ensure that our course offerings and availability of seats align with student demand, so that students are able to make timely progress towards graduation.

Individual units within the college engaged in a variety of activities to retain students in their courses and degree programs, many devising new events and forms of outreach to engage students during the COVID-19 pandemic. These activities included targeted outreach to disengaged and struggling students, special events to build virtual community among students, nominating students for scholarships and other financial aid, and expanded advisement activities. These efforts are detailed in the Appendix.

Student Enrollment & Outcomes

The following data was provided by UofSC'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 2020	Fall 2019	Fall 2018
Undergraduate Enrollment			
Freshman	2001	1932	1882
Sophomore	2048	2094	1983
Junior	2175	2001	1856
Senior	2552	2341	2343
Dual/Non-Degree	0	0	2
Sub Total	8776	8368	8066
Graduate Enrollment			
Masters	248	253	248
Doctoral	640	659	716
Graduate Certificate	0	0	10
Sub Total	888	912	974
Professional Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
Sub Total	0	0	0
Total Enrollment (All Levels)	9664	9280	9040

Student Enrollment & Outcomes

Illustration 3. Undergraduate Student Enrollment by Classification

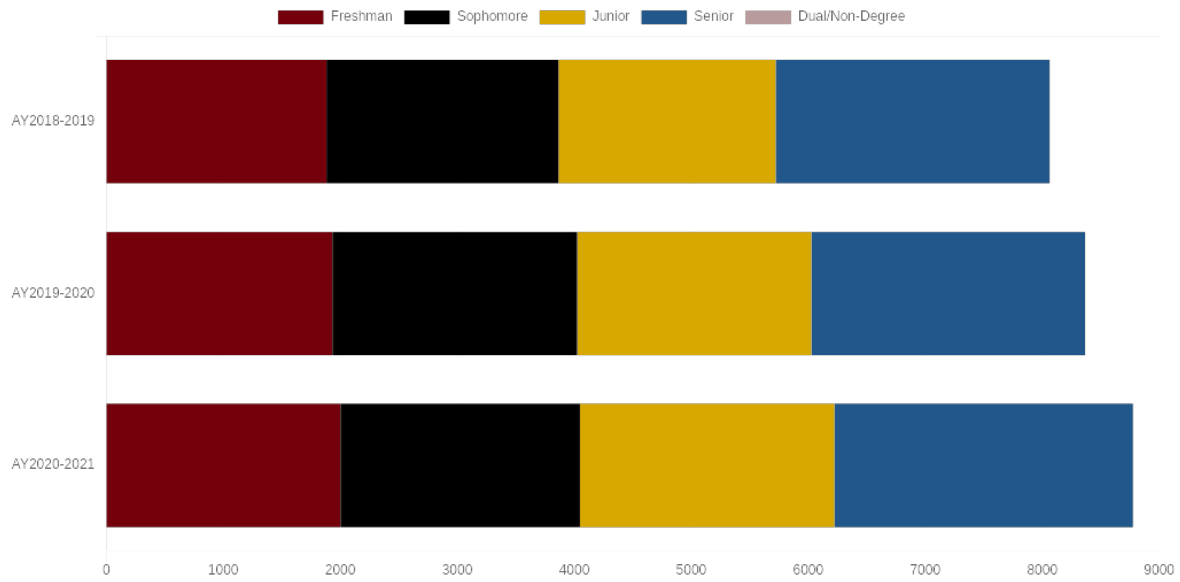
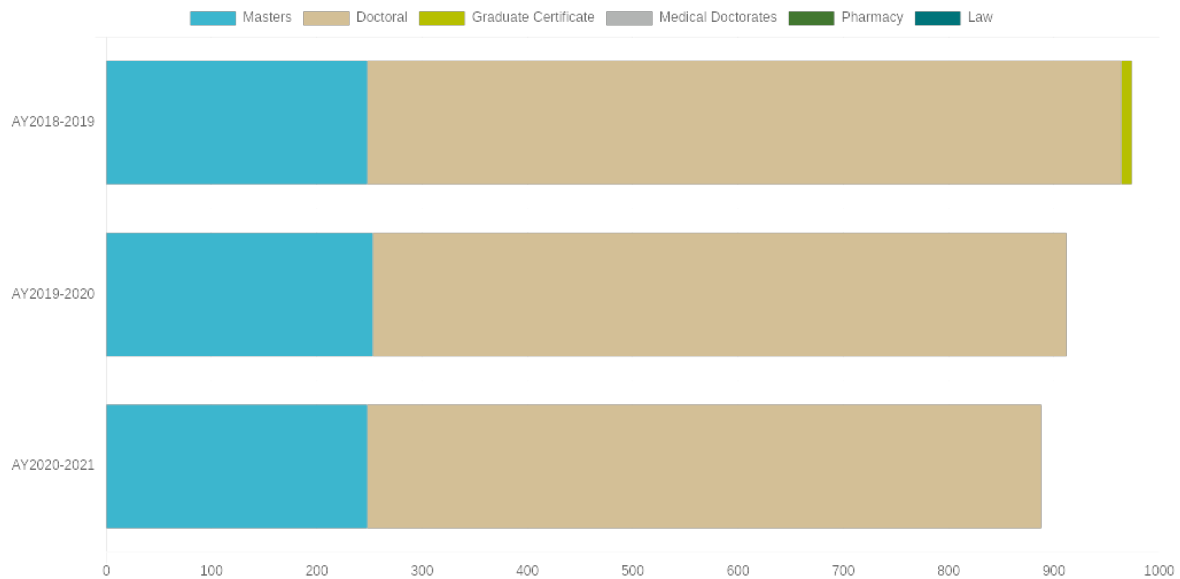
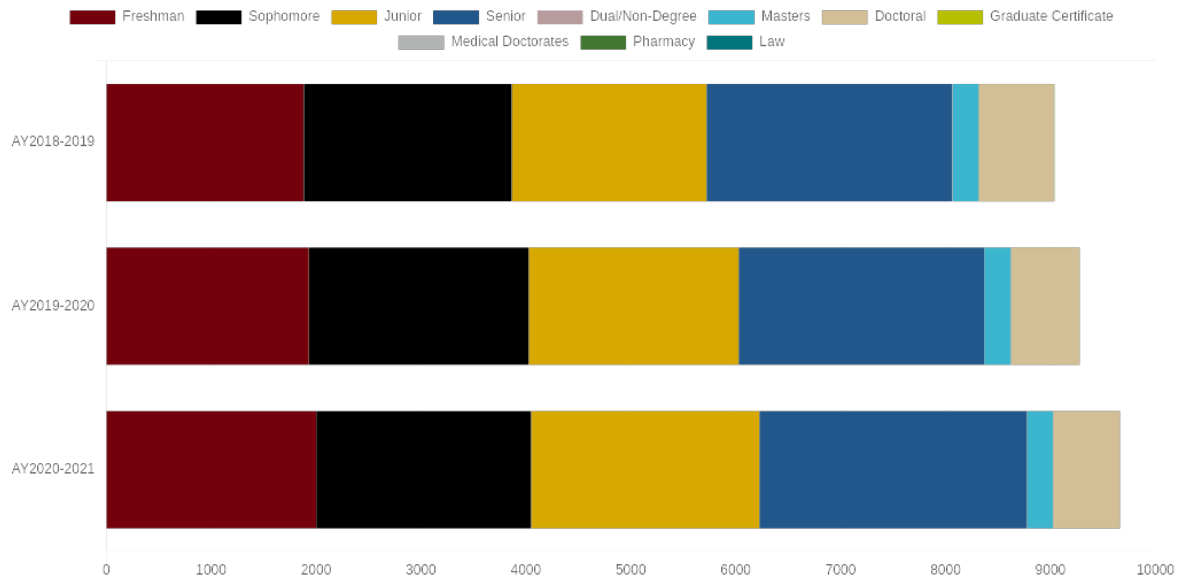


Illustration 4. Graduate/Professional Student Enrollment by Classification



Student Enrollment & Outcomes

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



Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status

	Fall 2020	Fall 2019	Fall 2018
Undergraduate	8776	8368	8066
Full-Time	8396	8013	7684
Part-Time	380	355	382
Graduate/Professional	888	912	974
Full-Time	771	774	843
Part-Time	117	138	131
Total - All Levels	9664	9280	9040
Full-Time	9167	8787	8527
Part-Time	497	493	513

Student Enrollment & Outcomes

Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2020	Fall 2019	Fall 2018
Undergraduate	8776	8368	8066
Female	5298	4989	4705
Male	3478	3379	3361
Graduate/Professional	890	912	974
Female	449	455	477
Male	441	457	497

Illustration 6. Undergraduate Student Diversity by Gender

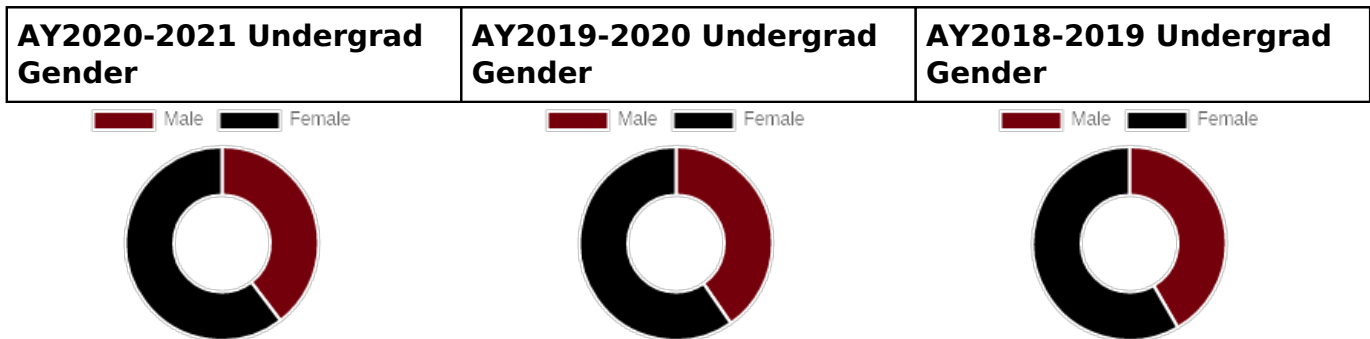
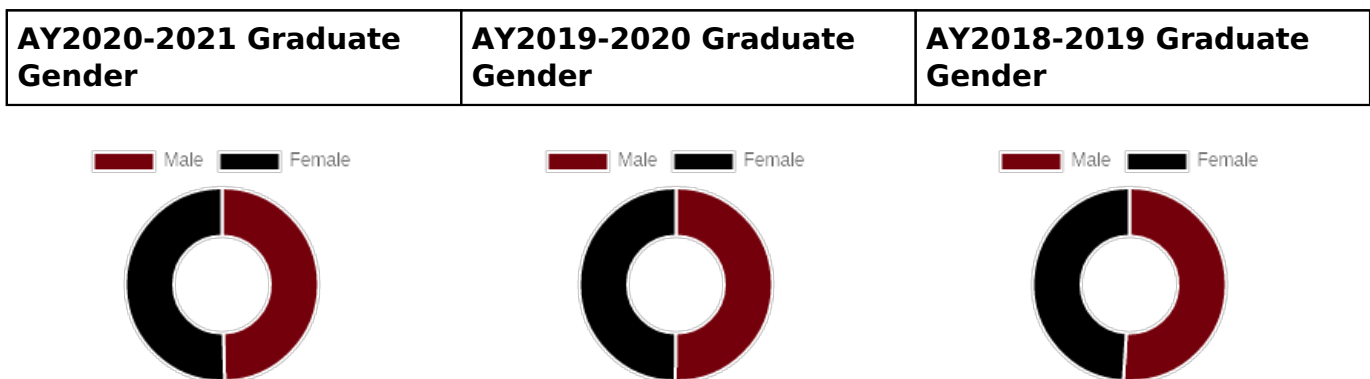


Illustration 7. Graduate/Professional Student Diversity by Gender



Student Enrollment & Outcomes

Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity

	Fall 2020	Fall 2019	Fall 2018
Undergraduate	8776	8368	8066
American Indian/Alaska Native	19	17	19
Asian	361	341	282
Black or African	1002	882	838
Hispanic or Latino	560	512	444
Native Hawaiian or Other Pacific Islander	5	6	10
Nonresident Alien	118	128	119
Two or More Races	412	372	368
Unknown Race/Ethnicity	86	74	69
White	6213	6036	5917
Graduate/Professional	890	912	974
American Indian/Alaska Native	4	1	1
Asian	17	20	21
Black or African	46	41	50
Hispanic or Latino	38	37	40
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	184	215	227
Two or More Races	26	23	22
Unknown Race/Ethnicity	15	18	22
White	560	557	591

Student Enrollment & Outcomes

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity

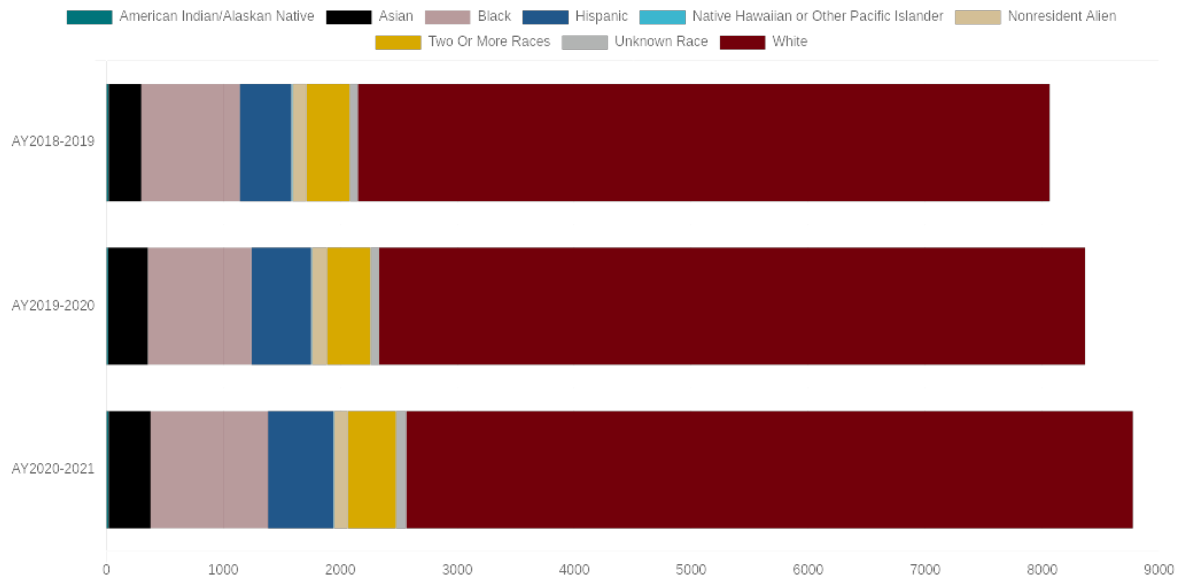
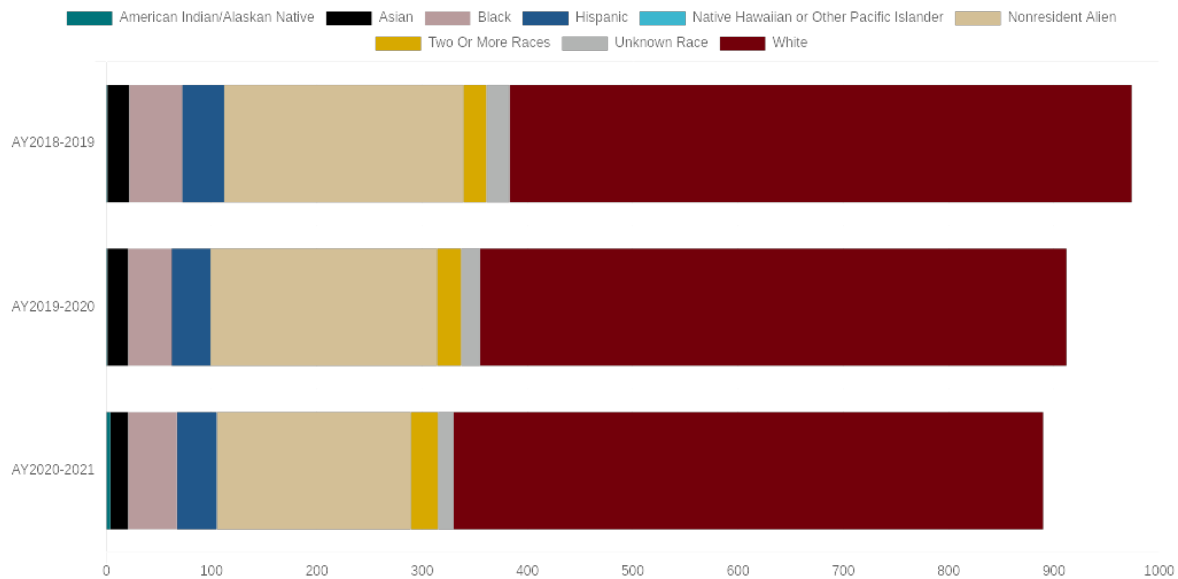


Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity



Student Enrollment & Outcomes

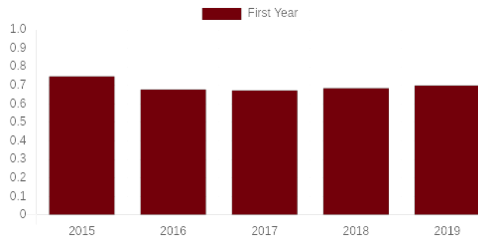
Undergraduate Retention

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

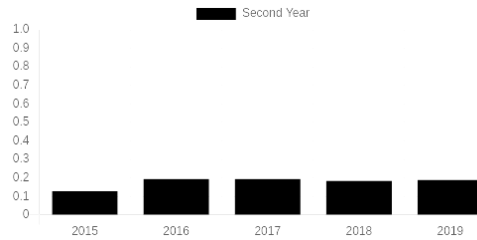
	First Year	Second Year
Fall 2019 Cohort	70%	19%
Fall 2018 Cohort	68.6%	18.5%
Fall 2017 Cohort	67.4%	19.5%

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.

	Fall 2020	Fall 2019	Fall 2018
4-Year Same Cohort	43.4%	48.1%	44.4%
4-Year Diff Cohort	17.8%	17.5%	20.2%
4-Year Total Cohort	61.2%	65.6%	64.6%
5-Year Same Cohort	50.4%	53.4%	49.7%
5-Year Diff Cohort	23.2%	22%	24.7%
5-Year Total Cohort	73.6%	75.4%	74.4%
6-Year Same Cohort	51.1%	54.7%	50.5%

Student Enrollment & Outcomes

6-Year Diff Cohort	24.1%	22.8%	25.3%
6-Year Total Cohort	75.2%	77.5%	75.8%

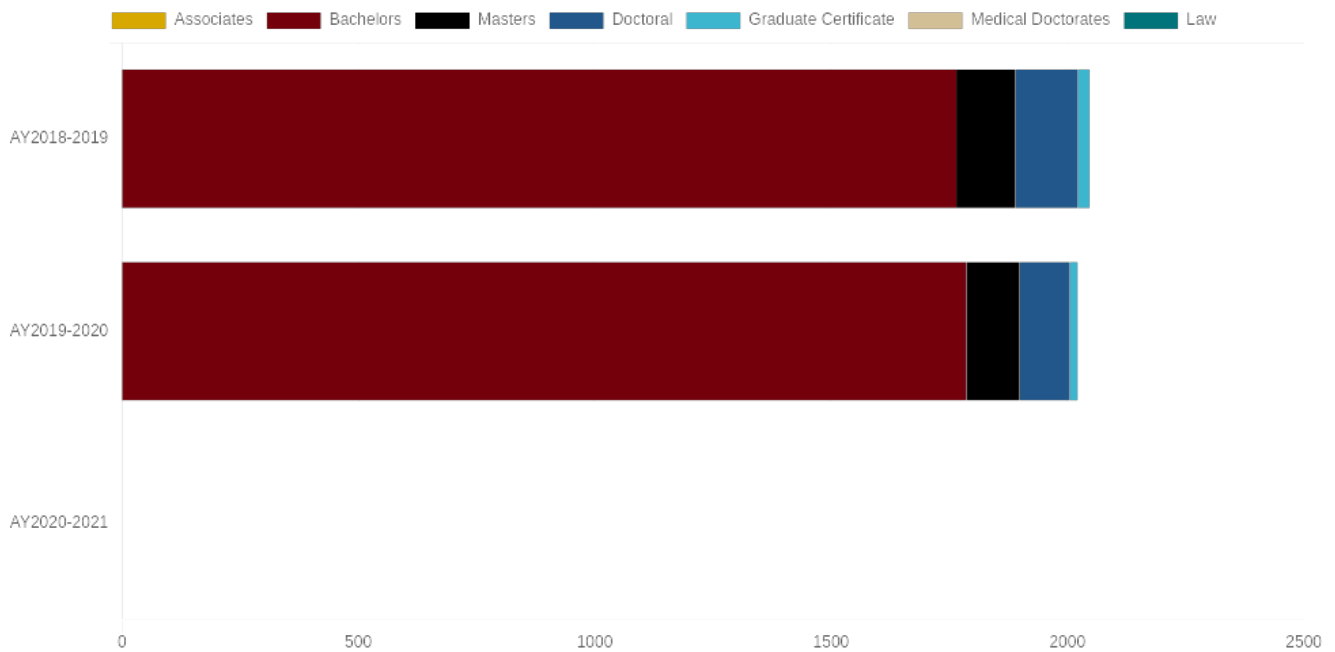
Student Enrollment & Outcomes

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	Fall 2020	Fall 2019	Fall 2018
Associates Degree		0	0
Bachelors		1786	1765
Masters		113	125
Doctoral		106	132
Medical		0	0
Law		0	0
Pharmacy Doctorate		17	25
Graduate Certificate			

Illustration 11. Degrees Awarded by Level



Faculty Awards Nominations

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

Research Award Nominations

Recipient(s)	Award	Organization
Davis, Thaddeus	CAS Faculty Research Initiative	University of South Carolina
Davis, Thaddeus	FY 2021 Grants for Arts Projects	National Endowment of the Arts
Davis, Thaddeus	Artist Assistance: Project Development Grant	Alternate Roots
Duffy, Peter	Research Initiative - Institution Award	The Arts School Network Board of Directors
Hall, Kristy	Joseph Jefferson Award for Best Costume Design (Howards End, Remy Bumpo Theatre Company)	Jeff Equity Awards
Wideman - Davis, Tanya	FY 2021 Grants for Arts Projects	National Endowment of the Arts
Chametzky, Peter	College of Arts and Sciences Book Manuscript Finalization Support Initiative	College of Arts and Sciences
Steimer, Lauren	Breakthrough Stars Award	University of South Carolina
Felleman, Susan	Russel Research Award for Humanities and Social Sciences	University of South Carolina
Wang, Dewei	Peter and Bonnie McCausland Faculty Fellowship	University of South Carolina
Boggs, Carol	Breakthrough Leadership in Research Award	University of South Carolina
Barra, Monica	Breakthrough Scholar Award	University of South Carolina
Fuente, David	Breakthrough Scholar	University of South Carolina
Connors, Elizabeth	Artinian Travel Award	Southern Political Science Association
Schoenherr, Jessica	Best Graduate Student Paper Award	American Political Science Association
Song, Miyeon	Best Dissertation Award	Public Management Research Association
Stauffer, Katelyn	Marian Irish Award for Best	Southern Political Science

Faculty Awards Nominations

	Paper on Women and Politics	Association
Stauffer, Katelyn	Pi Sigma Alpha Award for Best Overall Paper	Southern Political Science Association
Stoeltzner, Michael	Russell Research Award	University of South Carolina
Liu, Jiang	Faculty Research award	College of Arts and Sciences
Edwards, Kathryn (Kay)		University of South Carolina
Elfenbein, Jessica	ASPIRE Grant	University of South Carolina
Smith, Mark	ASPIRE Grant	University of South Carolina
Minett, Mark	Best First Book Award	Society for Cinema and Media Studies
Steimer, Lauren	Best First Book Award	Society for Cinema and Media Studies
Steimer, Lauren	Breakthrough Star	University of South Carolina
Steimer, Lauren	Katherine Singer Kovacs Award	Society for Cinema and Media Studies
Steimer, Lauren	Ray and Pat Browne Award	Popular Culture Association
Greven, David	Russell Research Award	University of South Carolina
Whitted, Qiana	Eisner Award	Comic-Con/Eisner
Garane, Jeanne	Book Manuscript Finalization	College of Arts and Sciences
Guo, Jie	Fulbright Scholar Award	Fulbright
Janzen, Rebecca	CAS Faculty Research Grant	College of Arts and Sciences
Janzen, Rebecca	Book Manuscript Finalization	College of Arts and Sciences
Kalb, Judith	Book Manuscript Finalization	College of Arts and Sciences
Liu, Jiang	CAS Faculty Research Grant	College of Arts and Sciences
Lopez Rodriguez, Mercedes	McCausland Fellowship	College of Arts and Sciences
Williard, Ashley	Book Manuscript Finalization	College of Arts and Sciences
Williard, Ashley	ASPIRE Advanced Support for Innovative Research Excellence	University of South Carolina
Williard, Ashley	SC Open Educational Resources Award	University of South Carolina
Stawkowski, Magdalena	Breakthrough Star Award	University of South Carolina
Barra, Monica	Breakthrough Star Award	University of South Carolina
DeWitte, Sharon	Carolina Trustee Professorship	University of South Carolina

Faculty Awards Nominations

Angel, Michael	ACS Stone Award	Carolina-Piedmont Section of ACS
Vannucci, Aaron	Breakthrough Rising Star	University of South Carolina
Tom, Vogt	Breakthrough Leadership	University of South Carolina
Shustova, Natalia	Governor's Young Scientist Award for Excellence in Scientific Research	SC Acad of Sciences
Angel, Michael	Governor's Award for Excellence in Scientific Research	SC Acad of Sciences
Brian, Benicewicz	Charles Holmes Herty Medal	Georgia section of ACS
zur Loye, Hans-Conrad	Florida Award	Florida section of ACS
Susan, Richardson	Southern Chemist	Memphis Section ACS
Outten, Caryn	Ed. Foundation Research Award	University of South Carolina
Vitaly, Rassolov	Outstanding SC Chemist	SC section of ACS
Qian, Wang	Carolina Trustee Professorship	University of South Carolina
Outten, Caryn	Distinguished Undergraduate Research Mentor	University of South Carolina
Tang, Chuanbing	Carolina Distinguished Professorship	University of South Carolina
Davis, Shannon	Breakthrough Star Award 2020	University of South Carolina
Lizarraga, Sofia	Breakthrough Star Award 2020	University of South Carolina
Speiser, Daniel	Governor's Award: Young Researcher for Excellence in Science	University of South Carolina

Faculty Awards Nominations

Service Award Nominations

Recipient(s)	Award	Organization
Davis, Thaddeus	NYC Duke Access Award	Association of Performing Arts Professionals
Wideman - Davis, Tanya	NYC Duke Access Award	Association of Performing Arts Professionals
Khalili, Meena	Design Incubation 2020 Communication Design Awards Service Award	Design Incubation
Scotchie, Virginia	USC Educational Foundation Outstanding Service Award	University of South Carolina
Wingard, George	Honorable Mention	SC Underground Film Festival
Wingard, George	Silver Award	Spotlight Documentary Films
Wingard, George	Best South Carolina Feature	Freedom International Film Festival
Wingard, George	Winner of Merit	The IndieFest Film Awards
Wingard, George	Winner of Merit	Impact Docs Awards
Wingard, George	Winner of Merit	Accolade Global Film Competition
Pournelle, Jennifer	Ada B Thomas Outstanding Advisor Award	University of South Carolina
Bennet, Jordan	Navy Commendation Medal	Dept of Navy
Grossi, Brendan	Navy Commendation Medal	Dept of Navy
Osterhoudt, Robert	Legion of Merit	Dept of Navy
Nelson, Chavez	Asst Marine Officer Instructor of the Year	USAA
Mitchell, Jerry	Governor's Award for Excellence in Scientific Awareness	South Carolina Academy of Science
Shimizu, Linda	Governor's Award for Excellence in Scientific Awareness	University of South Carolina
zur Loye, Hans-Conrad	USC Ed. Foundation Service Award	University of South Carolina
Leslie , Lovelace	Ada B. Thomas Outstanding Advisor Award	University of South Carolina

Faculty Awards Nominations

Sheryl, Wiskur	Ada B. Thomas Outstanding Advisor Award	University of South Carolina
Isom, Deena	Mentor Award	American Society of Criminology

Faculty Awards Nominations

Teaching Award Nominations

Recipient(s)	Award	Organization
Luchok, Kathryn	2020 WGST Teaching Award	CAS - WGST
Luchok, Kathryn	2021 WGST Teaching Award	CAS - WGST
Scotchie, Virginia	Michael J. Mungo Undergraduate Teaching Award	University of South Carolina
Scotchie, Virginia	Michael J. Mungo Graduate Teaching Award	University of South Carolina
Falk, Naomi	Garnet Apple Teaching Award	University of South Carolina
Tarr, Simon	Michael J. Mungo Undergraduate Teaching Award	University of South Carolina
Ivashkevich, Olga	Michael J. Mungo Undergraduate Teaching Award	University of South Carolina
Davis, Northrop	Michael J. Mungo Distinguished Professor of the Year Award	University of South Carolina
Ryker, Katherine	Garnet Apple	University of South Carolina
Bulusu, Subramanyam	Carolina Trustee Professorship	University of South Carolina
Lang, Susan	Mungo Graduate Teaching Award	University of South Carolina
Ziolkowski, Lori	Mungo Undergraduate Teaching Award	University of South Carolina
Wilson, Matthew	Innovative Teaching Associate	College of Arts and Sciences
Sherman, Brett	Distinguished Undergraduate Research Mentor Award	University of South Carolina
Dalola, Amanda	Center for Integrative & Experiential Learning (FKA USC Connect) Faculty Fellow	College of Arts and Sciences
Marsh, Allison	Garnet Apple Award	University of South Carolina
Dal Molin, Aria	CAS Summer Online Development Initiative Grant	College of Arts and Sciences
Dal Molin, Aria	CAS Innovative Teaching Associate	College of Arts and Sciences
Dalola, Amanda	Course Development Grant	Center for Integrative & Experiential Learning
Guo, Jie	CAS Summer Online	College of Arts and Sciences

Faculty Awards Nominations

	Development Initiative Grant	
Ivory, Yvonne	CAS Online Course Development Initiative	College of Arts and Sciences
Kalb, Judith	Michael A. Hill Outstanding Honors Faculty Award	University of South Carolina
Kalb, Judith	Pearce Faculty Fellow	University of South Carolina
Kalb, Judith	CAS Online Course Development Initiative	College of Arts and Sciences
Linthicum, Nancy	LLC Teaching Development Award	CAS - LLC
Williard, Ashley	LLC Teaching Development Award	CAS - LLC
Goldberg, Katherine	Garnet Apple	University of South Carolina
Myrick, Michael	Mungo Graduate Award	University of South Carolina
Wiskur, Sheryl	Mungo Undergraduate Award	University of South Carolina
Morgan, Stefik	Garnet Apple Teaching Award	University of South Carolina
Shimizu, Ken	Mungo Distinguished Prof Award	University of South Carolina
Reisman, David	Distinguished Undergraduate Mentor 2020	University of South Carolina
Speiser, Daniel	Michael J. Mungo Undergraduate Teaching Award	University of South Carolina

Faculty Awards Nominations

Other Award Nominations

Recipient(s)	Award	Organization
Madden, Ed	Orison Anthology Poetry Prize finalist for Annual anthology of the "best spiritual writing"	Orison Books
Bourne, Robert	Helen Hayes Award: Outstanding Direction in a Play - Nell Gwynn	Helen Hayes Award -Theatre Washington
Bourne, Robert	Helen Hayes Award: Outstanding Lead Production in a Play - Nell Gwynn	Helen Hayes Award -Theatre Washington
Bourne, Robert	Helen Hayes Award: Outstanding Ensemble in a Play - Nell Gwynn	Helen Hayes Award -Theatre Washington
Bourne, Robert	Helen Hayes Award: Outstanding Costume Design in a Play - Nell Gwynn	Helen Hayes Award -Theatre Washington
Bourne, Robert	James McArthur Award: Outstanding Supporting Actor in a Play - Nell Gwynn	
Hall, Kristy	SC Artist Grant	SC Arts Commission
Randazzo, Kirk	Chair of the Law and Courts Section	American Political Science Association
Weldon-Stewart, Tracey	Midsouth Regional Emmy Award (Cultural Documentary Category), Talking Black in America. Produced by The Language and Life Pro	Midsouth Regional Emmy
Goblirsch, Kurt	Visiting Scholar Grant	University of South Carolina

Faculty Awards Received

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

Research Awards

Recipient(s)	Award	Organization
Pfeffer, Carla	SPARC grant	University of South Carolina
Mann, Emily	ASPIRE II: Transforming U of SC into a National Leader in Health, Inequalities, and Population Research.	University of South Carolina
Mitchem, Stephanie	Diaspora to Africa Cultural Exchange for the Arts and Sciences	Ori Counseling Services and Ile Aresa
Chametzky, Peter	College of Arts and Sciences Book Manuscript Finalization Support Initiative	College of Arts and Sciences
Khalili, Meena	Gold International Design Award	International Design Awards
Brandt, Lydia	Book Manuscript Finalization Support Initiative	College of Arts and Sciences
Tarr, Simon	Breakthrough Leadership in Research	University of South Carolina
Chametzky, Peter	Millard Meiss Fund Publication Grant	College Art Association
Kwon , Hyunji	Mary J. Rouse Award	National Art Education Association Women's Caucus
Meaney, Evan	ASPIRE II Award for Faculty Research - The Virtual Piranesi	University of South Carolina
Meaney, Evan	ASPIRE II Award for Faculty Research - Image analysis algorithms for digital surrogates of historical motion picture film	University of South Carolina
Meaney, Evan	Whiting Public Engagement Programs for Virtual Piranesi	The Whiting Foundation
Wangwright, Amanda	CAS Faculty Research Initiative	College of Arts and Sciences
Graciano, Andrew	Russell Research Award	University of South Carolina
Brandt, Lydia	Southeast Chapter of the	Southeast Chapter of the

Faculty Awards Received

	Society of Architectural Historians Publications Award for an Essay in an Edited Volume	Society of Architectural Historians
Valdes, Marius	UCDA Design Award, GOLD for Illustration	University and College Designers Association
Valdes, Marius	American Illustration 39, The Archive	American Illustration
Valdes, Marius	American Illustration 39, The Archive	American Illustration
Valdes, Marius	American Graphic Design Award	Graphic Design USA (Publication)
Valdes, Marius	Health and Wellness Design Award	Graphic Design USA (Publication)
Valdes, Marius	Dean's Initiative Grant	College of Arts and Sciences
Wangwright, Amanda	Book Publication Grant	Chiang Ching-Kuo Foundation
Wangwright, Amanda	Book Publication Grant	Metropolitan Center for Far Eastern Art Studies
Davis, Thaddeus	CAS Faculty Research Initiative	University of South Carolina
Davis, Thaddeus	FY 2021 Grants for Arts Projects	National Endowment of the Arts
Davis, Thaddeus	Artist Assistance: Project Development Grant	Alternate Roots
Duffy, Peter	Research Initiative - Institution Award	The Arts School Network Board of Directors
Hall, Kristy	Joseph Jefferson Award for Best Costume Design (Howards End, Remy Bumpo Theatre Company)	Jeff Equity Awards
Wideman - Davis, Tanya	FY 2021 Grants for Arts Projects	National Endowment of the Arts
Barra, Monica	Book Manuscript Workshop	Ann Johnson Institute for Science, Technology, and Society
Benner, Ron	Breakthrough Leadership and Research Award	University of South Carolina
Lang, Susan	CHOICE Outstanding Academic Title of 2020 for edited book	CHOICE

Faculty Awards Received

Pinckney, Jay	AAAS Fellow	AAAS
Pinckney, Jay	2021 Breakthrough Leadership in Research	University of South Carolina
Kornbluh, Mariah	Society for Community Research and Action Fellowship	Society for Community Research and Action
Roberts, Jane	Carolina Distinguished Professor	University of South Carolina
Edwards, Kathryn (Kay)	ASPIRE Grant	University of South Carolina
Marsh, Allison	Joseph H. Hazen Education Prize.	History of Science Society
Brown, Thomas	Tom Watson Brown Book Award	Society of Civil War Historians
Brown, Thomas	Educational Foundation Research Award	University of South Carolina
Harrison, Conor	McCausland Fellowship	College of Arts and Sciences
Cutter, Susan	Susan L. Cutter Seminar Series	Disaster Risk Science Institute, Australian National University
Li, Zhenlong	McCausland Fellowship	College of Arts and Sciences
Li, Zhenlong	Breakthrough Star Award	University of South Carolina
Li, Zhenlong	Geospatial World 50 Rising Stars	Geospatial Media and Communications
Greven, David	Russell Research Award	University of South Carolina
Finney, Nikky	Wallace Stevens Award	Academy of American Poets
Finney, Nikky	Elected membership	American Academy of Arts and Sciences
Finney, Nikky	Elected a Chancellor	Academy of American Poets
Whitted, Qiana	Eisner Award	Comic-Con/Eisner
Amadon, Sam	McCausland Fellowship	College of Arts and Sciences
Rule, Hannah	McCausland Fellowship	College of Arts and Sciences
Shields, David	LA Times Distinguished Fellowship in History and Culture of Americas Huntington Library	Huntington Library
Collins, Alyssa	Octavia Butler Fellowship	Huntington Library
DeWitte, Sharon	BCS NSF	National Science Foundation

Faculty Awards Received

DeWitte, Sharon	New Frontiers in Research Fund - Exploration 2019	Government of Canada
DeWitte, Sharon	SBE-RUCK	National Science Foundation & Research Council UK
Feliciano-Santos, Sherina	Collaborative Senior Scholar Research Grant in Cultural Anthropology & Law and Social Sciences	National Science Foundation
Feliciano-Santos, Sherina	REG Supplement, Amber Domingue	National Science Foundation
Feliciano-Santos, Sherina	CAS Book Manuscript Finalization Support Initiative	College of Arts and Sciences
Lewis, Courtney	AAA OpEd Project Scholarship	American Anthropological Association
Lewis, Courtney	Collaborative Projects Grant	Mellon Foundation
Lewis, Courtney	Mooney Award Winner	Southern Anthropological Society
Moskowitz, Marc	ASPIRE I: Innovation - Sub-track IV, senior faculty exploration	University of South Carolina
Doering-White, John	ASPIRE I: Innovation - Sub-track 1, junior faculty development	University of South Carolina
Barra, Monica	2020 Racial Justice and Equity Research Fund Projects	University of South Carolina
Weik, Terrance	2020 Racial Justice and Equity Research Fund Projects	University of South Carolina
Lewis, Courtney	2020 Racial Justice and Equity Research Fund Projects	University of South Carolina
Simmons, Kimberly	2020 Racial Justice and Equity Research Fund Projects	University of South Carolina
Barra, Monica	Book Manuscript Workshop	Ann Johnson Institute for Science, Technology, and Society, CAS
Barra, Monica	National Academies of Sciences Gulf Research Program Early Career Fellowship	National Academies of Sciences
Barra, Monica	Early Career Faculty Innovators Fellowship	National Center for Atmospheric Research
Barra, Monica	Hunt Postdoctoral Fellowship	Wenner Gren Foundation for Anthropological Research

Faculty Awards Received

Stawkowski, Magdalena	DIIS	Danish Council for Independent Research
Wagner, Gail	Catawba Wateree Relicensing-Mulberry Site (38KE12)	Duke Power
Alpert, Geoffrey	Alice B. Hamilton Award for Occupational Safety and Health	National Institute for Occupational Safety and Health
Alpert, Geoffrey	Outstanding Paper Award - Journal of Crime & Justice	Midwestern Criminal Justice Association
Isom, Deena	Young Scholar Award	American Society of Criminology - Division on People of Color and Crime
Chuanbing, Tang	AAAS Fellow	AAAS
Franklin Wayne, Outten	AAAS Fellow	AAAS
Chuanbing, Tang	AIMBE Fellow	AIMBE
Vannucci, Aaron	Breakthrough Rising Star	University of South Carolina
Natalia, Shustova	Hans Fischer Fellowship	Insitute for Advanced Study
Susan, Richardson	Herty Medal	Georgia Section of ACS
John, Ferry	Outstanding SC Chemist	SC Section of ACS
Donna , Chen	Carolina Trustee Professorship	University of South Carolina
Chuanbing, Tang	Russell Research Award	University of South Carolina
Brian, Benicewicz	Florida Award	Florida Section of ACS
Armstrong, Alissa	1000 Inspiring Black Scientists in America	Cell Press
Fu, Zhengqing	Breakthrough Star Award 2020	University of South Carolina
Mousseau, Timothy	Elected Fellow of the Royal Geographical Society	Royal Geographical Society
Twiss, Jeffery	Weston Visiting Professorship	Weizmann Institute of Science, Israel
Davis, Thaddeus & Tanya-Wideman	APAP/NYC Duke Access Award	Association of Performing Arts Conference in NY
Martin, Pam	Racial Justice & Equity Fund	University of South Carolina
Whitted, Qiana	Best Academic/Scholarly Work	Will Eisner Comic Industry Award
Simmons, Kimberly	Racial Justice & Equity Fund	University of South Carolina
Isom, Deena	McCausland Fellow	College of Arts and Sciences

Faculty Awards Received

Service Awards

Recipient(s)	Award	Organization
Brandt, Lydia	Special Contribution Award	Historic Columbia
Floyd, Minuette	USC Educational Foundation Outstanding Service Award	University of South Carolina
Davis, Thaddeus	NYC Duke Access Award	Association of Performing Arts Professionals
Wideman - Davis, Tanya	NYC Duke Access Award	Association of Performing Arts Professionals
Becker, Kimberly	CC Program Outstanding Clinical Supervisor	UofSC Clinical Community Program
Bennet, Jordan	Navy Commendation Medal	Dept of Navy
Grossi, Brendan	Navy Commendation Medal	Dept of Navy
Osterhoudt, Robert	Legion of Merit	Dept of Navy
Nelson, Chavez	Asst Marine Officer Instructor of the Year	USAA
Mitchell, Jerry	Governor's Award for Excellence in Scientific Awareness	South Carolina Academy of Science
Hiscox, April	STAC Outstanding Service Award	American Meteorological Society
Vannucci, Aaron	Ada B Thomas Advising Award	University of South Carolina
Matesic, Lydia	Distinguished Research Service Award 2020	University of South Carolina
Finney, Nikky	Academy of Arts & Sciences	Academy of Arts & Sciences

Faculty Awards Received

Teaching Awards

Recipient(s)	Award	Organization
Pfeffer, Carla	Summer Course Development Grant	University of South Carolina
Pfeffer, Carla	Theme Semester Co-Curricular Programming Award	College of Arts and Sciences
Tarr, Jennifer	2020 College of Arts and Sciences Undergraduate Teaching Award for Non-Tenure Track Faculty in the Arts/Humanities	College of Arts and Sciences
House, Anna	Michael J. Mungo Undergraduate Teaching Award	University of South Carolina
Robinson, Mary	Michael J. Mungo Undergraduate Teaching Award	University of South Carolina
Scher, Howie	Gamecocks Stand Up Hero Award	University of South Carolina
Fairchild, Amanda	SCoer Faculty Award	University Libraries
Kornbluh, Mariah	Teaching Excellence	UofSC Clinical Community Program
Merck, Rhea	Undergraduate Teaching Award	College of Arts and Sciences
Almor, Amit	Mungo Teaching Award	University of South Carolina
Maskiell, Nicole	McCausland Faculty Fellowship	University of South Carolina
Smith, Mark	Distinguished Lecturer	OAH
Melvin-Koushki, Matthew	McCausland Faculty Fellowship	University of South Carolina
Marsh, Allison	Two Thumbs Up Award	University of South Carolina
Goldberg, Katherine	Critical Online Course Development Cohort	College of Arts and Sciences
Lewis, Courtney	Justice, Equality, and Community Mellon Grant: Public Humanities Practitioner in Residence	Mellon Foundation
Barra, Monica	Justice Themed Semester Course Grant	College of Arts and Sciences
Simmons, Kimberly	CAS 2020 Theme Semester Co-Curricular Programming Award	College of Arts and Sciences

Faculty Awards Received

Applegate, Brandon	Oustanding Mentor Award	Academy of Criminal Justice Sciences
Isom, Deena	Garnet Apple Award	University of South Carolina
Smith, Hayden	Garnet Apple Award	University of South Carolina
Smith, Hayden	Showcase Award	Association for Distance Education and Independent Learning
Smith, Hayden	Distinguished Course Award	Association for Distance Education and Independent Learning
Andrew, Greytak	Mungo Undergraduate Teaching Award	University of South Carolina
Michael (Micky), Myrick	Garnet Apple Award	University of South Carolina
Brasington, Gerald	SC oer Award	
Dudycha, Jeffry	Distinguished Undergraduate Mentor 2020	University of South Carolina
Schumpert, Charles (Andy)	Garnet Apple Award for Teaching Innovation	University of South Carolina
Smith, Deanna	Pearce Faculty Fellow	University of South Carolina
Smith, Deanna	Distinguished Undergraduate Mentor 2019	University of South Carolina
Speiser, Daniel	Distinguished Undergraduate Mentor 2020	University of South Carolina
Simmons, Kimberly	Course Development Grant	College of Arts and Sciences
Whitted, Qiana	Course Development Grant	College of Arts and Sciences
Isom, Deena	Course Development Grant	College of Arts and Sciences
Isom, Deena	Garnet Apple Award	University of South Carolina

Faculty Awards Received

Other Awards

Recipient(s)	Award	Organization
Madden, Ed	Forward Prizes	Forward Arts Foundation
Bourne, Robert	Helen Hayes Award: Outstanding Lead Actress in a Play - Nell Gwynn	Helen Hayes Award -Theatre Washington
Hall, Kristy	SC Artist Grant	SC Arts Commission

Alumni Engagement & Fundraising

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 four times 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, study abroad and scholarship opportunities for Arts and Sciences students. During 2020-21, Advancement collaborated with the Alumni Council to develop the Rise Scholarship. The Rise Scholarship honors the legacy of Clementa C. Pinckney, an Arts and Sciences graduate, and provides tuition support as well as seed money to help students launch a project of their own making to drive meaningful change in our state. It is especially for first-generation students from underrepresented racial or ethnic groups.

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 the Student Excellence Collaborative 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.

The Office of Advancement provides consistent and meaningful recognition, communication, and engagement with more than 88,000 donors and alumni, providing stewardship of the College's financial resources totaling more than \$62 million. Through weekly gift tracking and the dissemination of all gift acknowledgements, Advancement increases the overall profile and fundraising potential of the college.

Organizing and hosting events fosters an engaged Arts and Sciences community. The Office of Advancement has adopted a flexible approach to its programming in response to the COVID-19 pandemic, shifting a number of its recurring events to a remote format and creating new opportunities for engagement. During 2020-21, Advancement launched a virtual webinar series where faculty in the College of Arts and Sciences connect current and historical issues to their areas of study in unique ways. Advancement collaborates with the Physics Department to offer livestreaming views from the telescope of Melton Memorial Observatory every week.

Maintaining contact with the community is also important. The Office of Advancement

Alumni Engagement & Fundraising

produces the magazine, InFocus, which features faculty, students, and alumni. An alumni email newsletter was started in 2019 and will resume as part of the new strategic communications plan as a quarterly publication. Its' purpose is to increase engagement with alumni and friends, provide an outlet for graduate updates and inform our audience of upcoming events (increase attendance) and new developments in the college. We continue to strengthen our media presence and have added an online form to our website where alumni can update their contact information. We believe these efforts will increase the number of alumni who stay connected.

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.

In FY20, the College of Arts and Sciences raised over \$5,000,000 which was consistent with previous years (FY16 and FY18). FY17 and FY19 served to be record-breaking years (not in a capital campaign) with cumulative giving averaging \$9,000,000 each year. Through establishing endowed scholarships, fellowships and new program funds, the college has been able to lead the charge as the academic unit grossing the most of all units on-campus (other than Athletics) in years between university-wide, capital campaigns. The College of Arts and Sciences has also completed two crowdfunding campaigns focused on a one day giving models to support all units on-campus, Give 4 Garnet (2018 and 2019), and collectively raising over \$178,000 from these two campaigns with an additional anonymous gift of \$500,000 in FY18. Give 4 Garnet raised money for support of beyond the classroom experiences such as study abroad, internships and research opportunities.

Planning for the upcoming capital campaign will be the priority for FY22 and FY23. With a projected public launch in 2025 or 2026, it is anticipated the silent phase of the campaign, where approximately 50% of the money raised in total for the campaign will need to be secured, will launch in 2023. For the last capital campaign, Carolina's Promise, the College of Arts and Sciences raised the most money of any academic unit on-campus with over \$100,000,000 in endowed and unendowed gifts, gifts-in-kind and planned gifts.

In addition to preparing for the upcoming capital campaign, current high-priority projects for FY22 are as follows:

1. Renovate remaining portion of old law school building for science labs - \$25,000 (spendable)
2. Named Graduate Scholars Program (focused on Humanities and the Liberal Arts) - \$5,000,000 (endowed)
3. Securing endowed support for the African American Studies Program in honor of their 50 years anniversary - \$1,000,000 (endowed)
4. Diversity Initiatives: Center for Civil Rights Research - \$1,000,000-\$5,000,000 (spendable)
5. RISE Scholarship: 1st Generation, Diversity, Need Based Scholarships - \$500,000-\$1,000,000 (endowed), \$50,000 (spendable)

With new leadership in the Dean's Office and a refocused effort on principal giving (gifts over \$1,000,000), strategic efforts are being made to identify current or future donors with deep affinity to the college and engage them in areas where we believe they would have inclination to leave a legacy. Through working with the Advancement Services team in Central

Alumni Engagement & Fundraising

Development, research requests and data mining can be completed to identify many of these prospects. Additionally, working closely with a strong group of donors and volunteers to the College of Arts and Sciences that includes the Board of Visitors and Alumni Councils (Columbia and Washington DC), and giving them strong goals of engaging deeper on the college's priorities. These groups also have the potential of connecting us to their own personal networks and assisting in the further identification of major gift donors.

In addition to new leadership in the Dean's Office, Central Development hired a new Vice President for Development to lead the upcoming capital campaign and build a robust development team after years of turnover and budget cuts. Recently completed consulting report by Marts and Lundy, senior consulting company that specializes in higher education evaluations and reports to assist in staffing and campaign planning, have given university leadership the guidance they need to thoughtfully prepare for the future of the university as it pertains to development. In spring 2021, university development will present to university leadership and the board of trustees as future plans are made. As the report pertains more directly to the College of Arts and Sciences, it is anticipated that the office will need to grow its staff to support the hopeful goals of raising over \$150,000,000 and appropriately supporting the strategic fundraising efforts of the Dean, all 19 academic departments, and additional institutes, centers and groups within the college.

Other important development goals include the increased focus on planned giving, annual giving and corporate/foundation philanthropy. Securing immediate cash in the form of a major gift is often challenging for the demographics of which the development team seeks support. Some of the college's most robust groups of prospects are unable to do major gifts of cash so making annual gifts or thoughtfully planning to leave future gifts in their estate plan are often the best options. Additionally, the opportunity to leave a retirement plan is a gift opportunity that works well for this group. The Office of Development works closely with the Central Development team to collaborate and solicit these potential donors. Much of what can be done to raise support for the college is preparing for the future and documenting planned gifts to create more scholarships and endowed funding opportunities for the future. Working collectively with the Office of Corporate and Foundation Philanthropy is another priority that is extremely important to the success of raising money for programmatic support or scholarships that would thereby be more challenging to secure if working one-on-one with a particular donor. Individual donors often prefer to focus their philanthropic planning on leaving a legacy through an endowed fund and therefore the immediate need for cash to support high priority program that do not have sustainable funding becomes more challenging. By working with the Office of Corporate and Foundation Philanthropy, the development team can work collectively with program officers and faculty to identify transformational projects to further the research intent of our Research I institution and secure programmatic support for programs that need it in a timely manner. With the diverse areas of academic excellence that the College of Arts and Sciences supports, there continues to be many potential opportunities to work with more foundations and companies to raise money.

Community Engagement

Community Engagements and Community - Based Activities

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. Even with the challenges of the COVID-19, our faculty, students and staff have continued to work extensively with the community in a suite of activities, ranging from online art and dance workshops to health and wellness programs to promoting science innovation and literacy. CAS faculty, staff and students frequently partnered with government agencies and local community groups to participate in and promote service and volunteerism. The College further worked with various K-12 schools to provide mentorship and online educational opportunities for students and teachers. We are committed to encouraging the academic success of underrepresented populations, and specific activities focused on the recruitment of minorities into the STEM disciplines. 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 include the college's own annual fall Theme Semester, launched in 2020, which in addition to a range of courses related to the annual theme offers numerous events, exhibits, workshops, and other programming that are open to the public. Through all of its outreach activities, the College strongly supports and pursues innovative ways to serve the university and community at large (See Appendix XX). The information contained in the Appendix is only a snapshot of the wide-ranging community engagement activities conducted by the CAS during the 2020-2021 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 mechanisms 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 individual faculty, staff and student groups lead our many initiatives.

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 and actively supports involvement by funding lectures, workshops, events. Individual departments, programs, and institutes are actively engaged across the

Community Engagement

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 4. Community Engagement' (bottom).

Collaborations

Internal Collaborations

Our most significant academic collaborations and multidisciplinary efforts characterized as internal to the University.

The College of Arts & Sciences strives to foster collaboration and interdisciplinary research within the college and across campus. CAS departments have numerous grants, publications and programs that involve other units within the college. We also are home to several interdisciplinary programs including African American Studies, Comparative Literature, Environment and Sustainability, Film and Media Studies, Jewish Studies, Linguistics, Public History, and Women's and Gender Studies. The college also hosts cross-unit centers and institutes including the Center for Digital Humanities, Center for Civil Rights History and Research, The History Center, Center for Geographic Education, Parenting and Family Research Center, 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.

The College of Arts & Science collaborates internally with colleges/schools across the USC system, including 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; College of Nursing; Arnold School of Public Health; College of Social Work; Thomas Cooper Library; Office of Multicultural Student Affairs, USC Sumter, USC Lancaster, and the Department of Athletics.

Examples of internal collaborations over the past year include:

Jeff Twiss, a professor in Biology, working with Jane Roberts, Jessica Bradshaw, and Jessica Green in Psychology, Jessica Kluzek and Suzanne McDermott in Public Health, Marlene Wilson, Davis Mott and Fiona Hollis in Medicine, Katie Woolf in Education, and Sofia Lizarraga, Deanna Smith and Fabienne Poulain in Biology to establish the Autism and Neurodevelopment Disorders Center funded by the Provost's Excellence Initiative.

Amit Almor, an associate professor in Psychology, receiving a grant from the Department of Defense titled "Developing a Socio-Cognitive, Computational Approach for Understanding Persuasion through Misinformation and its Diffusion across Social Communications Platforms" with Amit Sheth and Marco Valtorta (Engineering), Doug Wedell (Psychology), Huan Liu (Arizona State University) Nitin Agarwal (University of Arkansas) and Stephan Lewandowsky (University of Bristol, UK).

Lana Burgess, Graduate Director of the Museum Management Program and Clinical Professor of Art History, created programming for the "Justice" themed semester in conjunction with McKissick Museum's exhibition "A Woman's Right", which was cocurated by Jennifer Gunter, Collaborative on Race, SC Honors College senior student Hannah Magraw and was promoted and supported by Women's and Gender Studies, the Department of Athletics, and the Office of MultiCultural Affairs.

External Collaborations

Our most significant academic collaborations and multidisciplinary efforts characterized as

Collaborations

external to the University.

The College of Arts and Sciences is known locally, regionally, nationally and internationally for our research and community engagement, as evident through the numerous collaborations with other colleges and universities, government agencies, nations, foundations and organizations.

CAS collaborates with entities including the SC Department of Juvenile Justice; SC Department of Natural Resources; SC Arts Commission; SC Department of Mental Health; The Chickasaw Nation in Oklahoma; Catawba Indian Nation; National Institutes of Mental Health; National Park Service; National Aeronautics and Space Administration; US Department of Defense and the Smithsonian. The college has collaborated with over 190 US colleges and universities and over 100 international colleges and universities over the past year.

Examples of external collaborations over the past year include:

The Institute for African American Research hosted an event titled, “Carolina-Barbados Connection: Commemorating 350 years” in conjunction with the Barbados and the Carolinas Legacy Foundation, City of Charleston, SC, University of the West Indies, Cave Hill, Gullah Geechee Cultural Heritage Corridor, and The Slave Dwelling Project.

Mark Weist, professor of Psychology, as part of the USC School of Behavioral Health Team collaborates with the SC Department of Mental Health to improve the quality of their school based mental health service.

Peter Duffy, professor of Theatre, collaborated with colleagues from Newcastle University Australia, Royal Central School of Speech and Drama in London, The Hochschule fur Musik und Theater I Rostock Germany and the University of Lome in Togo on a combined digital applied theatre project during the start of quarantine last year. The students formed collaborative groups where they worked together to create a new piece of digital theatre that explored either mental health or putting something positive out into the world.

Supplemental Info - Collaborations

Any additional information on Collaborations appears as 'Appendix 5. Collaborations' (bottom).

Equity and Diversity Plan

Improve Under-Represented Minority (URM) Student Enrollment

In its effort to advance the University's Equity and Inclusion Strategic Plan, the College of Arts and Sciences (CAS) has developed both College-level programming and initiatives, spearheaded by the CAS Associate Dean for Diversity, Equity, and Inclusion and Social Sciences. Dr. Tracey Weldon held this post until December 2020 and then Dr. Todd Shaw assumed this post in January of 2021 as Interim Associate Dean. Our efforts were also led by a 40+ member CAS Diversity Committee, the Collaborative on Race (which joined the Dean's office in the fall of 2020 as led by Dr. Jennifer Gunter, Director) as well as a variety of unit-level activities organized by the Colleges' various departments, programs, centers, and institutes. The summary below provides a high-level overview of these efforts, particularly at the College level. More specific information about unit-level activities are provided in the appendix to this report.

Under the leadership of the CAS Diversity Committee's Student Recruitment, Retention, and Advancement subcommittee, the College funded a multi-media campaign entitled, "I am the College of Arts and Sciences" (#IamCAS), which highlights the breadth and diversity of the College, both in terms of its composition and its disciplinary offerings. The materials from this campaign, which were produced by a diverse team of students and alumni, largely from the College's School of Visual Art and Design (SVAD), feature students, faculty, and staff from across the College. The photos and videos will be further used in social media, email correspondence, and in-person recruiting events to show prospective and continuing students, and particularly those who are underrepresented in the Academy, that we are a diverse, welcoming and inclusive College. The above subcommittee is exploring ways for the College and the Office of Undergraduate Student Admissions, Diversity & Inclusion Team, to make better appeals to URM student populations outreach efforts to Latino/Latinx and Native American/Indigenous communities.

In June of 2020 the Collaborative on Race hosted the second annual South Carolina Youth Collective Summer Fellows, which hosted thirty-one teenagers from fifteen different Midlands area high schools in 2020. Since we were not able to physically travel with the fellows, we used some of the funds to compensate featured speakers. The participants also took part in workshops on leadership, resource mapping, and communication skills. Beginning in August, The Collaborative on Race led a pilot program entitled Youth Voices Against Violence in partnership with Serve and Connect, The City of Columbia, and the Junior League of Columbia. Three teenaged participants received training and equipment to conduct oral history interviews with their peers. Focused on the 29203 area code, this project seeks to instruct and empower underprivileged youth.

In partnership with the College of Engineering and Computing (CEC), the College of Arts and Sciences also secured a \$1M NSF grant to fund the Bridge to the Doctorate fellowship program, which is designed to recruit URM students into the STEM fields and support them through their doctoral programs. CAS also partnered with CEC again this year to fund our institutional membership to the National GEM Consortium, which provides fellowship support for URM students who pursue graduate degrees in STEM.

Dr. Weldon also represented the College on the President's Diversity and Inclusion Advisory

Equity and Diversity Plan

Committee (DIAC), where Dr. Weldon served as a member of the subcommittee charged with addressing diversity in the composition of the student body and faculty. Starting in January 2021, the new CAS Associate Dean for DEI, Dr. Shaw worked with Dr. Claudia Benitez-Nelson, CAS Associate Dean for Instruction and Community Engagement, and Dr. Christy Friend, CAS Associate Dean for Enrollment Management, Advising, and Retention, to further a dialogue with Mr. Michael Wade, Associate Director for Diversity & Inclusion in the Office of Undergraduate Student Admissions. Shaw has forwarded links for faculty, students, and staff to sign-up to participate in events that directly appeal to URM prospective and admitted students as well as highlight the inclusivity of our campus climate.

At the unit-level, activities reported included recruitment at on-campus events and professional conferences, as well as outreach to local HBCUs, rural K-12 school districts, schools with high URM enrollments, and local community events. Most notable was the leadership of Dr. Claudia Benitez-Nelson SEOE with GeoScholars Program that awarded 28 scholarships based on financial need, first-generation, or URM background as well as the ongoing ScienceQuest and Go For It Girls Summer camp that outreached to at least 100 students from URM backgrounds. Units in the College offered courses counting towards the Diversity and Social Advocacy GLD pathway; sponsored talks focused on diversity, equity, and inclusion; established department-level student affinity groups; and offered comprehensive mentoring and advising. A few of our departments nominated students to participate in the Grace Jordan McFadden Professors Program (GJMPP) and the Southern Regional Educational Board (SREB) doctoral scholars program. One example of a department that devised ways to outreach to URM student populations despite the COVID-19 health restrictions is Psychology. Its Clinical-Community program held an online informational session for the doctoral graduate program that was attended by 120 students with a diversity of backgrounds; 18% were African American and 13% were Hispanic.

Improve The Number Of Full-Time URM Faculty Across Academic Units

As described in detail elsewhere in the Blueprint, the College expanded a new Faculty Development Program, built upon the resources of the University's Institutional membership to the National Center for Faculty Development and Diversity (NCFDD). This program was created at the recommendation of the CAS Diversity Committee's subcommittee on Faculty Recruitment, Retention, and Advancement. Select participants will be eligible for a small number of fellowships to the NCFDD's Faculty Success Program (FSP). In the fall of 2020, we had a twin-track Junior Faculty Development Program as well as Mid-Career Faculty Development Program that in part provide resources to faculty members who are women and/or from URM backgrounds to help them in achieving tenure and/or promotion.

The College also collaborated with the Department of Integrated Information Technology in the College of Engineering and Computing on an NSF ADVANCE proposal designed to support gender equity in the STEM professions.

At the unit-level, departments participated in search committee training, did some targeted outreach, and were successful in hiring a small number of URM faculty into the College.

Enhance Outcomes For URM Undergraduate and

Equity and Diversity Plan

Graduate/Professional Students

Also using the resources of the NCFDD, the CAS Associate Dean for Diversity conducted a mentoring workshop for doctoral students in the Grace Jordan McFadden Professors Program. Dr. Weldon served a second year on the planning committee for the CTE's Teaching Towards Inclusive Excellence Certificate program, which is designed to give instructors training on how to make their classrooms more equitable and inclusive. And she assisted in facilitating the required TTIE workshop on "Inclusive Excellence at UofSC". Dr. Shaw conducted a CTE workshop in collaboration with Dr. Nicole Cooke (College of Library & Information Sciences) entitled, "Cultural Competency in Politics: Can We Talk?".

Per the recommendation of the CAS Diversity Committee's Diversity Training subcommittee, we launched CAS Diversity and Inclusion Academy that incentivizes more CAS instructors to take advantage of the training resources offered by the CTE and other offices on campus (e.g., EOP, OMSA, HR, etc.) For the 2020-2021 year, this academy is offering sessions on: Anti-bullying, Anti-racism, GreenZone Ally Training, Intercultural Training, SafeZone Ally Training, Sexual Harassment Prevention and Reporting Trans Advocacy Training.

Unit-level activities in this area included student mentoring, awards and fellowships, the creation of unit-level diversity committees and student affinity groups, professional training workshops, consultations with the student success center, orientations on student support services, symposia, gateway programs, student surveys, recognition of student achievement, and research and travel support.

Improve Post-Graduate Outcomes For URM Undergraduate and Graduate/Professional Students

For the past two years, the College has been in conversation with representatives from a small group of universities within the SEC about setting up a minority recruitment consortium for PhD candidates that would facilitate recruitment of UofSC graduates into faculty positions within the SEC, while also assisting in our own efforts to hire more URM faculty. In mid-February 2021, Interim CAS Dean Joel Samuels, Dr. Shaw, and Dr. Jennifer Gunter of the Collaborative on Race made a presentation to the SEC deans of Arts & Sciences colleges and their associate deans for diversity and inclusion. These associate deans for diversity will continue these conversations, exchanging ideas on improving post-graduate outcomes for URM students. Of course, the College, its departments, and units fully intends to participate in the any URM-targeted post-doctoral fellowship opportunities provided by the Office of the Provost, most especially as connected to the university strategic plan.

The mentoring workshop conducted for the GJMPP (see Section C above), as well as unit-level efforts to prepare students for the job market, assist in their professional development, write letters of recommendation, participate in one-on-one mentoring, facilitate internship placement, etc. have also contributed to improved post-graduate outcomes for URM students at UofSC.

Increase the engagement of students, faculty, staff, administrators in Equity and Inclusion

Outside the College, Dr. Weldon served on the Diversity Week planning committee and

Equity and Diversity Plan

organized diversity training workshops for the Council of Academic Diversity Officers (CADO).

Within the College, the CAS Diversity Committee, now in its fourth year of operation, provided students, faculty, and staff from across the College a variety of opportunities to actively engage in its equity and inclusion efforts. During Diversity Week, the subcommittee on Campus Climate, Inclusion, and Engagement distributed free “Donuts for Diversity” as well as stickers designed by members of the CAS Diversity Committee that read “Donut Hate, Appreciate,” as part of the College’s on-going “Kindness Campaign”. In exchange, the Committee collected notes from passersby sharing what makes them unique.

Also at the College level, the Collaborative on Race (COR) led training sessions and Welcome Table series of healing circles with eleven departments. The Welcome Table process consists of a series of scaffolded activities that lead to increased sense of personal power and group cohesiveness. Participants learn about the personal, structural, and systemic effects of racism and work together to develop a common goal to work towards. First developed in Mississippi in the early 1990s, abbreviated versions of this program were conducted with nine units to date. COR also hosted the third annual Equity Summit virtually November 3-4, 2020. The theme for the conference was Policing and Bodies and was attended by faculty, staff, and students. Panelists came from the College of Social Work, the School of Law, the Department of Theater and Dance, and Criminology. In its third year, the conference serves as a space where activists and academics come together in an effort to marry theory to action. Participants come from across the southeast and represent numerous sectors including academia, nonprofits, state and local government, law enforcement, public health, and others. The 2020 event was attended by over 300 participants from 25 states due to its virtual nature. In February 2021, COR facilitated a 21 Day Equity Challenge. Based on popular programs around the country, this challenge sent a different set of short readings, films, or podcasts to participants each day for 21 days. Topics ranged from the origins of race to the concept of whiteness and offered easy actions participants could undertake each day. With over 350 participants the daily emails had close to a 50% open rate each day.

In addition to the plethora of talks and activities hosted by various units on campus (see appendix), unit-level engagement included programming in partnership with the SC Collaborative on Race and Reconciliation; administrative appointments in programs, centers, and institutes committed to advancing equity and inclusion; participation in student and faculty affinity groups; unit-level training, retreats, social events, and discussions focused on equity and inclusion; workshops and performances engaging the local community; and meetings with members of the upper administration to discuss the University’s commitment to diversity, equity, and inclusion.

Improve The Sense Of Inclusion Amongst All University Community Members

Finally, Dr. Weldon served on the University’s Campus Climate Survey committee and convened an advisory committee to discuss the process of converting restrooms into gender-neutral spaces on campus. Relatedly, the College, in consultation with Facilities, converted a set of single-stalled restrooms in one of its buildings into all-gender restrooms, thus providing greater accessibility to these spaces, particularly for members of the LGBTQ+ community. Dr. Shaw is actively working with Vice-President Julian Williams as well as CADO colleagues to ensure these gender-neutral facilities are more widely available across the campus. For the

Equity and Diversity Plan

spring of 2021, Dr. Weldon in conjunction with Dr. Jennifer Gunter (COR) invited Dr. Ed Lee, Senior Director of the Barkley Forum for Debate, Deliberation, and Dialogue at Emory University to facilitate three virtual dialogues on the topics of "Return to Normalcy" (January 26th); "White Supremacy" (February 22nd); "Caste" (Mar 22nd). All total at least 150 persons attended.

The College also worked with a group of faculty in the Department of Mathematics to commission a plaque honoring former mathematics student James L. Solomon for his role in the desegregation of the University. This plaque, which was approved by the UofSC Board of Trustees last spring, will be installed in LeConte College, following the completion of building renovations. The College also co-sponsored a ceremony last spring, organized by the Department of Mathematics, honoring Solomon's contributions to the University, the State, and the Nation.

Other inclusion activities at the unit-level, which may be found in the appendix, include particularly noteworthy contributions by departments in the Arts and Humanities, interdisciplinary programs, and several of the College's centers and institutes, including the Center for Civil Rights History and Research, the Institute for African American Research, and the McKissick Museum.

Dashboard Metrics and Narrative

Metrics

Student Information	
Undergraduate Student # 2018	
Undergraduate Student # 2021	
Undergraduate Student 2021/2018	
Masters Student # 2018	
Masters Student # 2021	
Masters Student 2021/2018	
PH.D/Professional Student # 2018	
PH.D/Professional Student # 2021	
PH.D/Professional Student 2021/2018	
Resident Student # 2018	
Resident Student # 2021	
Resident Student 2021/2018	
Non-resident Student # 2018	
Non-resident Student # 2021	
Non-resident Student 2021/2018	
Total Student # 2018	
Total Student # 2021	
Total Student 2021/2018	
Contribution (Per Student)	
2018	
2019	
2020	

Dashboard Metrics and Narrative

2021	
Model Allocations (Per Student)	
2017	
2018	
2019	
2020	
2021	
Faculty Information	
Faculty Numbers 2018	
Faculty Numbers 2021	
Student/Faculty Ratio 2018	
Student/Faculty Ratio 2021	
Credit Hours Taught	
Hours Taught 18	
Hours Taught 21	
Hours Taught/Faculty 18	
Hours Taught/Faculty 21	
Hours Taught per Faculty 21/Hours Taught per Faculty 18	
College/School Financial Information - FY2021	
Revenue	
Direct Costs	
Indirect Costs	
Direct Costs (% of Rev)	
Indirect Costs (% of Rev)	
Sum of Direct & Indirect Costs	

Dashboard Metrics and Narrative

Direct Costs (Per Student)	
Indirect Costs (Per Student)	
Total Direct/Indirect Costs (Per Student) - FY21	
Student Outcomes: All Undergraduates	
Placement 90 days post grad. (NACE Survey AY19)	
UofSC Av. Student Debt (AY2018-19)	
Av. Salary (NACE Survey AY2018-19) Based on 720 responses	
UofSC Reported Salary/Debt ratio	
UofSC Av. Student Debt (AY2017-18)	
Av. Salary (NACE Survey AY2017-18) Based on 900 responses	
UofSC Reported Salary/Debt ratio	
College Scorecard Av. Student Debt (AY2016-17)	
College Scorecard Median Salary (AY2016-17)	
College Scorecard Salary/Debt ratio (AY2016-17)	
Av. UofSC Debt AY2016-17 (NA, per Financial Aid, Joey Derrick)	
College Scorecard Av. Salary AY17-18/Av. UofSC Debt AY16-17	
Pell 4 Year Graduation Rate - 2013 Cohort	
Non-Pell 4 Year Graduation Rate - 2013 Cohort	
Pell vs. Non-Pell 4 Year Graduation Rate "Gap" - 2013 Cohort3	
Pell Headcount Students - 2013 Cohort	
Non-Pell Headcount Students - 2013 Cohort	
Total Headcount students - 2013 Cohort	
% Pell (Based on Headcount) - 2013 Cohort4	
HERD Research Expenditures	

Dashboard Metrics and Narrative

Total Research Expenditures - 2018	
Total Federal Expenditures - 2018	
Total Research Expenditures - 2019	
Total Federal Expenditures - 2019	
Total Research Expenditures - 2019/2018	
Total Federal Expenditures - 2019/2018	

Student Information Narrative

Although the overall growth in undergraduate enrollment seems modest, the College has worked diligently to not only decrease our attrition rate and maintain/grow our sophomore class, but to attract and maintain transfer students. From FY18 to FY20, the number of enrolled sophomores in the College grew nearly 14% which is an indication of the success of our efforts. One factor in this is the development of the Student Excellence Collaborative, which is committed to providing support and fostering the success of every student in the College of Arts and Sciences, from the first day of classes to the cap-and-gown moments of graduation (see the Student Outcomes Narrative).

The drop in graduate students can be attributed to non-competitive stipend levels and travel restrictions for international students as a result of politics and the pandemic. Dean Ford established two stipend enhancement programs in FY19, but we are still experiencing a decline primarily to the inability to recruit during a pandemic. With more stringent restrictions enacted by the current federal administration regarding international student visas, we have not been able to recruit/admit as many international graduate students. This is a challenge nationally - In early February 2019, the Council of Graduate Schools released a study showing a 4% decrease in international graduate applications over the past year, following a 3% decrease the year before.

Actions taken to increase student populations are contributing to the stabilization of the budget. It is anticipated that the overall financial health of the college will continue to be strong.

Contribution (Per Student) Narrative

Given that these numbers (as well as Model Allocations Per Student) are calculated using the new budget model, and FY21 is the first year "live" in the new budget model, it is difficult to comment on trends. The College continues to be a producer in terms of contributions to the whole of UofSC. As noted in the HERD Research Narrative, the College has experienced a decline in research funding/expenditures, which is a part of calculation of contribution per student (via indirect costs). In addition, the College has experienced increasing budget cuts in the last several years - permanent 3% "reallocation" cut in FY18, additional permanent 2% Strategic Efficiency Initiative cut in FY20, and the 4.6% COVID cut in FY21. The cumulative effect of these budget reductions as well as the variances in research funding has impacted our contribution per student.

Model Allocations (Per Student) Narrative

The College remains a producer for Model Allocations Per Student, with growth from FY18 to FY21. The drop from FY20 to FY21 may be mostly due to budget cuts, particularly the COVID

Dashboard Metrics and Narrative

reduction, or it could be an indication that more undergraduate students are pursuing a degree in Arts and Sciences instead of migrating to another college/major. This made the College's Model Allocation total lower in FY21, while there was also an increase in enrollment. With the future of enrollments still uncertain, and the College's inability to control aspects of the Model Allocation (i.e., subvention), it is difficult to remark on specific actions that can be taken to influence this metric. As we are only halfway through the first year of the New Budget Model, as well as in the midst of a pandemic, it is difficult to know what actions might be needed going forward.

Faculty Information Narrative

The College has been working to increase faculty numbers and decrease student/faculty ratios. The culmination of the TERI program at the end of FY18, other retirements and the implementation of the Voluntary Separation Program (VSP) are creating opportunities to allow us to target hiring faculty with needed specialties. In addition, we are able to bring in faculty who have the experience and technological skills to meet the ever-increasing demands for on-line/hybrid learning experiences. The improvement to the student/faculty ratio is a direct result of successful faculty replacement hiring over the last two years. The pandemic has resulted in certain economic realities that have impacted our ability to recruit and hire. We are hopeful that some semblance of normal will return so that we can develop strategic faculty hiring plans.

Credit Hours Taught Narrative

Our credit hour production has been fairly consistent over the last few years as have the number of hours taught by our faculty. However, the data will likely be impacted by the shift to online/hybrid learning in the current calendar year as sections were expanded to accommodate instructional demand. Currently, our short term plan is meet demand for credit hour production and adjust our faculty workloads as events become more stable.

College/School Financial Information Narrative

One of the most significant ways the College can increase revenue is through summer tuition, which grew nearly 20% from FY19 to FY20, even with the Covid pandemic this past summer. Given the current level of pandemic fatigue, it is difficult to anticipate how the coming summer will look. However, with increased enrollment comes increased instructional costs, which we have managed through increasing class minimums and consolidating sections. In addition to these cost savings factors, we expect to realize cost savings through increased efficiencies through the consolidation of administrative operations. With the uncertainties of the budget for the remainder of the year, we will continue to monitor expenditures judiciously. This includes managing instructional costs, like temporary faculty, for the Spring semester. Our ability to increase summer revenue is an area of great pride. Our greatest concern is in the cost to recruit and retain exceptional graduate assistants.

Student Outcomes Narrative

The key to the success of UG students at UofSC and in the College is advising (or even more generally, advice), so it is also a key to being prepared for getting a job. Flinn Hall/SEC does the following for our students both for in-class academic preparation and beyond the classroom experiences that are highly valued by potential employers.

1. Timely advising for progression to degree in conjunction with the University Advising Center

Dashboard Metrics and Narrative

(UAC)

2. CAS coordination with UAC to support UG retention. You can't graduate if you don't persist successfully in a major, and jobs are better and more fulfilling with a degree than without one.
3. Scholarship support for CAS students. CAS offers over 200 scholarships, which in turn provides financial resources to reduce the cost and subsequent debt load incurred while completing an education at UofSC.
4. Flinn Hall/SEC support for and establishment of internships to enhance job related experiences in advance of seeking employment.
5. Satellite Career Center representatives housed in Flinn Hall year-round and dedicated to CAS student needs, development of job seeking skills, interviewing and resumes.
6. Flinn Hall/SEC coordination with the Office of Exploratory Advising(EA) to ensure smooth and effective transition to new majors. The sooner we can effect changes of major, the sooner the students can be back on track for a timely graduation.

HERD Research Expenditures Narrative

The college has experienced a decrease in awards funded from FY18 to FY19, so it follows that research expenditures would also be down. There have been recent retirements of some well-funded faculty in the College, and particularly in units that historically brought in large numbers of funded projects. In addition, there were some large, multi-year grants that ended during this period. Faculty in the College have recently been awarded new multi-year grants, many of which launch in FY 21, so we anticipate research expenditures to increase. In addition, many of the newly hired faculty will have established their research programs and should begin submitting proposals for external funding.

Other Information Narrative

Concluding Remarks

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 enhancing the student experience. We continue to focus on increasing diversity within our faculty. With the hiring freeze implemented due to COVID, very few searches took place. As the hiring freeze is lifted, the college plans to resume hiring top-tier faculty in order to increase the amount of faculty in the tenure-track.

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 faculty and students in the College of Arts & Sciences have found new and creative ways to thrive and remain productive while grappling with the consequences of a global pandemic. In the Fall, Philosophy faculty held talks about Aristotle and the Philosophy of Chemistry from the porch of the department chair's house for faculty and passersby. Classics Professor Hunter Gardner hosted a Reddit forum on pandemics in antiquity. Anthropology Professor Courtney Lewis collaborated with a professor from Davidson College on a curated website about "Resilience Recipes: Native Foodpreneurs Cooking Demonstrations and Covid-19 Discussions," including chefs such as Sean Sherman from the Oglala Lakota with Nixtamalized Corn with Turkey Meatballs, Wild Greens and Wojapi. Religious Studies held a Zoom graduation ceremony for graduates with professors in regalia and ceremonial music. And two professors in Statistics, Iris Lin and Lianming Wang, became US Citizens.

Among the year's most intriguing accolades: Poet and Professor Nikky Finney was elected to the Academy of Arts & Sciences and the Navy ROTC was recognized as the top NROTC program in the nation by the Department of Defense. The popular civil rights exhibit "Justice for All" was given permanent home on campus at Booker T. Washington building. English and African American Studies Professor Qiana Whitted's latest book won the 2020 Will Eisner Comic Industry Award for Best Academic/Scholarly Work for a book about race in 1950s comic books. MA Public History student Hannah Thompson created online "Forensic Odontology" exhibit for the National Museum of Dentistry while students Melissa DeVelvis (PhD 2020) and DJ Polite (PhD candidate) published an op-ed piece in the *Washington Post*.

Appendix 1. Academic Initiatives



BLUEPRINT FOR ACADEMIC EXCELLENCE AY2021-2022

APPENDIX 1: ACADEMIC INITIATIVES

EXPERIENTIAL LEARNING (UNDERGRADUATE) ACTIVITIES

African American Studies

AFAM Studies is in the third year of a successful internship program with the Central Carolina Community Foundation. The internship is continuing virtually, but unfortunately the campus closures due to COVID have prevented us from making more progress in this area.

Anthropology

The Department of Anthropology offers a Directed Undergraduate Research Track (DURT) which requires mentored research for undergraduates and results in a thesis and confers graduation with distinction in anthropology. Most of the research that UGs undertake requires fieldwork and therefore qualifies as experiential learning. Before COVID-19 the Department of Anthropology had an approved CIEL Global Carolina ethnographic field school that was to run three consecutive summers in Kazakhstan. We are hopeful that once a vaccine is widely available in the US and in Kazakhstan that we will be able to resume that EL opportunity. The Department also offers archaeology field schools either Spring semester or Summer - sometimes both. UGs also are recruited to participate on faculty sponsored excavations. Spring 2021, due to the loss of a dedicated SCIAA faculty member (CAS was unable to retain him), we were unable to run the archaeology field school. The Department is still in the process of sorting out the staffing of it moving forward. We also need to formally do the paperwork to make the archaeology field school class a permanent experiential learning opportunity. Finally, this year the Department of Anthropology put together an internship course which included all of the requirements for experiential learning and successfully shepherded it through APPs. It will be listed on the 2021 Academic Bulletin and we will submit it for formal inclusion as an experiential learning opportunity later this spring semester.

Biological Sciences

Several of our non-tenure track (NTT) faculty members have recently taken courses through the Center for Teaching Excellence (e.g., the Integrative and Experiential Learning Certificate course) that are targeted at improving their skills related to experiential learning. NTT and tenure-track (TT) faculty are also actively engaged in providing research opportunities in their laboratories. Though we are greatly outnumbered by our undergraduates, in 2020 we provided approximately 122 students with research experiences through BIOL 399, BIOL 499 or SCHC 499 courses.

Chemistry and Biochemistry

1. A high percentage of our majors participate in undergraduate research. Usually, we have around 100 undergraduate student researchers in a year. However, with the restrictions due to COVID, we only had 50 undergraduate researchers last year.
2. CHEM 401 is an experiential learning experience that provides professional training for future careers in chemistry and the sciences. Each week the students attend a lecture by a leader in industry and have the opportunity to interact outside of the classroom.

Criminology and Criminal Justice

During the spring semester students participated in supervised internships, working in the community while learning first-hand about criminal justice professionals, populations, and processes. Unfortunately, due to complications of the pandemic, we suspended internships for the summer and fall terms. A second prominent experiential learning option for CRJU students is the Adolescent Mentoring Program (AMP), a collaborative partnership with Lexington District Two Schools through which UofSC students in Criminology and Criminal Justice provide mentorship to at-risk high school students. We were able to continue this program in the fall by transitioning to remote mentorship meetings.

Earth, Ocean and Environment, School of

The SEOE has many active experiential learning opportunities. We have extensive listings on the CIEL site

(https://sc.edu/about/initiatives/center_for_integrative_experiential_learning/choose_experiences/recommendations_by_major/arts_and_sciences.php) for the Environmental Science and Environmental Studies degrees. These include listings for Community Service, Diversity and Social Advocacy, Global Learning, Peer Leadership, Internships/Professional Practice, Research, and Integration.

The CIEL listings for the Geology and Marine Science degrees are not as extensive on the webpage, but both of these degrees include significant experiential learning through laboratory and field work in every introductory and 300-level major core course as well as through research experiences in faculty labs. We note that the capstone class for the Geology major is GEOL 500, a 6-credit field course, and Marine Science majors are required to obtain significant field experience through MSCI 460 or other research experiences. A goal for the coming year will be to update the CIEL listings for Geology and Marine Science.

English Language and Literature

We have a couple of courses that meet experiential learning requirements, and each year we have a number of students with Magellan grants. We plan to add a capstone course and a more robust internship experience. The latter will require administrative support as well as developing more courses that foster community engagement/service-learning opportunities, and we're hopeful that the college's Student Excellence Center will be help this initiative. We'd also like to do more to publicize opportunities for student research and study abroad, and create opportunities within the college to augment university funding.

Film and Media Studies

We lead student internships in Media Production. We are in the process of building a Study Away Program in Los Angeles for our majors, MART majors, and students across the university that will provide unprecedented access to media industry professionals and internship opportunities. This program will also provide students with the means to make the pre-graduation transition to life in a major creative city.

Geography

Geography majors must take GEOG 495, a capstone course that involves "learning by doing" by combining academic content with a community project. Our internship program remains active with twenty community partners including the SC Audubon Society, Palmetto Cycling Coalition, and others. A Study Abroad course - GEOG 343 Environment and Society - in Aruba was cancelled by COVID-19.

Global Studies

We hosted a monthly Global Cafes online, most of them in collaboration with Maxcy International House and with the Columbia World Affairs Council. Attendance was less than expected, since students seemed much less interested in attending Global Cafes online than attending them in person.

Nevertheless, we thought it important to continue the events for those students who were interested, and also to provide continuity until we can host them in person again.

History

* Facilitating study abroad opportunities for students, including our Warwick Exchange Program (much of this was halted due to the pandemic)

* Expanded integration of public history into the undergraduate curriculum, providing opportunities for internships and community facing course modules and research. In Fall 2020, for example, History students worked with Historic Columbia, the Local History Room at Richland Library, UofSC's Caroliniana Library, and the Columbia Museum of Art for opportunities beyond the classroom.

Institute for African American Research

In partnership with the College, Tracey Weldon and I had planned to take a group of students to Barbados, but we had to change our plans due to COVID-19. While the trip is on hold for now, we are looking forward to being able to go in the future.

IAAR supports an annual undergraduate research conference sponsored by TRiO in April, but the conference was cancelled last year due to the pandemic. The conference will be virtual this year (April 2021).

Working closely with Florencia Cornet, IAAR-TRiO Liaison, IAAR hosts an undergraduate journal, Athena, on our website:

https://sc.edu/study/colleges_schools/artsandsciences/centers_and_institutes/iaar/research_initiatives/index.php

Institute for Southern Studies

Since March, Mark Smith has taught over 300 students to transcribe dozens of eighteenth and nineteenth-century handwritten notes, diaries, and letters as part of his introductory course to US history.

Languages, Literatures and Cultures

The Department of Languages, Literatures, & Cultures faculty and students participate in outreach activities to local K-12 schools (Classics Day, German Day, German Elementary schools, Japanese Saturday school).

Spanish faculty and students participate in the Hispanic Heritage Month in Fall semesters with other members of the university and with artists and cultural organizations of Columbia.

Study Abroad programs led by faculty in Italy, Germany, Spain, France, and Ecuador allow students to immerse themselves in the language and culture of their program of study

SPAN 305: students complete 15 hours of volunteer work in schools and other locations with ESL speakers/recent immigrants, helping to ease their transition into the community, as well as performing Hispanic community outreach.

French faculty organizes the local CinéCola / Tournées French & Francophone Film Festival, an annual event since 2008, now virtual, involving a variety of programs from USC and Columbia College as well as the Columbia Museum of Art; maintains websites like afcolumbiasc.org and amateurfrenchtheatre.org. Both undergraduate and graduate students are major parts of these efforts.

Linguistics

- The program has a hands on experiential learning course called LING 395: Teaching English abroad which is offered every spring semester

- Mila Tasseva-Kurktchieva (Research Associate Professor) and Amanda Dalola (Associate Professor) mentored Amelia Hruska (student) for her Magellan Scholar grant on the acquisition of definiteness and specificity in French
- Mila Tasseva-Kurktchieva (Research Associate Professor) mentored Kathryn Watson (student) on her honors college thesis project on the processing of cross-language cognates by English-Russian bilinguals

McKissick Museum

Undergraduate Hannah Magraw worked under the direction of guest curator Dr. Jennifer Gunter to develop and implement A Woman's Right, Parts 1 and 2 exhibits.

McKissick Museum submitted a National Endowment for the Humanities Communities grant in September 2020 to work with three interdisciplinary CAS faculty to develop curricula that integrates Museum collections and exhibitions into undergraduate curricula. This was done in the wake of a staff-wide discussion of Teaching & Learning with Museum Exhibitions: Innovations Across the Disciplines, a publication (April 1, 2020) of the Tang Teaching Museum summarizing three universities' 3-year experiment in activating museum exhibits as experiential learning opportunities for undergraduate students.

Philosophy

Margaret Houck: Philosophy and Knitting course for South Carolina Honors College; both Anne Bezuidenhout and Brett Sherman have mentored students with Magellan Scholarships.

Physics and Astronomy

1. Research opportunities for undergraduate students
2. Midway Physics Day (unable to have in 2020 due to COVID-19)
3. Society of Physics Students ("Power Hour" peer tutoring)
4. Melton Observatory volunteers
5. Discover USC (canceled in 2020 due to COVID-19)
6. Participation in "Leveraging Python for STEM Research" led by graduate students

Political Science

POLI 379: This is our internship class, allowing students to earn credit for work experience in politics, law, government, public administration, and/or other related fields.

The Washington, DC, and SC Semester Programs: Though these are run through the Honors College, many of our majors (who are also Honors students) take advantage and participate in these experiences.

POLI 391 (Foundations of Law and Government): This is a study abroad course led by Dr. Kirk Randazzo. Students enrolled in this course travel to London and The Hague over a two-week period to visit legal and governmental institutions and learn about the rule of law.

POLI 399: This course provides students with opportunities to work directly with faculty members to develop an area of knowledge/expertise not covered by regularly offered classes.

POLI 498/499: These courses are used by students completing the 'Degree with Distinction' option. They allow students opportunities to design, participate in, and complete research in political science while working directly with a faculty member.

Challenges over the past year are due primarily (almost exclusively) to COVID in that travel has been severely curtailed. For example, the 391 study abroad class had to cancel in April 2020 (22 students were already enrolled).

Psychology

Four years ago the Department of Psychology started an undergraduate internship program whereby students work with community partners. Until COVID this program had been expanding every year from a starting point of one student at one internship site, to 6 different sites and approximately 20 students. Obviously COVID has hindered the continued development of this program but we are confident that once COVID is over we can continue to grow the program. In addition, the multiple faculty hires allotted to the department in the last three years have increased the number of active research labs and thus, the need for undergraduate lab assistants. Thus, we have been able to offer more experiential learning experiences. However, the problem for us always involves the size of our major. We currently have over 1300 majors and took in 400 new majors in 2020 alone. Both these numbers represent historical highs. We simply do not have the capability to offer experiential learning experiences to that number of majors, even with increased expansion of the internship program. The fact remains that we still need highly motivated and conscientious students to work at internship sites, community practica, and faculty research labs. Even though we have many students that fit this bill, with 1300 majors there will be those who do not meet the requirements to work in these environments.

ROTC, Navy

1. Summer cruise for all contracted Midshipmen to fleet concentration areas in CONUS and OCONUS to observe Navy and Marine Corps missions and participate in fleet activities.
2. Leadership positions within the battalion to include but not limited to: Battalion CDR, Battalion Deputy, Company Commander, Squad Leader, Physical Training Instructors, Color Guard, Academic Officer, Medical Officer, Supply Officer.
3. NROTC students serve as mentors to local high school students

Sociology

We teach an experiential learning course (SOC 561 Integrative Research Experience) for undergrads. In this class, students get hands-on experience conducting sociological research. They analyze General Social Survey data in Stata, collect and analyze in-depth interview data, write reports of their findings, and present their projects in a virtual research symposium.

We also involved undergraduates in our research lab groups and research projects.

South Carolina Institute of Archaeology and Anthropology

We usually teach an archaeological field school, not in 2020.

We hire students to work in the archaeology lab and on field projects.

We also have student volunteers in the lab and field.

Statistics

Experiential learning is not specifically built into our curriculum at the undergraduate level; however, our discipline is inherently application oriented. Students are exposed to a variety of experiences in the form of data analysis projects and collaboration. Most of our undergraduate students get summer internships. Many are already engaged in honors projects or other research projects.

Theatre and Dance

The nature of our subject means that the vast majority of our courses have an experiential component. Our department is committed to providing a learning environment that supports the development of real-world skills in a space that allows students to try, fail, and grow in their practical competencies. The skills learned in the classroom culminate in participation in our department productions. For undergraduates, this primarily takes the forms of dance concerts, student choreography showcases, productions in the Lab Theatre, and productions in our two mainstage spaces, Longstreet Theatre and Drayton Hall.

The pandemic brought unique challenges to our field. Our work is physical and traditionally defined by its liveness and shared space. As a result, we were forced to cancel our planned performances for the remainder of the Spring 2020 semester. With the summer to plan, we created unique solutions for the Fall semester. Branching out into more non-traditional forms of work, we were able to provide our students with enhanced competencies for our field's "new normal". We produced virtual dance concerts and choreographed and performed and edited these pieces remotely. We were able to keep live performances in theatre through an experimental zoom performance with our actors performing in real time across continents. We also were able to provide our undergraduate students with opportunities to do green screen work as they filmed in socially distanced segments for a digitally designed performance. In addition, our classroom work, particularly our technique classes, adapted to virtual learning through the dedication and ingenuity of our faculty. The department came together to support each other to provide as many experiential, practical projects as possible to our virtual learning environments and made adaptations for safe in-person learning in the studios.

Visual Art and Design, School of

Many School of Visual Art and Design courses and degree learning outcomes have experiential learning designed into them. For example, Studio Art BFA students are required to mount an exhibition in their senior year; Media Arts students in advanced media production courses prepare a public screening of their work at the end of each semester; Art Education students create art lessons for the Young Artists' Workshop (a community based, public program). Media Arts screenwriting students are mentored in internships with Prof. Northrop Davis where they work on his future publications as co-authors and artists. In 2020-21, three faculty are mentoring students in Undergraduate Research via the Magellan Fellowship program (Valdes, Felleman, Riley). New initiatives and advancements in experiential learning reported by faculty include: ARTH 501 Research Methods in Art History students collaborated to research public art works on site at the State House and Columbia Museum of Art (Felleman). Students in the MART 571 Narrative Film Production course researched visiting filmmaker Boots Riley's career and prepared questions for his visiting artist talk (Mauer). Students in graphic design course ARTS 346 learned design research processes by acting as beta-testers for a design firm that is developing a virtual platform for the critique of visual creative works (Khalili). Students in graphic design course ARTS 345 collaborated with UofSC's Women's Soccer Team to research and design a 28 page print publication celebrating the team; the publication will be printed and distributed regionally to the team's fans via a Magellan Fellowship awarded to two students (Valdes). Senior photography students participated in a portfolio review with California-based curator and gallery owner Ann Jastrab (Robbins). Students in ARTS 501 Art Business researched local art galleries and museums before the COVID shut-down and afterwards applied their knowledge to the development of their portfolios and websites, and applied for grants and fellowships (Falk). Dr. Graciano is a Faculty Fellow with CIEL in 2020/21 and will be supporting students at work on GLD. Dr. Simon Tarr is active in experiential learning as Faculty Principal of Rhodos Fellows Learning Community for Information, Design and Computing, where he develops programs that immerse students of all majors into digital leadership using the Makerspace. In the last year, these initiatives included: using 3D printers to produce PPE for front-line workers during the COVID crisis; developing tabletop games built with laser cutting technology and then launching those games as crowdfunding initiatives; and developing a podcasting workshop for art history students so they can produce audio journalism about local artworks in the Columbia Museum of Art.

Women's and Gender Studies

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special honors section of our introductory course, WGST 112, in which students complete service learning hours in addition to other course requirements. Our faculty also routinely incorporate undergraduate students into research activities, oversee undergraduate senior honors thesis projects, and offer independent study opportunities. Undergraduate students are also appointed to our Partnership Council, a sixteen-member consortium of local non-profit and community organizations that work together to improve the status of women in South Carolina.

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https://thebrunswicknews.com/news/local_news/college-class-to-help-st-marys-elementary-school-create-a-community-garden/article_250eed6c-0cbf-5745-bd64-b336049ce1c5.html (2) "Creative writing students inspire creativity and community" [focusing on community service during Covid], USC College of Arts and Sciences, 4 Dec 2020:

https://www.sc.edu/study/colleges_schools/artsandsciences/about/news/2020/creative_writing_service.php#.YBcOTHdKhBw

EMILY MANN

Mentor and advisor to students from underrepresented minority groups, including racial and/or sexual and gender minority students as well as first generation students at a range of levels of education.

Honors thesis director to two SCHC students (Will Stallings and Anna Sheppard), second reader for one SCHC student's honors thesis (Caroline West), and the faculty mentor for a Magellan Apprentice student (Raymond Selden)

Developing peer-reviewed manuscripts based on collaborations with students, including one already under review.

STEPHANIE MITCHEM

Undergraduate Program Director for WGST

CARLA PFEFFER

Offered independent study opportunities to undergraduate students
Served on 3 Honors undergraduate thesis committees (Chair of 2 of these)

SUZANNE SWAN

WGST undergrad director interim fall 2019-spring 2020: helped to manage WGST 499 internships,
advised WGST majors re: experiential learning

MARY BASKIN WATERS

Instructor of Service Learning Honors section of WGST 112

EXPERIENTIAL LEARNING (GRADUATE) ACTIVITIES

Anthropology

All graduate students enrolled in MA and PhD programs (though not the Certificate in Historic Archaeology and Cultural Resource Management) are required to undertake mentored field research which involves out of classroom learning. Gail Wagner has taken grads out to field work at the Mulberry site several times this past year. Archaeology graduates are also processing artifacts for their theses. A few of our biological anthropology students have been barred from accessing the skeletal collections that they need for their research due to museum closures under COVID. Our cultural and linguistic anthropology graduates, however, have been able to reformulate their fieldwork protocols to include remote forms of participant observation and video conferenced interviews. All are coping, as best they can, given the constraints imposed by the importance of limiting travel and physical distancing in managing the pandemic.

Biological Sciences

Our graduate students learn through experience each day by the research they conduct as part of their MSc or PhD degrees. They also are trained in teaching, through teaching assistantships and through courses given by the Center for Teaching Excellence, and in giving oral and poster presentations by giving presentations in the department and at conferences. As an example, in the department, the Ecology and Evolution research group holds lunch hour seminars where graduate students are required to give a presentation each semester. This has continued virtually (by Zoom) throughout the Covid-19 pandemic. Other research groups within the department have formal seminar courses, or have small group meetings where students present results of their research.

Chemistry and Biochemistry

This year the department coordinated an American Chemical Society professional development seminar and workshop for our graduate students. We had around 25 students participate.

The department hosts a weekly seminar that invites faculty and researchers from around the nation and world to UofSC. Graduate students attend the seminars and also have the opportunity to meet the speakers over lunch.

SACS is our graduate student ACS organization. One of the primary activities of SACS is to organize a lunch with the departmental seminar speaker where the students and post-docs can sit down with a lunch with international and national leaders in chemistry and biochemistry research and from industry.

Criminology and Criminal Justice

During the spring semester students participated in supervised internships, working in the community while learning first-hand about criminal justice professionals, populations, and processes.

Unfortunately, due to complications of the pandemic, we suspended internships for the summer and fall terms. Graduate students also participated in experiential learning through guided research projects and independent study experiences.

Earth, Ocean and Environment, School of

All SEOE graduate programs require either a thesis option to conduct research, or an internship option to acquire real life hands on training.

English Language and Literature

Our English graduate students are highly visible and active across the country, presenting each year at the most important conferences in their disciplines, speaking, chairing panels, and working at events

including the MLA, CCCC, and AWP, as well as at the annual Carolina Rhetoric conference that they run here in Columbia. This high level of activity within these scholarly organizations speaks to the caliber of these students, but their efforts are also made possible by the department's commitment to funding graduate student travel. This is part of a concerted effort in recent years to provide our students with opportunities for professionalization. Various workshops and courses devoted to academic publishing, for instance, have also encouraged an increase in the number of students that publish academic work while in our program. In recent years our students have placed academic essays in edited collections and journals including *Tulsa Studies in Women's Literature*, *Modern Fiction Studies*, *Nineteenth Century Studies*, and the *Journal of Graphic Novels and Comics*.

History

MA Public History students must complete a required internship of at least 145 hours

Students employed as Graduate Instructional Assistants or Graduate Teaching Assistants receive hands-on teaching experience

Students employed as Graduate Research Assistants receive hands-on research experience

Students employed as Graduate Assistants with our department's History Center receive event-planning experience

Some graduate courses include field trips/site visits

Institute for African American Research

Our unit is currently working on a summer research initiative for graduate students focusing on issues related to the African American experience (and African Diaspora more broadly).

Languages, Literatures and Cultures

Graduate students are able to assist in translation services to the local community. Recently, several graduate students have been able to participate & volunteer in translation services needed due to the COVID-19 epidemic, including volunteering at vaccine sites to help ESL speakers.

French faculty organizes the local CinéCola / Tournées French & Francophone Film Festival, an annual event since 2008, now virtual, involving a variety of programs from USC and Columbia College as well as the Columbia Museum of Art; maintains websites like afcolumbiasc.org and amateurfrenchtheatre.org. Both undergraduate and graduate students are major parts of these efforts.

Our FORL/MAT program is experiential in nature. Students are sent into community schools to assist and gain experience teaching in a K-12 setting. Our internship A (FORL 448 / FORL 774A) has students primarily observing teachers in local pK-12 schools 7 to 8 hours per week. They typically have two placements that semester so that they can experience two different levels. Our internship B (FORL 474 / FORL 774B) has them in local pK-12 schools all day. If their coaching teacher is at the school, they need to be there as well. During internship B our interns teach at least 10 days in a row (often it's more) and take on all of the duties of their coaching teacher. For both internships they are also required to observe a class with English language learners and a class with students with exceptionalities.

Several other classes and programs also participate in internship opportunities.

Linguistics

The program has an experiential learning course which is core requirement for the TESOL certificate: LING 798: Practicum in TESOL

Most of our graduate courses involve experiential learning of some kind which prepares students for the profession by including a research project complete with a literature review, a study, data analysis and write up. Many of our course also require writing of an abstract and a conference presentation of the research

Jennifer Reynolds (Professor) mentored a graduate student in learning how to use the qualitative research tool Atlas.Ti and we worked collaboratively analyzing narratives produced in an online oral history archive curating interviews in a town that I have conducted longterm ethnographic research.

McKissick Museum

Because the museum was closed for 333 days, from March 16, 2020 until February 8, 2021, experiential learning that was a part of the spring 2020 Graduate Museum Certificate Program courses ceased.

Experiential learning took place when graduate students (three) completed on-site and remote internships at museums in Columbia during the summer and fall of 2020.

The IMLS grant-funded Historic Southern Naturalists project at McKissick took on an intern over the summer of 2020. The intern conducted research on naturalists to highlight on the HSN website timeline. While graduate assistants working at McKissick Museum in FY19/20 seeking to acquire and hone hands-on museum experience were willing to accept a pay rate lower than that paid to graduate teaching assistants, McKissick is concerned about the message this lower pay rate sends re: the value of experiential learning.

Physics and Astronomy

1. Research opportunities for graduate students
2. Midway Physics Day (unable to have in 2020 due to COVID-19)
3. Attendance at conferences and workshops (APS, AAS, etc.)
4. Discover USC (canceled in 2020 due to COVID-19)
5. "Leveraging Python for STEM Research" (Python workshop led by graduate students)
6. Select current graduate students helping Michelle Hardee and the Center for Teaching Excellence with teaching development initiatives

Political Science

Research Paper Competition: This provides graduate students with an opportunity to develop a research paper and present it to a panel of faculty in the department. The winner of this competition receives \$1000 in travel support so that they can attend professional conferences and continue presenting their research.

Professional Conferences: Graduate students are encouraged, and the department provides modest funding, to attend professional conferences and present their research. Various subfields in the department gather on a regular basis so that graduate students can discuss their ideas and share preliminary drafts of their research.

Challenges over the past year are due primarily (almost exclusively) to COVID. All political science professional meetings have been virtual this year and in-person gatherings are severely limited.

Psychology

Students in the Clinical-Community and School Psychology Ph.D. programs learn their clinical skills at the Psychological Services Center which provides hands on training in counseling members of the community. Furthermore, we have set up many externship opportunities with outside agencies such as Morris Village (SCDMH), Lake Psychological Services, Finger Lakes Law and Social Policy, Children's Trust of SC, Community Medical Clinic of Kershaw County, & Palmetto Health Richland's Children's Hospital. Lastly, all students in the C-C and SCH programs are required to do their last year as an internship experience, often at APPIC sites. All of these experiences provide our students with rich experiences outside the walls of academia and provide opportunities to practice clinical skills and/or research skills in unique environments. Graduate students in the Experimental program have a lot of hands-on experiences built into their curriculum. Depending on their research area, students may learn to operate EEGs, fMRI machines, eye-tracking equipment, rodent chambers, etc. Covid was clearly a

challenge which ran across all experiential learning environments. In addition to this, one challenge we face is that externship locations can be unstable due to their own funding situations and while they may take our students for a few years, it is never guaranteed to be consistent. Another challenge we face for our graduate students is creating experiential learning classes which satisfy the course enrollment requirement since we sometimes have small cohorts so classes must be cancelled when less than six students enroll. Lastly, many externships in Psychology involve clinically serving extremely vulnerable populations and there is a great deal of training and supervision which needs to be done since we must meet ethical standards and can't send students into experiential learning environments without a great deal of training from licensed psychologists.

Sociology

All of our graduate students get hands on experience with research. COVID has made regular in person research group meetings more difficult, but all of our research groups continue to meet regularly online. We also supported our graduate students on a number of federally funded grants.

One faculty member (Pfeffer) worked with a graduate student on a CTE-funded active learning intervention with undergraduate students in SOCY 301 to integrate social media (via TikTok) into course content to enhance course engagement and learning outcomes.

South Carolina Institute of Archaeology and Anthropology

With the Department of Anthropology we operate a Master's Program in Archaeological Sciences oriented toward a professional masters for the cultural resource industry.

As above we hire or offer volunteer opportunities for lab and field experience.

Statistics

Unfortunately, we had to close down our Stat Lab due to lack of staff. This provided students with opportunities to do collaboration with researchers and students from other departments. This has not hindered our students' progress or ability to find excellent jobs after graduation; see

https://sc.edu/study/colleges_schools/artsandsciences/statistics/our_people/RecentGrads.php

Theatre and Dance

If experiential experiences are important to the undergraduate curriculum, they become even more essential at the graduate level, particularly in pursuit of the terminal degree. Our graduate students continue to hone their skills through real-world projects and experiences through their classwork, production involvement, and internships.

Like the undergraduate program, the department's productions were forcibly closed at the end of the spring semester. However, the graduate MFA designers faced new challenges in the Fall with their work on the virtual department productions. The live zoom production led to collaborations across countries, which was a particular challenge for our costume designers who were unable to take measurements in person. They conducted long distance fittings and design work to create original work. Likewise, the digital design opportunities for both our live zoom performance and our green screen work provided unprecedented opportunity in our department for our graduate students to work on these types of media projects. While top programs like the Yale School of Drama shut down their production work in the last year, our department managed to continue to produce full-scale distanced production work. The skills our students developed on these productions are expected to be extremely relevant for the future of our industry in the post-COVID landscape.

In addition, many of our graduate students participated in internship work this year. Our MFA actors continued to work at theatres that remained open after receiving confirmation of COVID safety protocols. Likewise, they continued to develop their own original works and projects in addition to these opportunities. Our MAT students also dealt with the change happening in the K-12 teaching

environment, which gave them a front row view to the changes in virtual remote teaching that have happened over the past year. We are very proud of our students for their resiliency and commitment to their craft.

Visual Art and Design, School of

The School of Visual Art and Design offers generous studio space and a well-equipped workshop for MFA students at 718 Devine Street that will soon re-open into a much more modern space at 707 Catawba Street. SVAD provides state-of-the-art camera and VR technology for media arts students seeking to hone their production skills and produce MA thesis projects. There are ample campus and local exhibition/screening opportunities in the city of Columbia via the Nickelodeon Theater and the Columbia Museum of Art and the Center for Contemporary Art. SVAD developed and supports a competitive residency program in the summer months at Stormwater Studios for graduate students across the SVAD. This professional opportunity puts graduate students into direct contact with professional artists in Columbia, SC. In summer 2020 one MFA graduate student applied for and received a 4-week residency program at Stormwater Studios (Jordan Sheridan). All MFA students prepare and mount a solo exhibition of art works in McMaster Gallery at the conclusion of their degree program. An MA student in Graphic Design conducted research for a local midlands non-profit organization to propose a redesign of their website based on their needs (Khalili). This work can be viewed here: <https://rebeccarebl.webflow.io/web/wcai-redesign> An MA student in Media Arts produced the media components for the Department of Theater and Dance's production of "She Kills Monsters," performed online during the COVID crisis (S. Tarr).

Women's and Gender Studies

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ENGL 360 - Creative Writing (honors) - spring 2020 - This section of the course was a service-learning section and included community service work, some of which had to be altered after the lockdown. All students completed the 9-12 hours of service-learning components. Most worked on an online map of the city with poems and stories coordinated through One Columbia for Arts and Culture.

ENGL 200 - Creative Writing, Voice, and Community - fall 2020 - This section of the course was a service-learning section and included a commitment of 12 hours of community service, which most students completed. The most successful was a project that connected 8 of my students with a service-learning writing class at Coastal Georgia and an elementary school in Brunswick, GA. This work was documented with the following media: (1) "College class to help St. Mary's Elementary School create a community garden," The Brunswick News, 28 Oct 2020:

https://thebrunswicknews.com/news/local_news/college-class-to-help-st-marys-elementary-school-create-a-community-garden/article_250eed6c-0cbf-5745-bd64-b336049ce1c5.html (2) "Creative writing students inspire creativity and community" [focusing on community service during Covid], USC College of Arts and Sciences, 4 Dec 2020:

https://www.sc.edu/study/colleges_schools/artsandsciences/about/news/2020/creative_writing_service.php#.YBcOTHdKhBw

EMILY MANN

Mentor and advisor to students from underrepresented minority groups, including racial and/or sexual and gender minority students as well as first generation students at a range of levels of education.

Honors thesis director to two SCHC students (Will Stallings and Anna Sheppard), second reader for one SCHC student's honors thesis (Caroline West), and the faculty mentor for a Magellan Apprentice student (Raymond Selden)

Developing peer-reviewed manuscripts based on collaborations with students, including one already under review.

STEPHANIE MITCHEM

Undergraduate Program Director for WGST

CARLA PFEFFER

Offered independent study opportunities to undergraduate students

Served on 3 Honors undergraduate thesis committees (Chair of 2 of these)

SUZANNE SWAN

WGST undergrad director interim fall 2019-spring 2020: helped to manage WGST 499 internships, advised WGST majors re: experiential learning

MARY BASKIN WATERS

Instructor of Service Learning Honors section of WGST 112

WGST PROGRAM - GRADUATE

The WGST Program regularly employs graduate students to serve in service learning positions as the Women's Well-Being Initiative Graduate Intern. In their roles as WWBI GAs, graduate students engage in community, arts-based and mentorship programs for homeless women and at-risk youth as well as juvenile justice arbitration for adolescent girls involved with the juvenile justice system. Graduate students are also appointed to our Partnership Council, a sixteen-member consortium of local non-profit and community organizations that work together to improve the status of women in South Carolina.

KATHRYN LUCHOK

Overseeing the research of WGST Graduate Certificate of Elizabeth Collins on her study of access to comprehensive childbirth education.

CARLA PFEFFER

Co-authored four publications with graduate students

Nominated undergraduate and graduate WGST students to seats on the WGST Partnership Council

Provided mentorship to graduate student serving as instructor of record for the first time

Offered paid summer research internship to a graduate student

Served on 8 doctoral dissertation committees (Chair of 1 of these) and 3 MA thesis committees
LAUREN SKLAROFF
Graduate Program Director for WGST
Coordinator of all GA appointments

AFFORDABILITY

Anthropology

The Department sets aside funds from the recruitment and retention dollars awarded from the Provost's office per PhD graduated and uses it as an internal competitive grant opportunity to help PhD students obtain the kinds of professional skills that they need that they cannot otherwise obtain through regular coursework paid for through their Graduate Instructional Assistantships. This fund helps make the acquisition of particular skills much more affordable. 2020 also redirected funds that were normally allocated for research or conference travel toward other research related expenses that our graduates could take advantage of such as small equipment and other software needs. For incoming PhD students who earned their MAs at a different institution, we have also reviewed our requirements to ensure that students do not needlessly have to reduplicate course requirements which could be costly and impact time-to-degree. Finally, we've reallocated credit hour allotments on an as needed basis to avoid out of pocket expenses when funding permits.

Biological Sciences

Our faculty strive to reduce costs to students as much as possible. Textbooks, in particular have become extremely expensive, so faculty will often use free online textbooks for their courses, or will require no textbook at all. For graduate students from abroad, in some cases the department will pay for fees associated with applications or transcript requests. Lab fees are often a contentious issue for parents who feel they already pay enough with tuition, but these are necessary for us to provide hands-on learning opportunities for students.

Chemistry and Biochemistry

1. This year the department used the lab fee funds to purchase home lab kits for all students taking CHEM 105. In the cases of students where were not on campus, we sent the lab kits to the students through the mail.
2. For general chemistry CHEM 111-112, the textbook is now available as an ebook which is included in their online homework package.

Earth, Ocean and Environment, School of

The SEOE addresses affordability in several ways. The Academic Common Market is an important program for Marine Science, making it affordable for out of state students, and we offer scholarships every year to allow additional students in-state tuition.

We also make a serious effort to keep our required undergraduate field experiences affordable. Even fieldtrips to the coast in MSCI 101/102 can be covered by lab fees rather than additional costs. This is also true for GEOL and ENVR courses. This year our larger field programs (GEOL 500, MSCI 460) were greatly modified or cancelled due to the pandemic, but in ordinary years GEOL 500 in particular has been completely redesigned to reduce costs significantly. We provide Pell Grant students with significant support for GEOL 500, and we are working to raise foundation funds to permanently support field camp.

All graduate students in the GEOL, MSCI and most students in MEERM graduate programs are supported by SEOE through a combination of IA and RAs. In addition almost all GEOL and MSCI students are supported over the summer semester by faculty through RA.

English Language and Literature

Our Graduate student support is not sufficient. Even with the 2K additional funds CAS has added to PhD and MFA stipends, our stipend is still considerably lower than nearly all of our peer institutions and certainly does not approximate the level of funding offered by our peer-aspirant programs. Our students

have been remarkably successful in securing competitive internal grants and fellowships, and over the years the department has done what it can to augment stipends when possible. But the size of the base figure makes recruiting new students extremely challenging. Each year we hear from students impressed by our department that nonetheless accept another offer elsewhere, often at a less prestigious program, because of the discrepancy between our stipends. This difficulty is not only a question of recruiting. Many of the students currently enrolled in our program find themselves facing financial strain. According to a recent departmental survey, nearly three quarters of our students take on additional work outside their GTAs in order to support themselves and their families, a necessity that often slows their progress toward finishing their degrees. This challenge is particularly acute during the summer months.

This year we devoted unused faculty travel allocations to supporting graduate students to work as Research Assistants for an additional 5 hours a week. We have also worked to raise money within the department to set up a modest recruitment package for three grad students a year.

History

* Departmental scholarships offered to undergrad students, including the Charles W. Coolidge Award, Hampton-Rogers Award, William G. 'Chip' Roberts Award, and Sherman F. Smith Jr. Award. A different group of awards are available to grad students.

* A thorough review of HIST's accounts across the university (Ed Foundation, Comptroller's Office, etc.) revealed forgotten endowments, etc. which have now all been reactivated and added to BBAM database.

* Graduate assistantship including full tuition abatement and stipend awarded to 100% of admitted graduate students who express need

Institute for Southern Studies

ISS offers financial assistance to students in the form of scholarships and fellowships (currently we have three). These are awarded annually on a competitive basis to students whose work and interests are on the American South. I will be looking into how to expand the amount awarded by each fellowship and scholarship in an effort to offset the cost of education for students in our field.

Languages, Literatures and Cultures

33 Departmental Awards given to undergraduate & graduate students (as funds allow) by individual programs each year, including the recently endowed Biedron Award for Russian Majors.

Awards are anywhere between \$50 up to several thousand to support research, travel, and study abroad needs of students. This is particularly important for our out of state students, as receiving an award that meets the Bursar's threshold allows them to apply for in state tuition costs.

Linguistics

Part of the training of our students is geared towards their professionalization through supporting their participation in conferences and bringing renowned scholars to our campus. In the past 3-4 years we had severe budget cuts to include a disappearance of about \$65,000 carry forward and a reduction in our operating budget (about \$7,800 a year), most of which goes towards the activities above (about \$5,000 a year). We had to limit both the amounts and the frequency of the travel grants we provide to our students on a competitive basis. We also had to completely forego bringing external presenters to campus as we cannot afford to pay them a decent honorarium and provide travel and lodging accommodations.

Mathematics

Some admitted international graduate students could not get a visa in Fall; rather they joined the department in Spring. They have difficulty to enroll into online classes. Department allows them to audit some online classes in Fall.

Philosophy

The Department has made a small fund available to graduate students for the year for purchase of books, scholarly memberships, and the like. Certain other items extra to regular tuition have also been covered as needed, such as tuition for a computing class for a graduate student who needed it, and computing-tablet technology for graduate students teaching or assisting Logic courses online during the pandemic.

Physics and Astronomy

1. Several undergraduate courses have moved to using free textbooks (OpenStax)
2. Stipends and tuition abatements for graduate assistants
3. Scholarships and awards for undergraduate and graduate students

Political Science

Affordability is always an issue. For undergraduate students the department provides a limited number of scholarships (including some modest financial support for the 391 study abroad course). For graduate students the department has limited funding to offer fellowships to a small number of incoming students. We also nominate as many qualified individuals as possible for the Presidential and College fellowships/enhancements each year.

Psychology

The Psychology Department makes every attempt to lessen the financial burden of students in our programs. At the outset, in Fall 2020 we purchased 20 fee waiver codes from the Graduate School to waive the application fee for many applicants to our Graduate Ph.D. Programs. We also nominate many of our top applicants for Presidential Scholarships which provides \$8,000 per year for four years. We currently have 6 Presidential Scholars in our programs. All of our Ph.D. programs are "fully funded" which means that the enrolled students receive both a stipend and tuition. The financial package offered to these students for the 9-month academic year was \$18,250. The stipend is in exchange for working as a research assistant or as a teaching assistant (20 hours per week). The tuition abatement from the department covers the full cost of tuition (approximately \$6,867 - \$13,734 per annum depending upon course enrollment). The psychology programs make every effort to extend support to Ph.D. students for five plus years, contingent upon a student's satisfactory academic progress and on the continued appropriation of funds to the program. This stipend amount may be greater if students receive a graduate fellowship or are funded on a grant. Six of our doctoral students are currently funded by the Behavioral-Biomedical Interface Program (BBIP), an NIH interdisciplinary research training program. These BBIP students received \$25,000 in stipend in addition to tuition, fees, and health insurance.

With regards to undergraduate affordability, it is largely out of our control. We do not set tuition/ fee schedules or textbook prices and lab fees are set by the college.

Religious Studies

Efforts include one scholarship opportunity per year, offered through our department; multiple students may receive the scholarship and they may receive it each year if they apply and are selected.

ROTC, Navy

1. In coordination with the Department of the Navy to give scholarship option students the opportunity to have ROTC National Scholarship to pay for tuition and fees or room and board.

2. Working with university to reclassify ROTC students as student athletes and non-resident members of the battalion receive a tuition rate of non-resident student with an athletic scholarship.

Sociology

Many of our classes address affordability by employing free resources rather than pricey textbooks. As one example, Instructor Hanne van der Iest, who teaches 4-5 sections of our asynchronous online SOCY 101 course has been awarded the PASCAL Professor for Affordable Learning award and the Professor for Student Affordability award for her use of no-cost course materials. Students make use of a free online textbook by OpenStax and an assortment of multimedia resources through eReserves. This course has been designed to optimize accessibility as well.

South Carolina Institute of Archaeology and Anthropology

Masters program designed to be completed in 1.5 years, keeping costs down. We have a small stipend for master's students.

Theatre and Dance

We offer four different graduate student financial packages depending on degree level and concentration. All terminal degree students (MFA) receive a financial package. A select number of non-terminal graduate degrees (MA, MAT) also receive a financial package. Please note in the year requested we did not recruit for the MA program and only abatements and stipends for MAT students were awarded.

All MFA students receive a tuition abatement of \$8,000 per year, as do the select number of MA/MAT students, except for 3rd year MFA students who receive a reduced abatement of \$6,668 due to carrying fewer credit hours in their final year.

In addition to the aforementioned abatement, the additional assistantship stipends are broken down as follows:

MFA Actors: \$10,000 per year (10 hours per week, 25% appointment)

MFA Designers (Scenic, Costume and Lighting): \$13,600 per year (16 hours per week, 40% appointment)

MFA Directors: \$13,600 per year (16 hours per week, 40% appointment)

MA/MAT: \$5,500 per year (10 hours per week, 25% appointment)

This means that the annual graduate student financial packages amount to the following:

All Terminal Degree (MFA) students receive one of the following:

1st and 2nd year MFA Actors: \$8,000 + \$10,000 per year = \$18,000

3rd Year MFA Actors: \$6,668 + \$10,000 per year = \$16,668

1st and 2nd year MFA Designers (Scenic, Costume and Lighting): \$8,000 + \$13,600 per year = \$21,600

3rd Year MFA Designers: \$6,668 + \$13,600 per year = \$20,268

1st and 2nd year MFA Directors: \$8,000 + \$13,600 per year = \$21,600

3rd Year MFA Directors: \$6,668 + \$13,600 per year = \$20,268

A select number of MA/MAT students receive the following:

MA/MAT: \$8,000 + \$5,500 per year = \$13,500

In addition to graduate tuition assistantships and abatements, there are also a number of scholarships available to undergraduate students in both programs. There are several scholarships available to incoming, as well as existing, students.

Our department also makes efforts to keep costs down for our students in our department's activities. We make students aware of wider university initiatives for further funding, such as Magellan Grants, and actively support them in their goals as faculty mentors or advisors. Likewise, we offer tickets to our own university performances for free to majors. Attendance and analysis of these productions is often mandatory for classwork. In recognition of this, we do not want to place undue burden on our majors.

Visual Art and Design, School of

The School of Visual Art and Design has a lab fee associated with many of its courses. The revenue raised directly funds our facilities' computers, equipment, supplies, and work spaces which make it possible for students to study art and media without having to purchase their resources for every course. While this fee is an expense to students, it supports resources that all students can access equally and collectively. Faculty across the School of Visual Art and Design report using open-source library resources and e-books and no longer require the purchase of expensive textbooks (such as for large survey courses in Art History; Brandt). ARTH 106 History of Western Art II was developed as a fully online INDEV course and uses only open-source resource materials available through Blackboard, eliminating the need for art textbooks (Chametzky). During the shift to fully on-line learning in spring '20 when McMaster's facilities were closed, Media Arts faculty produced video tutorials to teach students how to use free video editing software and incorporated the use of free DaVinci Resolve software and Blender into their coursework (J. Tarr, Mauer). In spring '20 Media Arts faculty worked with students one-on-one to support their completion of media production assignments using available home video technology and their mobile phones when collectively shared equipment was suddenly unavailable. Graphic design courses ARTS 102, 346 and 546 adopted three platforms for students to access at no cost through educational licenses: Miro (collaborative digital platform); Figma (collaborative UX/UI design platform); Basecamp (project management platform). Faculty across Studio Art are likely also using these free platforms in their teaching during COVID. Final Draft (screenwriting) is on a free license each year and installed on all Gambrell Hall computer labs. During COVID closure of the photography studios in 2020/21, faculty distributed pre-coated cyanotype sheets and silver paper for lumen printing at home (Robbins). In celebration of his commitment to open-source materials, Dr. Simon Tarr was named a "Professor for Student Affordability" by UofSC Student Government in 2020/21. For students who do not have enough money to subscribe or purchase software for Beyongwon Ha's courses, he rebuilt them with open-source applications such as Pixlr, Gravit Designer, and Pure Data.

There are challenges to funding assistantships for arts graduate students. SVAD's Graduate Assistantship budget provides tuition abatements for up to 15 credits of coursework in exchange for a 20-hour assistantship. SVAD's assistantships--to make them fund more students in an effort to grow programs--are only for 10 hours, so the tuition abatement is half. Ideally, we should (like many peer and aspirant institutions) provide full tuition remission for grad students with assistantships. But right now this is not possible. Arts disciplines do not have recourse to multi-million dollar federal grants to cover graduate student tuition, like our colleagues might have in the sciences. It is only when SVAD's Director of Graduate Studies can nominate a student for the Presidential Fellowship that the tuition abatement can be increased to approximately 50% of in-state rates, per the nomination requirements. But then the burden of expense, for three full years, falls on SVAD (and the CAS).

Women's and Gender Studies

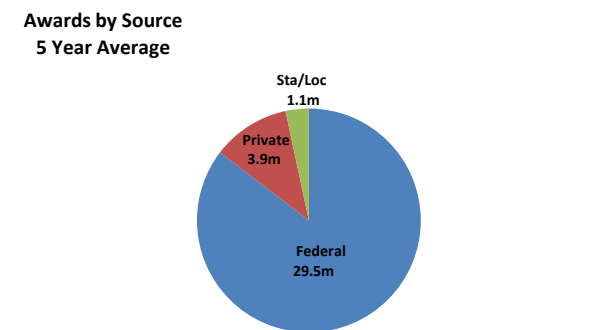
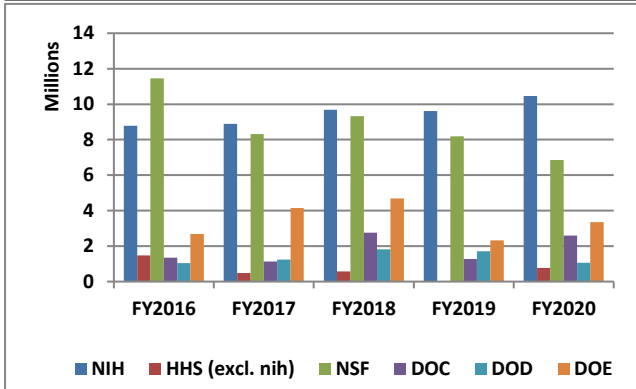
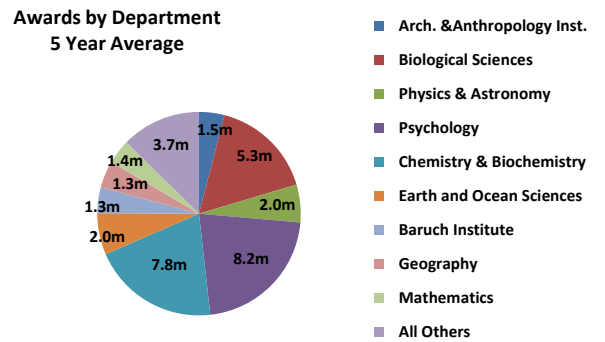
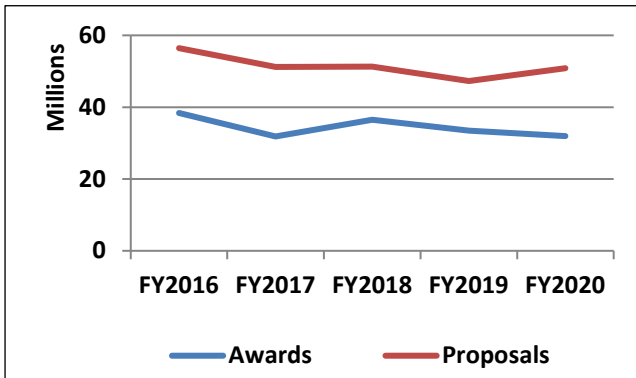
The WGST Program offers an annual undergraduate student recognition award, the Arney Robinson Childs Student Award (\$250). The WGST Program offers four annual graduate student research and teaching awards: the Harriott Hampton Faucette Award (\$500) for research (offered twice per year), the Emily Thompson Award (\$250) for research, and the Women's and Gender Studies Teaching Award (\$250) for teaching. Our program offers free membership opportunities for WGST undergraduate and graduate students to join the National Women's Studies Association and to attend the Duke Feminist Theory Workshop. We offer GA stipends and tuition waivers to approximately eight graduate students each semester. We offer work-study opportunities for our undergraduate students. In 2020, we offered a \$2,000 recruitment stipend to a potential WGST graduate student.

Appendix A. Research & Scholarly Activity

Office of Research IT and Data Management Office

College of Arts and Sciences Summary of Awards

SAM ACTIVITY	FY2016	FY2017	FY2018	FY2019	FY2020	% Change Avg. (16-19) & 2020
Division Award Totals	38,379,242	31,846,147	36,456,383	33,420,792	31,918,630	(8.9)
Unit Totals						
Archaeology & Anthropology, SC Inst. of	1,119,460	1,521,885	1,709,831	1,481,189	1,549,196	6.2
Biological Sciences	9,292,438	3,426,221	6,399,549	3,833,317	3,626,770	(36.8)
Physics & Astronomy	1,917,318	3,294,027	1,295,107	1,308,682	1,998,020	2.3
Psychology	8,700,501	6,286,196	6,423,202	11,699,152	7,693,669	(7.1)
Chemistry & Biochemistry	6,947,045	7,369,096	9,721,179	6,602,142	8,580,271	12.0
Earth and Ocean Sciences	3,325,173	2,756,056	2,806,762	952,731	154,425	(93.7)
Baruch Institute	1,327,937	615,276	2,362,630	454,886	1,830,300	53.8
Geography	1,004,569	1,216,342	1,286,577	1,438,463	1,419,976	14.8
Mathematics	1,613,094	1,543,582	1,647,431	996,118	1,007,803	(30.5)
All Others	3,131,707	3,817,466	2,804,115	4,654,112	4,058,200	12.7
Source						
Federal	34,178,863	27,122,681	32,014,154	25,772,589	28,250,616	(5.1)
Private	3,484,499	2,571,128	3,108,745	7,269,655	2,993,238	(27.1)
State/Local	715,880	2,152,338	1,333,484	378,548	674,776	(41.1)
Proposals						
Submissions	473	463	359	334	354	(13.1)
Dollars Requested	56,434,839	51,237,022	51,311,253	47,281,351	50,806,962	(1.5)



COLLEGE OF ARTS & SCIENCES

	Invention Disclosures	Provisional Patent Applications	Non-Provisional Patent Applications	Issued Patents
TOTALS:	9	9	16	6
Department Breakdown				
Biological Sciences	1 (ID no. 1460)	2 (ID nos. 1417, 1460)	3 (ID nos. 1241, 1417, 1403 <i>(shared w/ School of Medicine)</i>)	1 (ID no. 1241)
Chemistry & Biochemistry	6 (ID nos. 1429, 1458, 1459 <i>(shared w/ Engineering & Computing)</i> , 1402, 1418, 1471 <i>(shared w/ Engineering & Computing)</i>)	5 (ID nos. 1418, 1456, 1458, 1328, 1471, <i>(shared w/ Engineering & Computing)</i>)	12 (ID nos. 1106, 1357, 1361 (PCT), 1361 (Utility), 1360 (PCT), 1360 (Utility), 1429 (PCT), 1429 (Utility), 1243, 1344, 1418, 1392 <i>(shared w/ Engineering & Computing)</i>)	3 (ID nos. 1117, 990, 1106)
Visual Art & Design	0	0	1 (ID no. 1321)	0
Psychology	1 (ID no. 1481)	0	0	0
Physics & Astronomy	1 (ID no. 1457)	1 (ID no. 1457)	0	1 (ID no. 1035)
Baruch Institute	0	0	0	1 (ID no. 1103)
Earth, Ocean, and the Environment	0	1 (ID no. 1484)	0	0

Appendix 2. Faculty Information



BLUEPRINT FOR ACADEMIC EXCELLENCE AY2021-2022 APPENDIX 2: FACULTY INFORMATION

RESEARCH AND SCHOLARLY ACTIVITY

African American Studies

Seulghee Lee, "An Asian Man Who Likes Math: Anti-Asian Misandry and Transformative Hospitality." *Tropics of Meta*. March 2020. <<https://tropicsofmeta.com/2020/03/13/an-asian-man-who-likes-math-anti-asian-misandry-and-transformative-hospitality>

Qiana Whitted, "The Battle Scars of Angola Janga," *ASAP/J*, Black One-Shot Series.

<http://asapjournal.com/b-o-s-9-3-angola-janga-kingdom-of-runaway-slaves-qiana-whitted/>
Todd Shaw:

Shaw, Todd. (2020). "Race and the Obama Administration: Substance, Symbols, and Hope, by Andra Gillespie. Manchester, UK: Manchester University Press, 2019." *National Review of Black Politics* 1(4): 524-528.

Shaw, Todd, Kirk Foster, and Barbara Combs. (2020). "Disconnected in the Mecca? Social Media and Levels of Black Engagement." *Journal of Urban Affairs*. 1-22.

Shaw, Todd, Robert Brown, and Joseph McCormick, Eds. (2021). *After Obama: African American Politics in a Post-Obama Era*. New York: New York University (NYU) Press.

Deena Isom

Boehme, Hunter M., Deanna Cann*, and Deena A. Isom. (2020). "Citizens' Perceptions of Over-and Under-Policing: A Look at Race, Ethnicity, and Community Characteristics." *Crime & Delinquency*.

Isom, Deena A., Jessica M. Grosholz, Serita Whiting*, and Tylor Beck*. (2020) "A Gendered Look at Latinx General Strain Theory." *Feminist Criminology*.

Isom Scott, Deena A., Serita Whiting*, and Jessica M. Grosholz. (2020). "Examining and Expanding Latinx General Strain Theory." *Race and Justice*.

Semenza, Daniel C., Deena A. Isom Scott, Jessica M. Grosholz, and Dylan B. Jackson. (2020).

"Disentangling the Reciprocal Health-Crime Relationship among Adults: The Role of Healthcare Access and Health Behaviors." *Social Science & Medicine*.

Isom Scott, Deena A. (2020). "Status, Socialization, and Identities: Central Factors to Understand Disparities in Crime." *Sociology Compass* 14(9): e12825.

Isom Scott, Deena A. (2020). "Book Review: Black, Pamela. (2018). *Minorities and Deviance: Coping Strategies for the Power-Poor*." *Journal of Criminal Justice Education* 31(3): 462-465. (invited submission)

Andersen, Tia Stevens, Deena A. Isom Scott, Hunter B. Boehme*, Sarah King*, and Toniqua Mikell*. (2020). "What Matters to Formerly Incarcerated Men? Looking Beyond Recidivism as a Measure of Successful Reintegration." *The Prison Journal*. Advance online publication.

Anthropology

Department of Anthropology faculty report the publication of three new books representing three of the four fields of anthropology. This includes one single authored linguistic ethnographic monograph, one multi-authored and fully revised 2nd edition on feminist approaches to political economy, and a co-edited volume on the bioarchaeology of urban areas. Faculty report a total of 15 peer reviewed journal publications, 17 peer reviewed book chapters, and 10 minor/non-refereed publications. Faculty secured 5 new extramural grants in 2020 and 6 internal grants, all supporting new research. Faculty moreover gave 11 peer reviewed conference presentations, accepted 29 invited talks, and had 10 more

conference/invited talks accepted but were cancelled/postponed due to COVID-19. Overall faculty are seizing opportunities to stay engaged, presenting remotely via webinars and online conferences and some are retooling their work to address issues associated with research under COVID. Some of the challenges that remain are finding ways to help a few Associate Professors who have book projects long in development out the door to prospective publishers.

Anthropology faculty are hands on when it comes to mentoring BA, MA and MA/PhD students. UG students have opportunities for out of classroom experiential learning in the form of field schools and mentored research through the Magellan program and through our Directed Undergraduate Research Track. MA and MA/PhD students are required to undergo supervised field and lab work that can be very intensive.

The UG program has two active scholarships/awards - one for rising seniors who are heavily involved in archaeology the other for outstanding students in anthropology who demonstrate excellence in academics and are involved in beyond the classroom and community outreach. We also have an active UG anthropology association (ASA) which is comfortable reaching out to faculty to give talks, seek advice for internships, and social events. Last year we updated the websites and made more visible alumni profiles and spotlights. All of these help with UG student major retention. The Department is currently planning a new development initiative for 1st generation and underrepresented students to help provide funding for out of classroom learning summer field schools and the equivalent in the form of covering the costs of tuition and travel which can be prohibitive for students who cannot afford to take advantage of those opportunities. We are just at the planning stages of this.

For our graduate programs, the Department moreover sets aside modest funds for graduate student travel (research and conference travel), research supplies and skills acquisition which help with retention to ensure that students get the training they need to make progress to degree and find eventual placement in positions matching their training. Faculty also mentor their GIAs who lead tutorials and labs. Only advanced graduates are allowed to be instructors of record. We put measures in place to ensure students hit milestones that better national average PhD graduation rates. We additionally facilitate activities that build and enforce cohorts and provide cross-cohort peer mentoring between advanced and new students. PhDs on the job market give practice talks and interact with grads about their experiences.

Historically the department only struggled to retain some MA students in archaeology who would have been better served had we implemented the new Professional track before last year. We anticipate that this issue is now resolved once potential applicants realize it is now a possible avenue for receiving this professional credential public archaeology and cultural resource management.

Biological Sciences

Evidence of research and scholarly activity in our department is primarily in the form of peer-reviewed journal publications and acquisition of extramural grant funding. Together with their students, BIOL faculty published a total of 76 papers in 2020.

For retention efforts, the Evolution, Ecology & Biodiversity group continues with the graduate seminar for students to present their research findings (now done by Zoom instead of in-person). Most research groups also have weekly meetings to check on progress and, this year, the general welfare of the undergraduate and graduate students that work in our laboratories.

To help build graduate student fellowship funding, Drs. Boggs and Twiss are members of the NSF pre-doctoral fellowship review committee. They serve as mentors for senior undergraduate and first year graduate students as they write fellowship applications. We also are actively mentoring our graduate students in biomedical related fields to apply for NIH fellowship funding.

Chemistry and Biochemistry

1. The faculty published 178 peer reviewed articles in 2020
2. 2 books by Thomas Vogt
3. \$8.58 million in research grants in 2020

Criminology and Criminal Justice

Collectively, department faculty published 44 peer-reviewed journal articles. Submitted proposals for over \$500,000 in external funding, continued to work on funded projects, and presented their work. The faculty also continued to conduct applied and translational research in collaboration with criminal justice policy makers and leaders. Advisors in the Department worked more closely and collaboratively with advisors from the University Advising Center. Faculty proactively intervened to connect students with campus resources to maximize their success and minimize separation from the University. During the spring semester, the department chair contacted all undergraduates with several messages seeking to inform and relieve anxieties about how courses would continue during the pandemic.

Earth, Ocean and Environment, School of

Ours is a research active unit, with publications and grants listed below. We are actively engaged in identifying major research foci in the SEOE, with the goal of developing large cooperative research projects. We also have important opportunities to capitalize on important societal issues, including environmental justice and climate change. Challenges right now are a large number of losses of tenured full professors in the last five years due to departures (3), retirements (3), and one death, with a corresponding decrease in personnel who could be capable of leading such efforts. An opportunity is that we now have a large number of assistant professors who are still ramping up their research productivity. The Belle W. Baruch Institute, now with important changes in leadership, is also ramping up research focused at the Baruch Marine Field Lab in Georgetown, South Carolina.

COVID-19 required substantial new efforts at retention. - All advising moved on line and more opportunities to interact with students. We actively worked with faculty and our first year advisor to contact all SEOE students that were identified as not responsive in class. We actively contacted and worked with students that did not get advised or register in the normal Spring sessions to encourage them to return to school in the Fall and the undergraduate office advised many students over the summer that had not been advised in the spring - lists of students that did not re-enroll were provided by UAA/provost office so we knew who to contact.

Worked with students who intended to do study abroad in the Fall, but when options changed, helped them get advised to retain them for the Fall.

UG office (Sheri) Writes email to all those who make President and Dean's list as a retention measure. UG Director met with at least 15 students who contemplated dropping out for the Spring, to encourage them to stay during another COVID semester.

For all students who go on probation, Sheri sends email and asks all students to contact their advisor or the UG Director to discuss their path forward to be successful; UG Director meets with a number of these students to map out a path forward for these students to retain them and keep them off suspension - including frequent meetings with a couple of them to keep them on track.

English Language and Literature

Graduate Recruitment and Retention

Nominated three Bilinski fellows (two awarded)

Organized a series of virtual professionalization panels involving faculty and grad students

Updated Graduate Studies webpages, increasing information and navigation

Increased prospective student visits with CAS support-cancelled due to COVID-19.

Successfully nominated prospective students for internal fellowships and Awards (2 incoming students)

named Presidential Fellows, 1 received Grace McFadden Fellowship, and 1 a CAS scholarship).

Film and Media Studies

This has been a productive year for Film and Media Studies faculty. Though small in number, our faculty are over-abundant in research output. Lauren Steimer and Mark Minett have both produced manuscripts with top scholarly presses this year. Steimer published *Experts in Action: Transnational Hong Kong-Style Stunt Work and Performance* with Duke University Press. Minett released *Robert Altman and the Elaboration of Hollywood Storytelling* with Oxford University Press. Julie Hubbert's book manuscript "Technology, Listening and Labor: Music in New Hollywood Film" is now under contract with Oxford University Press. Mark Cooper co-authored an essay with John Marks in *MLA Profession* (Winter 2020) entitled "Curricular Innovation and the Degree-Program Explosion."

Additionally, Steimer has four scholarly articles all due to be published in 2021, including unprecedented research on the labor conditions of Black stunt workers in Hollywood.

Film and Media Studies participates in both a Faculty-student mentorship program and the University's newly-instituted undergraduate peer-mentorship program.

Geography

Faculty produced 66 journal articles and book chapters in 2020, and another 38 reviews or reports. Nearly \$700K in grant funding was acquired. COVID-19 cancelled or delayed some projects (unable to do field work), but some writing continued with little interruption. None.

Global Studies

Faculty research and scholarly activity is reported via their home departments. The Global Cafes and the constant online availability of the faculty advisors served as retention tools to retain students.

History

Weyeneth, Robert Chair - Editorial Board for *The Public Historian*

Weyeneth, Robert Council of Past Presidents, National Council on Public History

Varlik, Nükhet "Disruptions in the Early Modern Mediterranean World: Climate, Migration, and Plague in the Ottoman Empire," *Debating the Past in an Age of Global Disruption*, Summer School in Global and Transnational History, European University Institute, Florence, Italy, September 16, 2020

"Muslim and Jewish Responses to the Great Plague of 1347-48: A Podcast with Nukhet Varlik and Susan Einbinder," Council on American-Islamic Relations (CAIR) Philadelphia, July 21, 2020

"Past Plagues in the Time of Covid-19: Why the Ottoman Experience Matters," NYU Summer Institute for K-12 Educators, "Teaching the Middle East and Latin America in the Time of Covid-19," July 8, 2020 "

"Past Plagues in the Time of Coronavirus: The Ottoman Experience," at the international symposium

"The Testimony of History: To Live and Overcome the Epidemic in the Present," June 19, 2020

"Past Plagues in the Time of Coronavirus: The Ottoman Experience," Linda Hall Library of Science, Engineering & Technology lecture series, June 15, 2020

"Osmanlı'da Veba - Yeni Bir Değerlendirme," *Kültür & Tarih Sohbetleri*, Medyascope.tv.com, June 15, 2020

"Osmanlı'da Veba'dan COVID-19'a Tarihi Bir Yolculuk," *Türk Mikrobiyoloji Cemiyeti & Gıda Güvenliği Derneği İnternet Semineri*, June 1, 2020

"Dr. Nükhet Varlık ile Salgınlarda Tarihi Yaklaşım ve Güncel Paralellikler," invited lecture for Common Purpose Türkiye/Ortak İdealler Derneği, May 27, 2020

"The Mother of All Pandemics: The State of Black Death Research in the Era of Covid-19: A Forum Sponsored by the Medieval Academy of America," May 15, 2020

"Geçmiş Pandemileri Anlamak Neden Önemli," *Boğaziçi Üniversitesi, Mezunlar Kampüste*, May 14,

2020

"Rethinking Past Plagues in the Time of Coronavirus: The Ottoman Experience," Columbia Global Centers, May 14, 2020

Senem Toluay Ilgaz, "Neden: Korona Sonrası Ne Değişecek," Haber Global TV, May 6, 2020

"Plague History and Misinformation," Presentation to Google's Emerging Trends-Risk Management (ET-RM) Strategic Response Team, May 4, 2020

"Osmanlı İmparatorluğu Salgınlarla Nasıl Savaştı," Çağrı Mert Bakırcı, Evrim Ağacı, May 3, 2020

"Why the history of past pandemics matters now: A talk on social implications of historical pandemics," Nextopic: Future of Pandemics, COVID-19 Summit, May 2, 2020

"Analyzing an Epidemic: Ideation Session & Panel," discussion moderated by Phil Lelyveld, Nextopic: Future of Pandemics, COVID-19 Summit, May 2, 2020

"Rethinking the History of Plague in the Time of Coronavirus," Islamic Studies Seminar Series, The Prince Alwaleed bin Talal Islamic Studies Program, Harvard University, April 30, 2020

"Rethinking the History of Plague in the Time of Coronavirus," invited lecture at the Center for Medieval and Early Modern Studies, Stanford University, April 29, 2020

"İstanbul'da Veba Salgınları," Türkiye Tasarım Vakfı, Şehir Konuşmaları, April 25, 2020

"Pandemiler Tarihi: Tarihi Şekillendiren Bir Aktör Olarak Salgın Hastalıklar," Boğaziçi Üniversiteler Derneği, April 23, 2020

"Tarihin Fısıldadıkları: Veba Salgınından COVID-19 Pandemisine," interview with Dr. Göksel Altınışık Ergur, Türk Toraks Derneği, April 22, 2020

"Korona Günlerinde Veba Tarihini Yeniden Değerlendirmek," interview with Dr. Şükran Köse Ünser, Kapadokya University, April 21, 2020

"Rethinking Plague's Second Pandemic: The Ottoman Empire and Global Ecological History," at the History and Sociology of Science Workshop, University of Pennsylvania, February 3, 2020, Philadelphia, PA

Smith, Mark presented at the Music and Culture Colloquium Series, USC-Columbia, Marsh, Allison Co-authored a journal entry with graduate student Bethany Johnson.

UNDERGRAD

Reinvigoration of Phi Alpha Theta chapter (undergraduate History honor society) with formal induction of third class of members in Fall 2020. Added faculty advisor in Spring 2021.

Participation in the University Advising Center's initiative to intervene with absent or disengaged students.

HIST faculty, including Tom Lekan, DUS, received commendations from the Office of Student Affairs for our retention efforts.

GRAD

Peer to peer support through Graduate History Association

Graduate Assistants tracked their hours worked to ensure fair treatment

Departmental grants and monetary prizes awarded annually to grad and undergrad students to subsidize travel/research, recognize outstanding achievement, etc. (Found several missing scholarship and prizes with the help of Rebecca Lancaster in Development)

Focus on grad student mental health and work/life balance offering leaves of absence and return to the program without penalty if needed

Institute for African American Research

We had several projects in mind before the onset of COVID-19. We wanted to create a project bringing together faculty and students (with the possibility of community involvement). One project focused on plantations in South Carolina (African American past and present). Another project focused on a historic African American cemetery in Camden (community project), and the third project focused on Barbados.

We were able to move forward with the symposium focusing on Barbados. Building on the two-day symposium we had this past November commemorating 350 years of the connections between Barbados and the Carolinas, I would like to develop a collaborative project focusing on these connections, including the Gullah.

We are reconsidering the previous project ideas in consultation with the IAAR Advisory Group. Moving forward, we would like to have active projects (with seminars/symposia/conferences and publications). IAAR has a Lunch and Learn series where faculty can share current research with colleagues in a supportive environment. We also have events focusing on different areas of research on the African American experience (and African Diaspora more broadly). Before COVID-19, we had events in the office and encouraged students to come by to learn more about the Institute. We also created two IAAR-TRiO Liaison positions (where two TRiO faculty have office space in the Institute). This has helped facilitate undergraduate student interactions in the office. Before COVID-19, We had different opportunities to meet with students and ask about their programs and their progress. Much of that work is done virtually now through my classes and working with student organizations.

We had to put some of our efforts on hold due to the pandemic, but we are working to create experiential learning opportunities for undergraduate students to conduct research and study abroad. When we are able to travel, we hope to take students to Barbados and the Dominican Republic. We are also exploring short-term options like the National Museum of African American History and Culture in Washington, D.C. (with African American Studies).

We are also working to create undergraduate research grants (with opportunities to work with faculty on projects). Having these and other opportunities for undergraduate students, where they feel connected and engaged, should help with retention.

Institute for Southern Studies

ISS is home to a remarkably productive group of just six scholars from across a variety of disciplines (English, History, Digital Humanities, Anthropology, Public Health, and the Collaborative on Race and Reconciliation):

Mindi Spencer (Associate professor, Public Health and ISS): Served as Associate Director of Research for the Office for the Study of Aging, ASPH, USC. She also published 5 papers in peer-reviewed journals (underlined names denote a student co-author).

Guest lecture for "Overview of Minority Health." University of South Carolina, Columbia, SC.

Mark Smith (with Rob Boddice of McGill University), authored and published an article. He also published an article reprinted in Yahoo News, The Telegraph (UK), Houston Chronicle, and multiple news outlets nationally and internationally. Smith continues to serve as General Editor, Cambridge Studies in the American South (Cambridge University Press), Perspectives in Sensory History (Penn State University Press), and Liverpool Studies in International Slavery (Liverpool University Press) and he became an Editorial Board Member, by invitation, Carolina Currents: An Interdisciplinary Journal of South Carolina Studies in spring 2020. He presented several papers, including "Sensory Revolutions: War, Peace, and the Pandemic through the Five Senses," Board of Visitors presentation, College of Arts and Sciences, University of South Carolina, 27 October 2020 (by invitation)

"Redux: Time, Desire, Horror," Keynote Address, "Conflict and the Senses in the Global Cold War: From Propaganda to Sensory Warfare," Berlin Center for Cold War Studies of Leibniz Institute for Contemporary History, 16 October 2020 (online; by invitation).

"Sensory Revolutions: War, Peace, and the Pandemic through the Five Senses," College of Arts and Sciences, University of South Carolina, 23 June 2020 (by invitation)

"Auditory Impact of the Pandemic," Annual Music Review Board Meeting, 21 May 2020, Memorial University of Newfoundland, St. John's, Newfoundland, Canada (via Zoom!). He also gave the following interviews: Interviewed by Julie Rose, "Top of Mind," Sirius XM143 Radio, on sensory

history, 28 September 2020. <http://www.byuradio.org/episode/416628f3-1e2d-42d5-bc09-bf0721caa8a4/top-of-mind-with-julie-rose-scotus-nominee-diverse-homeschooling-deep-kindness?playhead=1178&autoplay=true>; Interview on sensory history, "Let's Go There," Channel Q, nationally syndicated LGBTQ+ FM talk radio, September 17, 2020 <https://www.radio.com/wearechannelq/listen>; <https://www.radio.com/media/podcast/let-s-go-there-with-shira-ryan>; Interview by Shayla Love, Vice.com, on sensory history, 8 September 2020. https://www.vice.com/en_us/article/n7wpjm/what-smells-can-teach-us-about-history; Interview by Dave Birnbaum, "Sensory History," INIT: The Podcast About the Tactile Internet, 23 June 2020. <https://podcast.davebirnbaum.com/sensory-history>; Interview by Rebeca Yanke, "LO ÚNICO CIERTO ES LO INCIERTO," El Mundo, Madrid, June 23 2020, <https://lab.elmundo.es/coronavirus/incertidumbre.html> (on temporality and uncertainty during COVID-19); Interview, Rebeca Yanke Garcia, "Cómo el coronavirus destruyó los cinco sentidos tal y como los conocíamos desde hace siglos," (on the senses and COVID-19), El Mundo, Madrid, 22 May 2020 (<https://www.elmundo.es/papel/historias/2020/05/24/5ebe92b321efa0f9718b4624.html>); Interview, Jacinta Parson, "Afternoons," Australian Broadcasting Company, Melbourne, on Sensory History and COVID-19, 11 May 2020 <https://www.abc.net.au/radio/melbourne/programs/afternoons/afternoons/12218030>

Courtney Lewis (Associate Professor, ISS and Anthropology) was a member of the Journal of Cherokee Studies Advisory Board Member; presented as Guest Lecturer for Native Nation Governance Seminar. University of Washington, Seattle, WA; presented in a panel for Gather film discussion, Calvin University. Grand Rapids MI; presented a paper, "Contemporary Timeless Practices in Entrepreneurship" at the Innovation and Entrepreneurship Initiative Series. Duke University. Durham, NC.

Matthew Simmons (Digital Humanities) served as the President of the William Gilmore Simms Society and a referee for submissions to the Society's journal, The Simms Review. He completed an article for The Routledge Companion to the Literature of the U.S. South, to be published late 2021.

Robert Brinkmeyer (English) has been focusing his scholarly work on developing several essays on Wendell Berry and Annie Dillard. He was scheduled to speak at two international conferences (in Finland and Poland) in the spring, but both were cancelled because of COVID-19.

Languages, Literatures and Cultures

The faculty of LLC has had an incredibly productive year, despite the limitations and challenges of a global pandemic.

LLC faculty have published over 50 individual pieces of research and scholarship, including over 15 refereed journal articles, 10 refereed book chapters, as well as edited volumes, a textbook, and conference presentations both in person and virtual.

A full list of scholarship from March 2020 has been collected by the Chair's Office and is available for view (contact mhaxton@mailbox.sc.edu). German "Stammtisch" weekly student gathering for informal conversation (virtual)

Italian "Tavola Italiana" weekly student gathering for informal conversation (virtual)

Spanish "Tertulia" weekly student gathering for informal conversation (virtual)

Russian Table weekly student gathering for informal conversation (virtual)

Russian Food Night - cooking event where students can follow traditional Russian recipes and discuss their significance (hosted virtually for 2020 - no food shared)

French "Soirees" student gathering for comradery and conversation, with door prizes (2020)

"Language Table" at Maxcy House (virtual)

Training workshops for graduate / undergraduate students

Linguistics

We opened our faculty meetings to a student representative who serves as a liaison between the faculty and student bodies.

LING graduate students presented at Discovery day and both graduate students and faculty served as reviewers and judges.

The LING program supports the graduate students' conference travel through a competitive travel grant program.

LING graduate students participate actively in the Student Organization Fair

The LING program started targeted meetings with students organized by their program (TESOL certificate, MA, PhD) and year in the program to address issues related to their progress and expectations.

Conferences

Dalola, Amanda. "Fortifying Cuteness: A Study of Obstruent Fortition in Aegyo," *New Ways of Analyzing Variation-Asia Pacific* 6, February 17-20, 2021

Dalola, Amanda. "Phonetic Variation in Korean Liquids," *LSA*, January 7-10, 2021 (with Drew Crosby).

Dalola, Amanda. "Revisiting sociophonetic competence," *LSRL* 50, July 1-8, 2020.

Dubinsky, Stanley. 2021 (with Rok Sim). Concealed Passives and the syntax and semantics of need/philyo in English and Korean. *Proceedings of the Linguistic Society of America* 6(1). Washington DC: LSA. 8 pp.

Dubinsky, Stanley. 2020. (with AJ Murphy and Mark Beck). Semantic and syntactic demarcations of Classical Greek object cases: An object(ive) study. *Proceedings of the Linguistic Society of America* 5(1): 107-117. Washington DC: LSA. 11 pp.

Dubinsky, Stanley. 2020. (with Keunhyung Park). The effects of focus on scope relations between quantifiers and negation in Korean. *Proceedings of the Linguistic Society of America* 5(1): 100-106. Washington DC: LSA. 7 pp.

Dubinsky, Stanley. 2020 (with Kaitlyn E. Smith, Michael Gavin, and Kathryn Watson). Language differences spark fear amid the coronavirus pandemic. *The Conversation: Politics and Society*. April 30, 2020. 4 pp.

Dubinsky, Stanley. 2021. 21st century ethnolinguistic conflict: Resurgent, re-created, and created. Invited talk in *The Politics of Language or the Language of Politics? Political Linguistics and Conflict*, a Peace Science Society sponsored panel at the 2021 International Studies Association (ISA) Annual Convention, Las Vegas. 7-10 April 2021.

Dubinsky, Stanley. 2020. The Language Conflict Project: Modern conflicts and their connections to the ancient world. *The Herodotos Project 2020: Ethnohistory and Digital Science - A Virtual Conference*. The Ohio State University. October 2020. (with Harvey Starr)

Dubinsky, Stanley. 2020. Invited panelist for *The US Presidential Campaign after Party Conventions*, a virtual event at John Cabot University's Guarini Institute for Public Affairs. Rome, Italy. 31 August 2020.

Dubinsky, Stanley. 2021 (with Rok Sim). The syntax and semantics of need/philyo in English and Korean. Poster presentation at the LSA Annual Meeting, San Francisco. 8 January 2020.

Dubinsky, Stanley. 2020 (with Keunhyung Park). Case assignment to nominalized expressions in Korean negation constructions. *SNU International Conference on Linguistics*. Seoul National University. 24 October 2020.

Dubinsky, Stanley. 2020 (with Mila Tasseva-Kurkchieva and Brett Sherman). Regulative generics in English and Bulgarian. *Slavic Linguistics Society (SLS)* 15, Indiana University, Bloomington. 4 September 2020.

Dubinsky, Stanley. 2020-2021 College of Arts & Sciences Faculty Research Initiative, University of

South Carolina (\$5,350): "Language Conflict Project"

Feliciano-Santos, Sherina. 2021. *Contested Caribbean Indigenities*. Critical Caribbean Studies Series. Rutgers University Press.

Feliciano-Santos, Sherina. (under review) "The Racial Optics of Escalation: History, Power, and Language." *Current Anthropology*. Submitted July 24, 2020.

Feliciano-Santos, Sherina. (under review) "Policing, race, and the language of white supremacy" invited contribution to a special issue on the Language of White Supremacy for the *Journal of Linguistic Anthropology*. Guest editors Krystal Small, Jonathan Rosa, and Arthur Spears. Submitted January 25, 2021.

Mathematics

Math faculty are quite productive in 2020. It has been reported that faculty has over 110 publications in print and in press combined. Faculty have given invited (physical or virtual) talks of about 60 meetings and seminar despite of the Pandemic. Faculty was awarded in external grants with a total combined more than 3.4 million dollars.

Challenges and opportunities:

Because of the pandemic, faculty cannot travel and invite visitors. Meetings and seminars are usually held in a virtual format. It creates a unique opportunities to invite outside speakers to present their results at no cost.

The students were nominated for Department Awards and Scholarships, and Undergraduate Director with other faculty members were holding virtual department ceremony to acknowledge these awardees during COVID-19 pandemic.

One of our students has been awarded 2020 Goldwater Scholarship.

The Undergraduate Director voluntarily arranged to call students in 2020 summer to answer their concerns, encouraging students to register either online or in-person classes for Fall 2020 during COVID-19 pandemic.

McKissick Museum

Historic Southern Naturalists' project research led to new insights regarding the history of collections at UofSC. We discovered that the university purchased the collection of historic shells from Dr. Lewis R. Gibbes' (1810-1894) daughters after his death. For the past 100 years, the collection had been attributed to William Mazyck. Research clarified that Mazyck inventoried the collection for the university in 1906, but the shells were collected in the mid-19th century by Gibbes. Project also identified 15 other naturalists whom Gibbes collaborated and traded specimens with, including a specimen collection he acquired from the *Muséum national d'histoire naturelle* (National Museum of Natural History) while living in Paris in 1836.

Developing content for the exhibit *A Woman's Right* required extensive research on the positions women held on the UofSC Columbia campus for over two hundred years-- from the enslaved women providing domestic services, to the faculty wives and daughters who lived on campus, those administering operations, faculty delivering education, and finally, the women who earned their degrees. Genealogical and archival research was undertaken to flesh out the stories of the lives of known makers of quilts in McKissick's permanent collection that were on view in the *Piece By Piece* exhibition.

McKissick's Curator of Collections, Christian Cicimurri presented two sessions at the South Carolina Federation of Museums Conference. Faculty Curator Dr. Lana Burgess moderated the conference session, "A Risky Proposition? Emerging Professionals and Career Management," at the Association of Academic Museum and Galleries Annual Conference (virtual), June 15-26, 2020.

Executive Director Jane Przybysz wrote the preface for a new edition of an exhibit catalog 'Row Upon Row' that USC Press is publishing in 2021. She published an article "Revisiting Textile Art in Post WWII Poland," in London-based *Selvedge Magazine*. With the permission of a grant funder, McKissick

Museum used funds that were to have been expensed on public programs (cancelled due to COVID) to hire two undergraduates and one graduate student in summer 2020 to support the museum pivoting to online exhibits and programs. By financially supporting students stranded by COVID, we worked to retain these students at UofSC.

In fall 2020, we hired a Museum Management Certificate Program student as a graduate assistant in an effort to retain this student in the Program.

Philosophy

Publications: Faculty report one edited collection; 18 journal articles and book chapters; 12 professional talks (not counting talks that were cancelled because of the pandemic).

Physics and Astronomy

Research in:

Astronomy (funded)

Condensed Matter Physics (funded)

High Energy Physics (funded)

Nuclear Physics (funded)

Particle Astrophysics (funded)

Attendance at conferences and workshops

Publications in peer-reviewed journals

Challenges include too few faculty, less available external funding, inability to travel for research purposes due to COVID-19

Opportunity: SmartState Chair recruitment¹. Society of Physics Students: peer mentoring, student gatherings (prior to COVID-19)

Identifying and mentoring students who are struggling

Individual graduate student advisement

Political Science

Despite the unique challenges to research presented during the pandemic, with conferences either cancelling or going completely virtual and journals significantly curtailing their reviews, our faculty have been extremely productive this year. They published 31 articles in peer-reviewed journals, 3 books, and numerous chapters in edited volumes. Additionally, they collectively were awarded 11 grants. For undergraduate students we have two full-time and one half-time academic advisors who regularly communicate with students, both individually and in groups, to make sure they are progressing well in our program and have the information they need to succeed. Individuals who are experiencing difficulties also get additional time with these individuals and, when necessary, are directed to other resources on campus. For graduate students, our Director of Graduate Studies and Chair meet with them collectively on a regular basis to address concerns. Additionally, each graduate student receives a faculty mentor who meets with them individually to provide guidance and advice.

Psychology

Since March of 2020, Psychology Faculty members have secured over 7 million dollars in external funding which is a sign of the continuously robust research activity in our department. One of the most outstanding accomplishments was that Dr. Ron Prinz was recently awarded an 11.16 million dollar NIH Center for Biomedical Research Excellence (COBRE) grant to launch a Research Center on Children's Well-Being (2020-2025). This multi-disciplinary project fosters adept early-stage investigators supported by accomplished senior scientific advisers, committed to research on the prevention and reduction of mental, emotional, behavioral, and lifestyle related risk factors in childhood. In addition, Dr. Rutvik Desai was the recipient of an NIH R01 entitled Core Semantic Systems of the Human Brain

(2020-2025) in which he will analyze the anterior temporal lobe to shed new light on the organization and function of this brain region. We are also very proud of Associate Professor Dr. Kimberly Becker who recently received a substantial award from the William T. Grant Foundation for her project on the use of research evidence and the role of coordination frameworks for decision making situations (2020-2022).

The Psychology Department also encourages our faculty members to pursue internal awards and we are delighted that both Dr. Suzanne Swan and Dr. Cheryl Armstead were recipients of USC awards provided by the Racial Justice and Equity Research Fund, each in the amount of ~15K. These research projects align with our values as a department and will hopefully contribute to USC's mission to advance equity on campus and beyond.

Our department has recently established Dr. Dawn Wilson as the new Director of Research and there will be a research committee dedicated to mentorship, providing pre-award support, establishing resources, receiving recognition, and motivating faculty to reach their research goals. One of our greatest challenges is the fact that faculty members must balance research with handling a 2:2 teaching load and meeting service requirements. In order to retain undergraduate students, we listen to their needs and respond accordingly. For example, when we noticed that many students expressed interest in externships, we established a class taught by Dr. Emily Neger to meet this need. Similarly, we noticed an increased demand for neuroscience classes among undergraduates so we are establishing a Neuroscience major which is scheduled to be offered starting in Fall 2022. By seeking to meet the needs of our undergraduates, we hope that they retain their passion for learning and their interest in the field of Psychology.

We also ensure that our students have access to well-trained advisors who are knowledgeable about major and minor requirements, study-abroad, cross-training and research opportunities, grad school applications and many other facets of advisement. We are currently working to hire another undergraduate advisor to lessen workloads and ensure that we have sufficient time to dedicate to each student. Next month, we are launching more targeted professional mentorship by faculty members and this is being led by Dr. Meeta Banerjee and Dr. Kim Becker. Thus, while course registration will be handled by administrative staff, faculty members will be able to provide career mentoring and professional guidance to our undergraduate student body. We have also created a one credit class on Careers in Psychology which will be launched next academic year. Lastly, we also put great effort in building a supportive community so we typically host undergraduate events in August (back to school), October (Halloween/Midterms), February (Valentine's Day /Midterms), and April (End of the year), although this has been more difficult due to the pandemic.

Once the graduate students are enrolled in a Psychology Ph.D. program of study, our department goes to great lengths to retain them. As mentioned in previous sections, all of our Ph.D. programs are "fully funded" and we offer many experiential learning experiences both on and off campus. In addition, we offer our graduate students funding (approx. \$375/year) to present their research at academic conferences and engage with other members of the academic community.

Our department is always striving to create a sense of belonging and student empowerment. Our Student Advisory Board (SAB) is instrumental in reaching this goal because they are tasked with gathering feedback from students and working with the faculty to facilitate programmatic changes. This past year, the SAB has been highly engaged in monitoring the mental health of the student body and working with the faculty to address the concerns. In addition, the SAB suggested changes to the ombudsman policy which were addressed and thus they helped to formulate new departmental procedures. Furthermore, our graduate students are always key in coordinating the Multicultural Symposium each year and they have been especially engaged in the Diversity and Inclusion committee given recent current events and the university's focus on this important issue. Thus, our department greatly respects our graduate trainees and empowers them to voice their opinions and initiate changes in the department. It is this climate of mutual respect which allows us to retain top talent.

Religious Studies

From March 2020-March 2021, RELG faculty published 2 books, 5 book chapters, 2 article, 2 book reviews, 1 encyclopedia entry, 1 grant. One faculty edited a journal issue, faculty gave 12 presentations, and 2 workshop papers were delivered. One person did field work in Nigeria. Due to COVID, 2 presentations and 1 workshop were canceled.

Challenges included COVID-19: it is difficult to do research while at home, impossible to travel, and many faculty were/are busy helping their children with online schooling. Opportunities during this time included more requests for interviews on research and conference attendance.

Sociology

We are a highly research active department and this year our faculty (as is typical) published research in the top journals in our discipline. As one example of our high, per faculty productivity, the Academic Ranking of World Universities (aka "The Shanghai Rankings") released this past summer had our department ranked 34th nationally. This ranking focuses on publications in the discipline's top journals, adjusted for faculty size. My understanding is that we were one of only two departments at the University who cracked the top 50.

We have nominated graduate students for multiple fellowships and awards to allow them to focus on their research while earning higher stipends than our current TA-ships pay. We also continue to have a department prosem (via zoom) where students get greater support (from faculty and one another), especially after coursework is complete and students are at a somewhat higher rate of falling by the wayside.

South Carolina Institute of Archaeology and Anthropology

As a research institute our activity is high.

2020 research included

NSF grant, "Algorithm Development for Reconstruction of Design Elements," Colleges of Engineering and Computing, Center for Digital Humanities, College of Arts and Sciences (Karen Smith, Keith Stephenson)

Detecting Alcohol Residues in Ancient Containers, with Susan Richardson and Wayne Outten, Department of Chemistry (Adam King)

Mulberry Site Excavations with, Gail Wagner and Chris Judge, Department of Anthropology and USC Lancaster Native American Studies (Adam King)

Applied research for identifying archaeological sites at Fort Bragg, North Carolina and Fort Jackson, South Carolina (Young, Smith) and the Savannah River site (Stephenson, Wingard, Moore, South Carolina Parks and Recreation (Young), South Carolina Department of Natural Resources (Young, Smith)

Camden Battlefield National Register research (Smith)

Research on Younger Dryas Impact Hypothesis (Moore)

Research on the history and career of Francis Marion (Smith)

Underwater research on the Stone Fleet, Charleston Harbor (Spirek)

Underwater research for NOAA-OER grant search for La Prince (Spirek)

Fieldwork, Camden, Fort Motte Battlefields, Burch's Mill (Smith, Legg)

Research on the archaeology of St. Augustine Florida (DePratter)

Research on the De Soto entrada (DePratter, Legg, Smith)

Statistics

All of our T/TT faculty are research active. Last year (2020), we produced 37 research articles and other pieces of scholarly work, and many of these works were published with our PhD students. In addition, 8

of our 12 T/TT faculty are supported by external grants or by buyouts from other institutions (NSF/NISS).

All 4 of our Assistant Professors applied for external grants (to NSF or NIH) in the last year. Dr. Minsuk Shin (Assistant Professor) secured a three-year NSF grant from the Division of Mathematical Sciences, the gold-standard in our profession. This grant will examine new Bayesian methods to analyze high-dimensional data in data science applications.

The Chair recently submitted his NIH R01 renewal for five years of additional funding.

We get constant feedback from our graduate students about their progress. We don't have retention problems generally. Our undergraduate numbers are on the rise.

Our graduate student numbers are declining because we have a severe shortage of faculty that can serve as advisors.

Theatre and Dance

We have provided a short listed summary of some of the activities that our faculty have pursued in 2020, despite the challenges of the pandemic. It was a very difficult year for practitioners and scholars of theatre and dance. The majority of top university programs ceased their production work and many professional theatres and companies, including the leaders in the field, also closed temporarily.

Professional and academic conferences were widely cancelled and later moved to online venues. Our faculty continued to pursue work where it was available and prepared for events that may have been cancelled. However, they have continued their scholarship and managed to thrive despite the challenges of the environment. Despite cancellations, shut downs, and the inability to travel, our faculty managed to create new work, attend and present at virtual conferences and continue their scholarly research.

Bourne, Robert - Associate Artist Folger Theatre

Bourne, Robert - Member National Theatre Conference

Bourne, Robert - Director Folger Theatre production of A Midsummer Night's Dream June 2020-postponed due to Covid-19 until summer 2021

Bourne, Robert - Oversight of construction to completion of USC Festival Stage

Bourne, Robert - Directorial consultant for Strolling Player a one person online performance with actor Richard Willis

Bourne, Robert - NAST Conference speaker October 2020 - Shakespeare for the 21st Century - postponed due to Covid-19

Davis, Thaddeus - Presenter at The Collegium for African Diaspora Dance 4th Bi-Annual

Conference at Duke University, Durham, NC. The conference title was "Fluid Black::Dance Back," I presented "Choreographers in the Commons Sipping Coffee: A Radio Show."

Davis, Thaddeus - Guest Lecturer for Butler University Dance Department

Davis, Thaddeus - Bridgeport Arts Center "Open Studios Series" installation of Migratuse Ataraxia video content.

Davis, Thaddeus - Premier of Migratuse Ataraxia in Harpersville, AL. Presented by the Alabama Dance Council.

Davis, Thaddeus - Preparatory Residency activities for the Migratuse Ataraxia performance in Wilmington, NC at the Bellamy Mansion and Gardens, presented by The Wilson Center for the Performing Arts.

Davis, Thaddeus - Panel Participant: Ping Pong Productions webinar titled "Creatively Responding to Our Communities," as a part of the Artists Connectivity Series, Episode 5.

Davis, Thaddeus - University of Southern Mississippi Virtual Residency (first series). The second series will be in February 2021.

Deckert, Jennifer - International Association of Dance Medicine and Science (IADMS) Board of Directors

Deckert, Jennifer - Virtual Live Panel Discussion for IADMS Dance Educators' Committee Safe Dance

Practice in Quarantine--A panel conversation for educators, with IADMS and SiDI leaders

Deckert, Jennifer - Performing Arts Medicine Association Annual Symposium, Functional Range Conditioning and Controlled Articular Rotations adapted for the performer: a movement workshop, New Orleans, LA, Cancelled due to COVID 19

Deckert, Jennifer - Dance Science and Somatic Educators Annual Conference, An exploration on functional turn-out through theraband play in the classical ballet classroom, St. Louis, MO, Cancelled due to Covid 19

Duffy, Peter - Reviewer for conference proposals for AATE and IDIERI (International Drama in Education Research Institute).

Duffy, Peter - Reviewer for journals such as Journal for Teacher Education, Youth Theatre Journal, Research in Drama Education, and Applied Theatre and book proposals for the University of Toronto Press

Duffy, Peter - Director of Research for the International Drama in Education Association

Duffy, Peter - Pilot Study: This research project is in its fourth year of a five-year pilot study. The project analyzes the efficacy of drama-based instruction within a Read to Succeed camp in Williamsburg and Jasper Counties. Looking at relationship among reader's motivation, drama instructional practices, and summer reading loss

Hall, Kristy - SCTA Board Member

Hall, Kristy - Member of USA 829

Hall, Kristy - Chicago Costume Committee

Hall, Kristy - Associate Artist with Remy Bumppo Theatre Company

Hall, Kristy - Ensemble Member with Definition Theatre Company

Hall, Kristy - Costume Design (postponed): Inherit the Wind, Raven Theatre Company

Hall, Kristy - Costume Design (postponed): Call of the Wild, Remy Bumppo Theatre Company

Hall, Kristy - Costume Design (unrealized): America V.2.1: The Sad Demise and Eventual Extinction of the American Negro, Definition Theatre Company

Hall, Kristy - Assistant Costume Design (postponed): A Midsummer Night's Dream, U of SC with the Folger Theatre

Hall, Kristy - Organizer and Moderator: Talkback with Jeffrey Addiss, Creator of The Dark Crystal: Age of Resistance

Hall, Kristy - Wardrobe Crew: Nickelodeon Mascot Training Video, Genesis Studios

Kiselica, John - Lighting Designer- Athens Theatre- Deland, FL

Kiselica, John - Sound Designer- Gulfshore Playhouse- Naples, FL

Kiselica, John - Resident Lighting & Sound Designer-Endstation Theatre Co-Lynchburg, VA

Lehman, Amy - Editorial Board and Peer reviewer for online theatre journal Etudes

Lehman, Amy - Book review of "Playing Sick: Performances of Illness in the Age of Victorian Medicine" by Meredith Conti. Published in Theatre Survey, volume 61, number 3 (September 2020) American Society for Theatre Research

Lehman, Amy - Continuing research and writing on contracted Book Chapter "East Lynne" in Victorian Blockbusters to be published by McFarland & Co. (estimated Fall 2021)

Megerdichian, André - National High School Dance Festival, Limón Technique Master Class and Recruiting for University of South Carolina Department of Theatre and Dance. Pittsburg, PA (February 2020)

Megerdichian, André - Belly of the Whale, Choreographer (New work). Presented by Dance Kaleidoscope. Indianapolis, IN (December 2020). Shot on stage by WFYI and presented virtually.

Megerdichian, André - Untitled, Choreographer (New work). Distinguished Alumni Concert. Butler University, Indianapolis, IN (September 2020)Cancelled Due to COVID

Megerdichian, André - Untitled, Choreographer (New work). Was commissioned by BREAHDanse to create a work in the Limón Tradition. Cancelled Due to COVID

Megerdichian, André - The Slow Momentum of Memory, Choreographer (New work). Was to be presented by Colorado State University Department of Dance. The work was created but the performance was cancelled due to COVID. Fort Collins, CO (February 2020)

Megerdichian, André - International Association for Dance Medicine and Science (IADMS) Lead Presenter - Progressive Angular Isometric Loading and Regressive Angular Isometric Loading (PAILs/RAILs) adapted for the dance population: a movement session. Presented with Jennifer Deckert for iCON 2020 (was to be presented in Tokyo, Japan but the live conference was cancelled due to COVID)

Megerdichian, André - Dance Science and Somatics Educators Conference. Lead Presenter - Preliminary Strength Training Protocols designed to meet the need - "make me a better dancer." St. Louis, MO (accepted for presentation August 2020) Cancelled Due to COVID

Megerdichian, André - Science for Dance Educators. Panelist with - Exploring the Scope of Dance Education During Covid-19. Presented Virtually

Megerdichian, André - Performing Arts Medicine Association Annual Symposium, Functional Range Conditioning and Controlled Articular Rotations adapted for the performer: a movement workshop, New Orleans, LA (accepted for presentation June 2020) Cancelled Due to COVID

Megerdichian, André - Butler University Distinguished Alumni Intensive. Limón Technique workshop for undergraduate dance Majors. Indianapolis, IN Cancelled Due to COVID

Megerdichian, André - Xinan University, Workshop in Limón Technique, and Pedagogy of Movement Principles. Chongqing, China (July 2020) Cancelled Due to COVID

Megerdichian, André - Shandong University, Workshop in Limón Technique, and Pedagogy of Movement Principles. Jinan, China (June 2020) Cancelled Due to COVID

Megerdichian, André - American College Dance Association, Limón Technique Master Class and Recruiting for Limón South. Tallahassee, FL (March 2020) Cancelled Due to COVID

Megerdichian, André - Colorado State University, Limón Technique workshop for undergraduate dance Majors. Ft Collins, CO

Pearson, Steve - Two performance projects at Massachusetts Museum of Contemporary Art (MassMOCA) - cancelled due to Covid

Pearson, Steve - Physical Approaches to Acting, Intensive 3-week workshop in Seattle - cancelled due to Covid

Pruett, Valerie - Completed CTE Grant for online course development.

Pruett, Valerie - Completed CTE courses for SC Barbering and Cosmetology License

Pruett, Valerie - Currently developing online courses for purchase: History of Period Styles in Hair and Wigs, and Techniques for Creating Period Hair Fashions on any Budget.

Pruett, Valerie - Developing (with Oregon Shakespeare Hair and Wig Director) a guide to Styling Black Hair for Period Hair Fashion's for Stage.

Waldrop, Olivia - Public Personal Practice Ballet Technique Series

Waldrop, Olivia - Attended ACDA Screendance Initiative Workshop #1

Whitehead, Dustin - Southeastern Theatre Conference, Louisville KY - Research Presentation/ Workshop "Trusting Impulse, An Introduction to Physical Freedom on Stage"

Whitehead, Dustin - Co-Founded Local Cinema Studios (Non-profit Film Incubator)

Whitehead, Dustin - Co-Founded Iris Indie International (Film Production Company)

Whitehead, Dustin - Co-Founded Calliope Stage Company (Theatre Company)

Whitehead, Dustin - "Ophelia" - Virtual play reading - Vancouver, Canada - Actor

Wideman-Davis, Tanya - Presenter at The Collegium for African Diaspora Dance 4th Bi-Annual Conference at Duke University, Durham, NC. The conference title was "Fluid Black::Dance Back," She presented "Choreographers in the Commons Sipping Coffee: A Radio Show."

Wideman-Davis, Tanya - Guest Lecturer for Butler University Dance Department

Wideman-Davis, Tanya - Bridgeport Arts Center "Open Studios Series" installation of Migratuse Ataraxia video content.

Wideman-Davis, Tanya - Premier of Migratuse Ataraxia in Harpersville, AL.

Presented by the Alabama Dance Council.

Wideman-Davis, Tanya - Preparatory Residency activities for the Migratuse Ataraxia performance in Wilmington, NC at the Bellamy Mansion and Gardens, presented by The Wilson Center for the Performing Arts.

Wideman-Davis, Tanya - Town Hall Meeting at Cape Fear Community College presented by The Wilson Center for the Performing Arts.

Wideman-Davis, Tanya - Panel Participant: Ping Pong Productions webinar titled "Creatively Responding to Our Communities," as a part of the Artists Connectivity Series, Episode 5.

Wideman-Davis, Tanya - University of Southern Mississippi Virtual Residency (first series). The second series will be in February 2021.

Our department offers a number of scholarships in both theatre and dance for continuing students. This support students that face financial difficulty and recognize students for their meritorious contributions to the department. Despite virtual learning, we made extensive efforts to host virtual orientations, bookend year events, and graduation events to recognize the work of our students and to provide them with a sense of community in these difficult times. We posted videos of faculty highlighting their work and encouraging other members of the department.

We also offered a number of professional development opportunities in addition to our classwork and production work. We held a number of virtual guest artist masterclasses. We also offered audition workshops for students to get one on one feedback on their pieces for class or for future auditions. Our student organizations also continued to thrive, and we supported initiatives from these organizations to continue their activities, pending the practice of safe COVID protocols. Likewise, we continued to make our work accessible by providing free attendance to our department's productions. We have also implemented a faculty led mentorship system in both programs where students are advised by trained faculty mentors before meeting with their formal student services advisor. The students have given very positive feedback about this initiative. We wanted to ensure that all students felt like they had a specific faculty contact in their areas of interest to answer questions and provide guidance on their future careers. Finally, we know this has been a difficult year for our students. We have made extensive efforts as a faculty to make people aware of the mental and academic health initiatives on campus and have strongly encouraged our faculty to check in with their students and to be proactive in supporting their mental health.

Visual Art and Design, School of

Disclaimer: 21 out of 35 full time SVAD faculty responded to the Blueprint survey we issued to collect information on their teaching, research, and leadership activities. Across all SVAD disciplines there were: 15 publications, 4 films/creative projects, 41 exhibitions, 6 commissioned design works.

MEDIA ARTS

Films/Creative Projects

Carleen Maur released two new films: "Traces" and "Lesbian Farmer."

"Traces" screened at Microscope Gallery in New York, Iowa City International Documentary Festival (IC DOCS), Crossroads film festival in San Francisco, Antimatter Media Arts Festival in Victoria BC Canada, and the Harkat 16mm Film Festival in Mumbai India.

"Lesbian Farmer" Screened at the Ann Arbor Film Festival in Michigan, the 2020 Transient Visions: Festival of the Moving Image.

Simon Tarr exhibited his third feature length motion picture "Seven Heavens," in collaboration with the Fifth House Ensemble in Chicago.

Northrop Davis' research efforts focused on "The Hole" manga project, which with the new Dean's grant he received in December is now expanding to 300 color pages long in total plus extras.

Film Exhibitions

Evan Meaney had exhibitions at the Feminist Border Arts Film Festival Pandemic Pop Up in Las

Cruces, NM; the International Games and Playful Media Festival in Berlin, Germany; the Buffalo International Film Festival in Buffalo, New York; Festival ECRÃ in Rio de Janeiro, Brazil; the University of Bremen; CABINFEVER Experimental Festival Internacional de Cine de Santa Cruz; and the University of Wisconsin at Milwaukee, Union Cinema.

ART HISTORY Exhibitions

Lana Burgess developed "A Woman's Right," an exhibition at the McKissick Museum presented in two parts during 2020, one in-person and one online. Extensive research was done on the varied positions women held on the UofSC Columbia campus for over two hundred years.

ART EDUCATION Exhibitions

Despite the COVID-19 pandemic, ARTS faculty were widely engaged in international, national, regional, and local exhibitions.

Meena Khalili had 9 exhibitions, including 2 international juried exhibitions and 5 national juried exhibitions.

Pamela Bowers' work was selected for inclusion in a group show titled Summer 2020 Juried Exhibition at the well-established Blue Mountain Gallery in New York City.

Kathleen Robbins' exhibit Southbound: Photographs of and about the New South was presented at the LSU Museum of Art, the Hunter Museum of American Art, and the Meridian Museum of Art.

Sara Schneckloth had 4 exhibitions during the reporting period, including a solo exhibition at Columbia Museum of Art entitled Island Nations/Lands Divided. The exhibition included two artist talks/interviews, and two public workshops.

Marius Valdes participated in an international group exhibition entitled The Hope Wall Invited POSTER Show in Richmond, Virginia.

Naomi Falk had a total of 9 exhibitions, including one solo exhibition entitled "What Kind of Times are These..." at the Mason-Scharfenstein Museum of Art.

Brent Dedas had 8 exhibitions, including 3 international juried exhibitions.

Commissioned Works

Marius Valdes continues to develop a body of work featuring public art aimed at family audiences. A small sample of his commissioned illustration/design work in 2020 includes a mural in Satchel Ford Elementary in Columbia, South Carolina; environmental graphics at the Medical University of South Carolina Shawn Jenkins Children's Hospital in Charleston, South Carolina; Founders of Psychology Environmental Wall Display Department of Psychology, University of South Carolina in Columbia, South Carolina 2020.

Challenges and Opportunities for research productivity during COVID-19

Research and teaching faculty faced challenges as parents and caretakers as they continued their research full time from home during the COVID-19 pandemic; the impact of this on faculty productivity cannot be understated. But faculty also found ways to participate in many more online scholarly conferences, professional events and trainings which expanded their visibility as experts in their fields, and opened opportunities to them. For example, Meena Khalili's expertise as a design professional and educator has expanded because of her work as co-chair of the AIGA Design Educators Community; she also found more opportunities for exhibition of her art and design works which respond to the notion of place and her lived experience as an Iranian American.

Many faculty faced the monumental challenge of having exhibitions postponed or canceled. Naomi Falk's indigo/textile research for her "Flow" Faculty Research Initiative Grant, while extended, has proven difficult to continue/complete because much of it required research travel and organizing collaborative workshops to create the indigo dyed pieces for the sculpture. Pamela Bowers' attempts at professional development were seriously disrupted by the pandemic because workshops, residencies and exhibitions she applied to were cancelled. Despite these challenges, she was able to produce a series of new works for exhibition and built a new website for her work. Other professors reported increased opportunities for interviews, selection for panels, etc.

SVAD UNDERGRADUATE PROGRAMS:

The two professional advisors assigned to the School of Visual Art and Design contribute extraordinary value and incredible support for all our students. Faculty have increasingly used the general form to report absent and disengaged students and found success in their collaboration with our advisors to reach out to students who are in need. A few faculty note that they are using alternative methods to reach students who have fallen out of touch, such as Basecamp and Instagram, with success. The Graphic Design faculty in Studio Art have collaborated to invite high profile designers to speak online with students (as noted above); this is perceived by the faculty as both a recruitment and a retention activity. Concerning retention, a regular series of speakers keeps students engaged and excited about their chosen career path and their degree progress.

SVAD GRADUATE PROGRAMS:

Nicole Gerth, MA student in Art History, is of Puerto Rican descent. Andrew Graciano, as Director of Graduate Studies, nominated her for the Rhude Patterson Trustee Recruitment Fellowship for women in graduate humanities programs, but unfortunately she did not receive this award.

Sydney Herndon, admitted for Fall 2021 in the MFA program, was nominated for the Presidential Fellowship.

Nakisa Abdollahbeigi, MFA student in Studio Art, is originally from Iran, and applied for (with support from the DGS) the Grace Jordan McFadden Professors Program for under-represented minority students in MFA and doctoral programs in Feb. 2021.

SVAD currently funds the following current graduate students known to be from under-represented minority groups: Kelley Pettibone, who is part Native American; Nakisa Abdollahbeigi, Iranian; and Cicely Hill (offered Fall 2021 admission), who is African-American.

Recent graduates from SVAD's graduate programs include the following students known to be from under-represented minority groups: Roberto DeLeon, who is Cuban; Aldric Morton, who is African-American; Alexis Frasier, who is African-American; Elise Heslewood, who is African-American; Josh Knight, who is Cherokee; Sergio Maciel, who is Mexican and Puerto Rican; and Edmari Hernandez Silen, who is Puerto Rican.

In February 2021, SVAD instituted a process for MFA graduate students in their third (thesis) year to be able to apply for funding from the School of Visual Art and Design to offset costs associated with production of their thesis artwork.

Walker Institute of International and Area Studies

Co-PI. Clay Fuller, PI. Smith Richardson Foundation. "Strategy and Policy Fellowship". Grant no. 2020-2401, \$60,000.

Co-PI. John Hsieh, PI. Taiwan Economic and Cultural Representative Office in the United States, Award for "Taiwan and Asia Program 2020," 2020, \$80,000.

Taiwan Economic and Cultural Office, Atlanta. Grant for Taiwan Election Symposium. 2020. \$3,000.

Women's and Gender Studies

WGST PROGRAM

Our core faculty are all research active and many of our adjunct faculty are as well, despite heavy teaching loads.

Published monograph:

Continuing to write manuscripts from the UofSC Campus Climate Survey and served on a Nursing Doctoral Committee

Invited panelist for Baby Talk, to UNC Law Students. I presented on labor and delivery, 9-22-2020 (a former student, Elise Jamison, organized the panel and said she was inspired to do it because of my class ANTH/WGST 388.

Intersections of Medical Anthropology and Public Health, invited panelist to the AGORE Brown Bag

for Anthropology graduate students, University of South Carolina, February 3, 2021.
 Completed 11 ad hoc reviews for Contraception (2), Qualitative Health Research (2), Sexual and Reproductive Health Matters, Sexuality Research and Social Policy (2), Social Problems (2), Social Science and Medicine, Sociology of Race and Ethnicity
 Contraception Taskforce Co-Chair, Sexual and Reproductive Health Section, American Public Health Association
 Council member, Sex & Gender section, American Sociological Association (elected position, 3-year term)
 Member, Publications Committee, Sociologists for Women in Society (elected position, 3-year term)
 Invited talks:
 "Patient-Centered Measurement", University College Cork, School of Public Health
 "Patient-Centered Measurement", University of Liverpool, Stapledon Seminar
 "Metrology for Measurement", McGill University
 Academic Lead for Network Integrating Values into Evidence-Based Medicine (INVITE), Collaborating Centre for Values-Based Practice, University of Oxford 2018-present
<https://valuesbasedpractice.org/what-do-wedo/networks/integrating-values-into-evidence-based-medicine-invite/>
 Referee for the following journals: Philosophy of Science, Synthese, Journal of Medicine and Philosophy, Medicine, Healthcare and Philosophy, Journal of Clinical Epidemiology, Journal of the International Measurement Federation, Journal of Medical Ethics, Quality of Life Research, Kennedy Institute of Ethics Journal, Theoretical Medicine and Bioethics, Applied Research in Quality of Life.
 Member of the advisory board for University of Toronto Dalla Lana School of Public Health grant proposal to develop a measurement tool for complex patients (Ross Upshur, PI) 2017-present
 Editor of CrossCurrents
 Invited web Presentation, "Democracy Now," American Academy of Religion Conference
 Invited web presentation, "Race, Religion, and Spiritual Resilience," Martin Springer Institute, Northern Arizona University
 Invited web Presentation, Religion and Public Life, Rice University
 Invited web presentation, American Academy of Religion Webinar on anti-racist teaching
 Guest edited a special double issue of an international journal:
 Riggs, Damien, Hines, Sally, Pfeffer, Carla A., Pearce, Ruth. (Eds.). (forthcoming). "Special Issue: Trans Pregnancy: Fertility, Reproduction and Body Autonomy." International Journal of Transgender Health.
 Completed journal article peer reviews (International Journal of Transgender Health, Journal of Marriage and Family, Teaching Sociology, Journal of Lesbian Studies, International Journal of Social Research Methodology, Archives of Sexual Behavior, Men & Masculinities, Gender & Society, and Psychology & Sexuality).
 Completed book reviews/book proposal reviews (Polity Books, W.W. Norton, Oxford University Press, Rutgers University Press, and New York University Press)
 Invited selection committee member for the American Sociological Association Jessie Bernard Award
 Past-Chair, Sexualities Section, American Sociological Association
 Chair, Nominations Committee, Sexualities Section, American Sociological Association
 Member, Task Force to Review Section Leadership, Membership, and Awards, Sexualities Section, American Sociological Association
 Founding Member, Local South Carolina chapter of the Scholars Strategy Network (SSN)
 SUZANNE SWAN
 2 journal publications in 2020
 1 book chapter published in 2020
 1 article in press from 2020

4 articles currently under review

Delivered invited talks at two other universities:

"Queering Families in the Twenty-First Century." Invited speaker for Joanne Smith-Darden and Heather McCauley's hybrid class on Family and Community Violence at Michigan State University, East Lansing, Michigan. February, 2021.

"Queering Families: The Postmodern Partnerships of Cisgender Women and Transgender Men." Invited speaker for Naomi Simmons' seminar on family and society at Newberry College, Newberry, South Carolina. April, 2020.

Invited external research grant reviewer for the Health Research Council of New Zealand

Editorial Board member for the following five academic journals: Journal of Homosexuality, Journal of Marriage and Family, Sociological Forum, Fat Studies, Socius

Advisory Board member for the NICHD-funded study, "Mechanisms Underlying Gender and Sexual Minority Health Disparities in the United States" (PI: Claire Kamp Dush, University of Minnesota; R01 HD094081-01A1; \$2,300,000)

Invited external reviewer for a promotion and tenure case at the University of California-Riverside.

Co-I on the study, "Pregnant Men: An International Exploration of Trans Male Experiences and Practices of Reproduction. Grant awarded by: Economic and Social Research Council, United Kingdom. Grant total: £502,102, approximately \$670,000; PI: Sally Hines, University of Leeds (UK); Co-Is: Carla Pfeffer (US); Francis White (UK); Damien Riggs (AU); Elisabetta Ruspini (IT).

Received a grant from the VP for Research Racial Justice and Equity Fund.

Received grant for Justice Theme Semester from CAS

The WGST Program sponsors and co-sponsors 10-20 educational events that are open to undergraduate attendance each year. The WGST Program significantly expanded its number of online course offerings in 2020, aiming to develop a fully-online WGST BA degree track option over the next year or so. This will expand the number of students for whom a WGST BA major or second major is possible by creating more flexible options for today's busy students as well as addressing campus classroom capacity issues. We have grown our major significantly (quintupled since 2018). We continued to update undergraduate curriculum, introducing additional classes and promoting existing courses, to encourage more second majors and we doubled our numbers of minors in 2020. WGST faculty agree to supervise a number of independent study courses (without compensation) to facilitate our undergraduate students' degree progress. WGST provides one-on-one faculty academic advising for undergraduate majors twice each year and did so virtually in 2020 due to the COVID pandemic. We formally recognize our graduating WGST students, fellowship/scholarship award winners, and showcase the projects of WGST 499 students (research poster displays) via our newsletter, which is published digitally each semester. All core faculty teach cross-listed courses in their respective fields, often thus recruiting students to the major, a second major, or minor. WGST participated in virtual recruitment events over the summer and developed recruitment and retention materials to distribute to potential and current students. Our program offers membership opportunities for WGST students to join the National Women's Studies Association. The WGST Program offers an annual undergraduate student recognition award, the Arney Robinson Childs Student Award (\$250). We are in the process of developing a more content-driven website as a recruitment and retention tool that includes spotlights on WGST alumni and student research. We are also reviving our social media outreach efforts. The WGST Program sponsors and co-sponsors 10-20 educational events (focusing on research, teaching, and/or service) that are open to graduate student attendance for professional development each year. All core WGST faculty teach crosslisted courses in their respective fields, often thus recruiting students to the certificate program. WGST faculty agree to supervise a number of independent study courses (without compensation) to facilitate our graduate students' degree progress. We developed and revised colorful new graduate foldout brochures for information and recruitment. We are also in the process of developing a more

content-driven website as a recruitment and retention tool for graduate students that includes spotlights on WGST alumni and student research. Our Graduate Program Director engages in ongoing discussions with graduate directors in other programs to work to recruit students with joint or tandem offers. We generated and submitted course proposals for several new graduate courses. The WGST Program offers four annual graduate student research and teaching awards: the Harriott Hampton Faucette Award (\$500) for research (offered twice per year), the Emily Thompson Award (\$250) for research, and the Women's and Gender Studies Teaching Award (\$250) for teaching. We recognize winners of these awards in our digitally-published newsletters that are released each semester. The WGST Program serves as an institutional co-sponsor of the Duke Feminist Theory Workshop, which is attended by a number of our graduate students. Our program offers membership opportunities for WGST students to join the National Women's Studies Association.

DRUE BARKER

Served on the WGST Graduate Committee

DAWN CAMPBELL

WGST Undergraduate Committee Member

KATHRYN LUCHOK

Put information about majoring/minoring in WGST and in my cross listed courses also information on becoming an ANTH major/minor on my syllabi, announce that in my classes and also gave out WGST brochures in classes. Teddie Meir became a WGST major because she took WGST 112 with me. My honors students regularly take additional classes with me and I am approached regularly by undergraduate and graduate students interested in reproductive health. Our Child's awardee for 2021 Emily McBryde became a WGST major after taking Global Women's Health her freshman year.

I involve students in all of my research projects, and I think that is excellent training for them and aids in retention as they get excellent research mentoring and experiential learning opportunities. I involve them in all aspects of research and also allow them to spin off their own projects using my data.

In 2020 I wrote 12 recommendation letters for a variety of student applications: scholarships, awards, internships, law school, medical school, graduate school and employment. I wrote Rosa Weiss' recommendation for a Truman and she is now a finalist for that prestigious award.

KATHRYN LUCHOK is approached regularly by undergraduate and graduate students interested in reproductive health. Elizabeth Collins applied for the WGST Graduate Certificate because she wanted to work with me.

ED MADDEN

Faculty director, Adventures in Creative Writing (summer workshops for middle and high school students), Carolina Master Scholars Series, USC. Scheduled to direct and teach in Adventures in Creative Writing summer program, Carolina Master Scholars Series, summer 2020, but cancelled due to Covid.

EMILY MANN

Served as WGST Associate Program Director, submitted undergraduate curricular documents and completed assessment materials for the undergraduate major

Served as WGST Associate Program Director, submitted graduate curricular documents and completed assessment materials for the graduate certificate

LEAH MCCLIMANS

WGST Graduate Committee member

STEPHANIE MITCHEM

Served as the WGST Undergraduate Program Director

CARLA PFEFFER

Committee chair for 2 senior honors thesis committees and member of 2 additional committee

Served as the faculty proponent for 10 course/curricular change proposals in the APPS system, most of them focused on expanding options for course online delivery for WGST students

Filmed interview on my research for a promotional video series
Supervised 4 independent studies (3 undergrad and 1 grad)
Attended university student recruitment events over the summer on behalf of the WGST Program
Created welcome and interest letters for those entering or interested in the WGST Program
Worked to recruit 3 students to the Sociology Ph.D. program and WGST Graduate Certificate Program
Member of 4 masters thesis committees
Member of 7 doctoral dissertation committees
Piloted a collaborative research project with a graduate student to enhance student learning and engagement through the incorporation of social media
Assisted in the resolution of an incomplete grade for a student who received an Incomplete from a graduate student instructor who is no longer with the university. Completed an independent study with the student, graded their work, and entered a final grade to resolve the incomplete.
Created recruitment materials for the WGST undergraduate BA program and the WGST Graduate Certificate
Created and disseminated WGST Program newsletters each semester to aid in student recruitment and retention
Served as a PI and Co-I on two projects with a graduate student that were funded by internal grants (through CTE and the Office of the Provost/SPARC)
Held regular meetings with undergraduate and graduate mentees
Media Interview: "'This is Not a Settled Matter': USC Joins in Pushback Against ICE Directive." (2020, July 13). By Nick Sullivan of The Daily Gamecock.
<https://www.dailygamecock.com/article/2020/07/sevp-pushback-sullivan-news> See also slide 11:
<https://www.dailygamecock.com/gallery/faculty-condemn-ice-gallery>
Recruited new graduate students, helped them apply for fellowships (e.g., SREB doctoral scholars program fellowship).
Worked with 3 graduate students to meet program milestones
LAUREN SKLAROFF
Served as the WGST Graduate Program Director
SUZANNE SWAN
WGST Undergraduate Committee member

FACULTY DEVELOPMENT ACTIVITIES

African American Studies

- The faculty in AFAM Studies continue to take advantage of regular faculty meetings to discuss research and exchange ideas about classroom strategies. In addition, the individuals below have contributed to larger faculty development efforts at the college:
- Qiana Whitted, Co-Facilitator, College of Arts & Sciences, Faculty Development Program
- Seulghee Lee, Faculty Fellow, Center for Integrative and Experiential Learning
- Deena Isom, Teachable Moments: Bringing the Real World to the Classroom. College of Arts and Sciences' Incubator for Teaching Innovation
- Deena Isom, Diversity Across the Classroom. Center for Teaching Excellence
- Deena Isom, INCUBATE Presents: Not Just Fun and Games: Using Role-Playing Games in the Classroom, University of South Carolina College of Arts and Sciences' Incubator for Teaching Innovation
- Kimberly Simmons, Participant, Diversity and Inclusion Mid-Career Faculty Development Program, University of South Carolina

Anthropology

November 2020 all Anthropology faculty were required to attend a Structural Racism and Anti-bias workshop facilitated by Jennifer Gunter during the scheduled November faculty meeting. Anthropology faculty have had robust participation in both of the CAS sponsored junior (two of three faculty report participating) and mid-career faculty development programs (three report participating). Four faculty report attending three or more CTE sponsored webinars to prepare for online teaching and some have even undertaken certification in some of the programs offered as certificates of completion. Sharon DeWitte completed the Teaching Toward Inclusive Excellent (TTIE) Certificate and Jennifer Reynolds will have completed certification in TTIE before the end of Spring 2021. Katherine Goldberg has by far been the most active in pursuing professional development opportunities in teaching. She attended the Oktoberfest Teaching Workshop, completed Safe Zone Training as well as completed Teaching Towards Inclusive Excellence Certification, Getting Started Teaching Online Shout Course (6 weeks), SC Welcome Table Race and Reconciliation Group training, the Virtual Reality 360 video training workshop and participated in UofSC's Race and Reconciliation Equity Summit. She is moreover working towards completion of CTE's Fostering Proactive Learning Environments and Mental Health and Well Being Certificates. Courtney Lewis also recertified her CITI training (ethical treatment of human subjects training, required for eIRB).

Biological Sciences

Faculty development efforts in the past AY have focused on:

- 1) improved mentorship of junior faculty;
- 2) increased awareness of all faculty with respect to issues related to Equity, Diversity, and Inclusion (EDI);
- 3) continuing communication and efforts towards establishing a 'normal routine' in light of the Covid-19 pandemic.

With respect to mentoring, several research groups have initiated grant review/presentation panels or seminars where research proposal aims are presented and critiqued. These have proven useful for both junior and senior faculty, and in terms of crafting competitive grants. We continue to work towards providing opportunities for professional development for our non-tenure track faculty, including the development of clear guidelines for promotion. Efforts aimed at issues related to EDI will be described in that subsequent section. During this year of Covid-19 related restrictions on gathering we have

continued our weekly seminar series by Zoom. For this, we encouraged faculty from inside and outside the department to give presentations. Attendance was high - even better than our in-person seminars as many could join without being on campus.

Chemistry and Biochemistry

1. Each junior tenure-track faculty member is assigned a tenure-track faculty mentor
2. All non-tenure track faculty are assigned non-tenure track faculty mentor and a tenure-track faculty mentor
3. Linda Shimizu has been leading a Mid-career faculty development program
4. The department encourages and pays for junior faculty to attend faculty development programs offered by their scientific professional programs such as the ACS

Criminology and Criminal Justice

Faculty members delivered and/or participated in workshops to build pedagogy and to enhance inclusiveness of diverse students and colleagues.

Earth, Ocean and Environment, School of

Given the large number of assistant professors in the SEOE right now, our major faculty development efforts have been focused on mentoring. Each assistant professor is assigned a faculty mentor with a similar research program. We also typically assign a second mentor, which for joint appointments means a mentor in their other department or another (tenured) joint appointment in the SEOE, or for other faculty is commonly an informal mentor, to ensure that assistant professors have more than one avenue of communication.

Our Diversity Committee is also planning a DEI workshop for Fall 2021 to help faculty better incorporate DEI issues into their research, teaching, and mentoring.

English Language and Literature

- Promoted two associate professors to full (Tracey Weldon and Michael Dowdy); tenured and promoted an assistant professor (Hannah Rule); one assistant professor put forward for tenure and promotion.
- Nominated Nikky Finney for a Carolina Distinguished Professorship.
- Nominated David Greven for a Russell Award, which he won.
- Supported two newly tenured faculty for McCausland fellowships (Sam Amadon and Hannah Rule)
- Retained current levels of support from college for two journals currently housed at UofSC (Enculturation and Philosophy & Rhetoric).
- Sponsored Zoom lecture by faculty Morrison fellow (David Greven).
- Publicized department events on website, Twitter, and new Instagram account (added in November).
- Regularly circulated information regarding internal and external grant opportunities.
- Launched a formal mentoring-networking program for tenure-track assistant professors, in addition to promoting access to National Center for Faculty Development and Diversity (NCFDD) Faculty Success Program, via CAS.
- Sponsored honorariums to support faculty inviting scholars to their graduate and undergrad classrooms.
- Held a series of Zoom meetings with faculty to detail challenges and ideas/plans related to the department's five strategic goals.
- Many of our regular faculty development activities were postponed due to covid (travel support to conferences, for example, as well as reception for authors publishing books in 2020).

Film and Media Studies

Lecturer Kelly Wolf was our most active participant in Faculty Development efforts. Wolf and Mark Cooper completed a CAS initiative for INDEV Course Development for FAMS 300. Wolf also completed a second CAS initiative for INDEV Course Development for FAMS 110 with Lauren Steimer. Both efforts lead to the successful development of two INDEV-approved classes with rave reviews from students in Wolf's evaluations.

FAMS actively participated in group mentorship efforts on online learning by providing lecture recording and Blackboard media compression advice not only to each other but also to the university community at large. In particular, Steimer provided a lecture to all University faculty via Office.com on how to record their lectures using Apple Keynote and how to share them via Office.com. Minett provided technical support to all FAMS faculty members on media digitization efforts for online learning.

Geography

Meredith DeBoom (Geography), NSF Summer Course on Grant Writing in the Social, Behavioral, and Economic Sciences

Michael E. Hodgson (Geography), North Carolina sUAS governmental operating permit

Global Studies

We hosted a number of Global Core Faculty meetings, where we discussed challenges in research and teaching for faculty and provided a forum for exchange of ideas.

History

After a COVID hiatus, we have again begun including a professional development segment in our monthly History faculty meetings. Thus far we have had presentations on USC SHS mental health resources (Marguerite O'Brien) and CAS development (Rebecca Lancaster and Erin Eigenbrot). Many of History faculty members participated in CTE or Incubator training when we pivoted to online instruction last March.

Atlantic History reading group for faculty and graduate students

History of Science and Technology reading group for faculty and graduate students History Center's regular Works in Progress events feature faculty and graduate students presenting publicly and getting feedback for future publications

History Center faculty panels on subfields in history

Departmental allocation of \$1500/year for faculty to attend conferences (paused in March 2020 because of COVID)

\$1k allocation to faculty for each published monograph

Institute for African American Research

IAAR doesn't have any dedicated faculty lines, however, we are working to create an IAAR Faculty Fellows group. This interdisciplinary group would work with graduate students focusing on a particular theme each semester. This initiative would include a symposium and working paper series on the IAAR page of Scholar Commons. We established the page but need submissions:

<https://scholarcommons.sc.edu/iaar/>

We would like to have postdoctoral fellows in the Institute (partnership with the College).

Institute for Southern Studies

Mark Smith served as a member of the Michael J Mungo Graduate Teaching Award Committee; as a

member of the Dean's Advisory Group; as Faculty Mentor to Professor Myisha Eatmon (History); nominated his colleague in History, Nicole Maskiell, for a Breakthrough Award, which she won; and chaired the History Department's Executive Committee which produced the Department's Self-Study. Mindi Spencer served as in an ongoing leadership development as part of the Executive Board of the Alliance of Leadership Fellows (see <https://allianceofleadershipfellows.org/team/>).

Languages, Literatures and Cultures

We strive to make LLC an environment in which faculty can easily find opportunities to voice their needs and grow their scholarship. We use the following methods to encourage this:

Department Meetings (2 per semester)
Departmental Research Awards
Departmental Teaching / Course Development Awards
Instructor Town Hall
TT Faculty Town Hall
Chair meetings / lunch with pre-tenure faculty once per semester
Chair meetings / lunch with tenured faculty
Distinguished Scholar Lecture Series
Faculty Mentor Program
Workshop Opportunities
Travel funding and support
ACLA Conference @ USC

Mathematics

1. Department Held Seminars: The Department holds 5 different seminars on a semi-weekly basis in the areas of Algebraic, Geometry, & Number Theory, Applied & Computational Mathematics, Discrete Math & Combinatorics, Number Theory, and Topology.
2. Department Held Colloquia: Math department have invited 8 external professors to speak at the department colloquium (physically or virtually) in 2020.

McKissick Museum

McKissick's professional staff participated in a wide array of post-COVID webinars for museum professionals. Among them were the following:

- 5/14/20 - "Continuity of Operations Planning ", Association of Registrars and Collections Specialists, Emergency Sub-Committee
- 5/20/20 - "Museums Beyond Reopening: Thriving in Your New Normal" Texas Historical Commission
- 5/26/20 - American Alliance of Museums virtual conference
- 6/5/20 - "Reopening Plans in Action", Southeastern Museums Conference

Curator of Collections participated in the Museum of Early Southern Decorative Arts Summer Scholar Series in July 2020. The 4-week program included lectures and readings focused on 4 significant historic regions of the south and the decorative arts traditions associated with those regions. Given Cicimurri's academic training has been in paleontology and McKissick's collections are strong--not only in natural science--but in southeastern material culture and decorative arts, this training supported her professional development in key areas relevant to her ability to oversee undergraduate interns and graduate assistants in the study and interpretation of objects in the collection.

Faculty Curator Dr. Lana Burgess took advantage of the COVID-19 pandemic to participate in a plethora of professional development activities. These can be categorized as 1) conferences and programs to share in the public discourse on academic museums and to keep McKissick Museum a part of the conversation, 2) webinars and programs to learn about changes and challenges to the museum

field because of the pandemic and the continuation and resurgence of the Black Lives Matter Movement, 3) enrolling in courses on campus to increase my aptitude for teaching online, and 4) offering introductory tutorials and conversations for using the Reacting to the Past immersive role-playing pedagogy through the Incubator for Teaching Excellence and in serving as Game Master during Christian Cicimurri's sections of Geology 101 in the fall of 2020.

Burgess also completed 1) a 2-year fellowship with the CAS Incubator for Teaching Innovation in May 2020; 2) a three-year position as Member-at-Large for Professional Development on the Board of Directors for the Association of Academic Museums and Galleries; and 3) the Center for Teaching Excellence's Carolina Online Learning and Teaching (COLT) Certificate of Completion program in fall 2020.

Philosophy

Anne Bezuidenhout attended a Linguistic Society of America-sponsored mini-course on Running Web-based Experiments; Patrick Brissey took Technology for Online Teaching and Learning Certificate of Completion, a 6-week course on integrating technology for online course delivery, with CTE and Carolina Online Learning and Teaching (COLT) Certificate of Completion. Leah McClimans took part in a webinar on the ethics of COVID-19 at the University of San Francisco.

Physics and Astronomy

1. Faculty mentors for junior faculty
2. Monthly faculty meetings
3. Colloquium series
4. Departmental gatherings (prior to COVID-19)
5. Departmental teaching incubator
6. Financial support for presenting at conferences

Political Science

Our faculty development efforts focus primarily on junior faculty. We pair all assistant professors with a more senior individual in their field, to provide mentoring throughout their time at UofSC, until they achieve tenure and promotion to Associate Professor. Additionally, the department encourages all faculty, regardless of rank, to participate in the various development programs offered by the College. For example, over this past year 4 faculty members have attended the College's workshops on diversity and inclusion.

Psychology

The Psychology Department supports the professional growth of faculty members by ensuring that all members are supported at different levels based on their unique needs. Junior faculty members are paired with senior faculty members who serve as mentors for both research productivity and pedagogical guidance. Some senior faculty members who are grant funded are given course releases so that they may concentrate on their research. We have recently established a Departmental Director of Research who coordinates the research support in the department and we are working with the college to bolster pre-award support for all faculty members. The Psychology Department also supports faculty sabbaticals which allows faculty to achieve personal goals which could not be reached under the demands of regular university duties. From spring 2020 to Spring 2021, 5 faculty members have taken a sabbatical. When the COVID pandemic arose in Spring of 2020, faculty members helped one another transition to online teaching and the more technologically adept professors provided substantial guidance to the rest of the department.

The Psychology Department also supports the personal development of faculty members by raising

awareness of mental health issues and supporting faculty members when they have personal or family needs come up. We have built a cohesive team which is intentional about our focus on collaboration and camaraderie. For example, we hosted socially distanced picnics on the horseshoe to help alleviate feelings of isolation and loneliness during the pandemic.

Religious Studies

As a unit, RELG held 2 faculty development events, both about pedagogy. As individuals, faculty were involved in a total of 12 different faculty development events; events included topics such as pedagogy, online teaching, anti-racist teaching, departmental leadership, and crisis management. We plan to continue the unit-sponsored events and individuals will likely continue with their own professional development through attending sessions or leading them.

ROTC, Navy

Faculty attend Teaching in Higher Education course sponsored by the Department of the Navy and United States Naval Academy.

Participate in regular General Military Training

Sociology

Covid greatly limited these efforts and activities this year. But individual faculty members continued to take part in other faculty development activities. For instance, Pfeffer completed all sessions for the CAS Faculty Mid-Career Mentorship Program, participated in the the Sexual Trauma Services of the Midlands' "Self Care and Healthy Workplaces" workshop, and attended a "Crafting a Pitch for The Conversation" workshop.

South Carolina Institute of Archaeology and Anthropology

All faculty encouraged to attend USC functions for growth and enrichment.

Covid shut down most opportunities for professional and personal development

Statistics

Most of our efforts are directed towards nurturing our Assistant Professor cohort. This is done through an excellent mentoring program. Unfortunately, our department is very short staffed at upper levels, so I fear this mentoring program may suffer as a result.

Theatre and Dance

Our department has a longstanding tradition of encouraging and supporting the professional development of our faculty. We believe that the continuous professional development of our faculty is essential to the services that we offer to our students. Our field is always changing and working with new forms and technologies. To make our students ready for future careers in this field, our faculty must continue to grow in their personal competencies and make the connections that can benefit our students. As a result, we are committed to supporting our faculty's professional pursuits and work with them to allow them to further continue their professional work. In many cases, this has brought incredible opportunity to our students. In our graduate program, students are often able to accompany their supervisors to work at professional theatres across the country, providing them with networking opportunities and professional experiences at top theatres. In other cases, faculty development experiences have led to collaborations with exceptional guest artists from around the world with our students in Columbia. It has even led to the development of a new theatre space and a collaboration with a world renowned Shakespeare company. In addition, professional memberships, certifications, and courses have directly benefitted our students in the classroom where they are given insight into our industry and taught the latest techniques and developments in the field.

Visual Art and Design, School of

Since March 2020, many SVAD faculty have been occupied with course development. Kathleen Robbins attended trainings and discussions hosted by the Society for Photographic Education and Fotofika and has been in conversation with colleagues about the remote and scaled back teaching of photography. Peter Chametzky worked with Instructional designer and the CTE team to develop an INDEV approved version of ARTH106. Northrop Davis attended CTE training for online teaching; Media Arts faculty have further integrated Microsoft Teams and Stream into their courses, particularly for the delivery of streaming video and submission of student assignments. Lana Burgess and Naomi Falk have completed the Center for Teaching Excellence's Carolina Online Learning and Teaching (COLT) Certificate of Completion program.

Several professors engaged in internal professional development activities offered through UofSC. Meena Khalili fulfilled requirements for New Faculty Academy certificate and recognition from Provost's Office. Lauren Steimer participated in Welcome Table, CMS Technical and Style Training, Travel and Expense Proxy Training, and LEAD training. Carleen Maur attended a workshop given through the Spring 2020 Faculty Development Program. Lana Burgess finished a 2-year fellowship with the CAS Incubator for Teaching Innovation in May 2020. As part of the Incubator for Teaching Innovation, Olga Ivashkevich attended a small group faculty interview on the importance of student agency and innovative approaches to teaching.

Faculty sought many external professional development activities during the 2020-2021 reporting term, especially those centered upon diversity, equity, and inclusion. Meena Khalili attended a four-week intensive training through the World Trust Social Justice + Equity Movement Building in Fall 2020. Khalili, Evan Meaney, and Carleen Maurer also attended a week-long intensive training on diversity, equity, and inclusion in the academic space entitled Academics for Black Survival and Wellness. Khalili also attended a long list of conferences between summer 2020 and early 2021, including: the Where Are The Black Designers Conference, World Interaction Design Conference, Adobe MAX Creativity Conference, College Art Conference, Southeastern College Art Conference, Hoffmitz Milken Center for Typography Conference, AIGA National Design Conference, and the In/Visible Talks Conference. The pandemic afforded many SVAD faculty with opportunities for professional development within their unique fields/specialty areas. Lana Burgess finished a three-year position as Member-at-Large for Professional Development on the Board of Directors for the Association of Academic Museums and Galleries. Northrop Davis attended various online panels, such as the ones Netflix presented recently on writing for children's television, writing for animation, and others on pitching media projects online. Many faculty report attending online presentations/panels by people prominent in their fields that would have previously been unavailable to them.

Women's and Gender Studies

WGST PROGRAM

Each year, all WGST core and teaching faculty receive travel funding subsidies to support their travel to domestic and international research conferences. Because of the COVID pandemic, faculty members received professional development to support their research and teaching in other ways. The WGST Program offers WGST Faculty Affiliate opportunities to any UofSC faculty who wish to affiliate and who are conducting research, teaching, and/or service related to the goals and mission of the WGST Program. Each year, the WGST program offers three faculty teaching and research awards: the The Josephine Abney Faculty Fellowship Award (\$5,000) for research, the Carol Jones Carlisle Faculty Award (\$1,000) for research, and the Women's and Gender Studies Teaching Award (1,000) for teaching. The WGST Program sponsors and co-sponsors 10-20 educational events (focusing on research, teaching, and/or service) that are open to faculty attendance for professional development each

year.

DRUE BARKER

Served as Tenure and Promotion Chair in the WGST Program

KATHRYN LUCHOK

Attended CTE Oktoberbest, Oct. 2020

Attended CTE workshops:

What Students Want in an Online Course on 1/25/2021.

Reimagining Student Engagement in an Online or Hybrid Course 9/9/2020

HyFlex Course Delivery: A Practical Guide, 8/11/2020

Classroom Behavior in the COVID-19 Environment: A Practical Guide, 8/6/2020

Exploring Different Methods for Assessing Student Learning, 7/30/2020

Providing Feedback to Students Using Bb Annotate 7/31/2020"

Blackboard Collaborate Ultra 7/15/20

Virtual Drop-in Session: 3 Tips for Communicating with Students in Online Courses 7/6/2020

Attended 2 day workshop on transferring online for feminist pedagogy, sponsored by Ms. Magazine, June, 2020

ED MADDEN

Took the following CTE courses to improve my online teaching:

Tips for Teaching an Asynchronous Online Course (5/18/20)

Taking It to the Streets: Experiential Learning in Online Courses (6/3/20)

Design: Planning an Online Course (6/9/20)

Develop: Building an Online Course (6/16/20)

Deliver: Teaching an Online Course (6/23/20)

Providing Feedback to Students Using Bb Annotate (7/21/20)

Completed an online workshop on queer writing - Queer Bodies, Queer Forms (July-Aug 2020) with Cooper Lee Bombardier. Beneficial for my writing and my teaching.

STEPHANIE MITCHEM

Served on the University Committee for Tenure and Promotion (UCTP)

CARLA PFEFFER

Completed all Fall 2020 and Spring 2021 sessions for the CAS Faculty Mid-Career Mentorship Program Pipeline for Academy Leaders (PAL) Fellow

Participant in a "Confronting the Canon" workshop

Attended American Education Research Association's Brown lecture in Education Research on segregation and the pandemic

Participated in the Sexual Trauma Services of the Midlands' "Self Care and Healthy Workplaces" workshop

Attended a "Crafting a Pitch for The Conversation" workshop

SUZANNE SWAN

Completed several CTE trainings

STUDENT RECRUITMENT ACTIVITIES

African American Studies

Professor Deena Isom has taken part in Admitted Student Day Recruitment Events as a faculty panelist. Deena Isom and Qiana Whitted also gave a talk for high school students at Dreher High School AP Research class.

Anthropology

Our current recruitment strategies rely heavily upon professional networks with our highly visible and diverse faculty which currently reflect the composition of the regional population. Where we are lacking is in international faculty and students, and recruitment of international students has been especially challenging during the years of the Trump Administration targeted travel bans and anti-immigration policies made only worse under COVID. For two years in a row the current strategies have resulted in pools of internally diverse applicants for anthropology which is a major goal in support of our teaching and research mission, though the applicant pools have not always been equally competitive across all subfields. We have used College funds for recruitment to arrange campus visits and pay for some of the travel before the COVID travel ban. When students could no longer travel we set up remote meetings. This, combined with our successes in securing funding from other sources including McFadden, Presidential and CAS stipends for incoming students has been tremendously helpful in attracting students here, though we also consistently lose out to programs that have more money for graduate stipends and provide guaranteed support of 10,000 per student for PhD field research.

The last few years we've had more MAs than MA/PhDs or PhDs accept which has shifted from our pattern in the past which had a better mix of PhD and MA/PhDs. 2020 we recruited three males and one gender nonconforming student. Of these four, one was White, one African American, one Native American, and one Latinx student. Those efforts appear to have skewed toward admitting more male students though overall our anthropology graduate student body is 45% female 40% male and 15% trans/gender nonconforming. 2021 recruitment is proving to be equally diverse though we have more competitive MA/PhD students who we hope will accept the three slots we have available. The track which we have not yet had any successful recruitment to is the new MA professional track in archaeology. This program is brand new and coincided with the arrival of COVID-19. We anticipate that once the vaccination rates are widespread and faculty are able to travel to regional meetings it will be easier to spread the word about this new terminal professional track opportunity.

Biological Sciences

Our faculty regularly engage in undergraduate recruitment activities that the College of Arts and Sciences and the University hold, including Admitted Students Day for both Carolina and McNair Scholar programs. Faculty are also engaged in community programs that helps to expose high school students to role models and introduce them to the University and careers in Biology. In addition, many of our Non-Tenure Track Instructional faculty participate in weekly Biological Sciences Informational Sessions for prospective students and their families where they are introduced to the Biological Sciences Department, curriculum requirements, experiential learning initiatives, outreach opportunities, community involvement, undergraduate research opportunities, etc. The number of these was obviously lower this year due to Covid restrictions.

Graduate student recruitment is a major effort in the department. To strengthen our pipeline for graduate student matriculation, Dr. Bert Ely runs the NIH-funded PREP scholars program that provides post-baccalaureate training to underrepresented minority students, focusing on preparing these students for doctoral programs in biomedical research. Further, we have a 'speaker pool' from our graduate faculty for regional colleges and universities to raise awareness for our graduate program - this effort will take time to develop but is a worthy one and highlights UofSC Biological Sciences research programs across

the region. ("Visits" this year have all been virtual).

This is the first year that our department has taken applications since we voted to drop the GRE requirement. We hope that this will increase our pool of graduate applicants and help to increase diversity. It is difficult to tell whether this is effective yet due to the complicating factors of the global pandemic. We conducted our graduate student recruitment visits by Zoom this year. This consisted of small groups of applicants who met together with the Graduate Director, Grad Studies program coordinator, a graduate student representative, and the Chair; then later with individual PIs depending on their research interests. Hopefully next year we can resume our normal Recruitment Days visits.

Chemistry and Biochemistry

1. In the Spring and Summer, the Undergraduate Director (Leslie Lovelace) and our First Year Advisor (Lorie White) host a weekly session for visiting prospective undergraduate students who are interested in our Chemistry or Biochemistry (BMB) majors.
2. Each spring the department host a graduate student visitation weekend to recruit prospective students. This year due to COVID the visitation is virtual but have scheduled two separate 'visitation' weekends: Feb. 19 & 20 and March 12 & 13. The first was attended by 20 students. We expect a similar attendance for the second weekend. The virtual format has one benefit. International students who are not in the US were able to attend for the first time.
3. The department sponsors graduate recruiting trips by faculty to universities, colleges, and conferences. This year the trips were limited. However, there were:
 - Virtual graduate recruiting 'visit' to University of Akron 12/2020
 - Graduate recruiting visit to MTSU (2/2020)

Criminology and Criminal Justice

Faculty and advisors met with prospective undergraduate and graduate students and parents throughout the period. Beginning in March, we also expanded opportunities for virtual meetings. The Department submitted applications for graduate assistantship recruiting enhancements from the College of Arts and Sciences and the Presidential Fellowship.

Earth, Ocean and Environment, School of

Many SEOE faculty regularly participate in College of Arts and Science Admitted Student Days, Open Houses, and Honor College social events. In addition, our Undergraduate Office supports significant recruitment activities:

- In April 2020 we created the virtual undergraduate tour of the SEOE with Mark's assistance. Virtual tour links are posted with the USC Visitor Center for sessions with the SEOE, posted on the SEOE website, and included in all emails I sent to prospective students (I had 2 UG email signatures - one for current students with COVID, financial and registrar links and one with sentence and link to our virtual tour and the COVID pledge any prospective, transfer or new students changing majors and the signature I used with most faculty & staff and USC admin emails.
- The Visitor Center keeps track annually of their number of visits and those that sign up to meet with us. Not sure if they had any internal tracking of hits on our links on their websites.
- We sponsored a weekly Q & A session via Zoom (but not well attended - maybe 4 sessions total).
- Write extended email responses to inquiries about the degrees and returned phone calls from parents about the program or visits.
- Work with Dean's office (Claudia) to make sure all students admitted get an email re: scholarships, etc.
- Katherine Ryker conducted polls in GEOL 101 and 103 classes which had recruiting efforts in mind (ask her about these to see if they continued when we went virtual).
- For graduate student recruitment for summer / fall 21 admission we hosted a virtual recruitment

event. 40 students from the US and several countries participated in 3 online recruitment meetings over 4 days. These meetings were in addition to one-on-one meetings arranged by potential advisors with selected faculty and students. The first recruitment meeting involved the Graduate Studies director and several SEOE faculty. There was a presentation about the SEOE graduate programs, UofSC, and resources for student success. Subsequently the students and faculty were split into smaller groups based on program interest to facilitate meaningful discussions and Q&A./ A second meeting was led by the SEOE Graduate Student organization. The graduate students used the online platform "Wonder" which allows participants to move around a virtual space and interact one on one or in small groups with all other participants.. This meeting format allowed the prospective students to meet the current graduate students in a more relaxed atmosphere and discuss in more detail relevant items .A third "exit"interview between the Graduate Director and the prospective students took place to address any outstanding questions and provide guidance for the next steps of recruitment process and admission.

English Language and Literature

Undergraduate Recruitment and Retention

- Increased publicity and webpage accessibility for undergraduate students, including Alumni page and more spotlights on undergrads and alumns.
- Added an Instagram account, geared to undergraduate students.
- Supported annual undergraduate conference-cancelled because of COVID-19.
- Supported and publicized three undergraduate majors landing Fulbright grants.
- Supported a full array of undergraduate awards for our top students.
- Supported successful Magellan applications and award management.
- Publicized two new minors, one in Creative Writing and a second in Professional Writing and Communication designed to appeal to Business majors.
- Closely monitored FYE enrollments in fall and spring to ensure sufficient sections of ENGL 101 and 102 to meet student demand from incoming class. Hired TFACs in summer to cover added sections.
- Supported GTAs in FYE classes with orientation and ongoing mentoring throughout year
- Facilitated online advising (re COVID 19) by digitizing undergraduate and graduate files.

Film and Media Studies

Both Laura Kissel and Lauren Steimer have actively engaged with prospective FAMS students via online meetings and mentorship sessions in the last year.

Geography

1. Prospective Graduate Student Preview Event (admitted students invited to department to meet faculty and to learn about program and UofSC). Held online in 2020.
2. Undergraduate Open House (students learn about geography as a discipline, our major, and research/internship opportunities). Held online in 2020.
3. We produce a flyer each semester listing Geography courses for Global Studies majors; we also produce flyers listing GEOG Carolina Core courses for the advising office.
4. We produce grad and undergrad program brochures and other recruitment materials.
5. We participate in summer Orientation at Russell House.
6. We engage in outreach with advisers of undeclared majors (e.g. brochures, flyers, invitations to open house, etc.)
7. We provided department support for the Geography Graduate Student Association (including financial support to bring career speakers, etc.).

Global Studies

We were extremely active recruiting students online. The Associate and Assistant Directors attended virtual admitted student days hosted by Flinn Hall. The Director also served on the Honors College scholarship selection committee, where several excellent students were informed about opportunities in Global Studies.

History

UNDERGRAD

- Department actively participates in transfer student orientations and promoting the History major to eligible students.
- Department's student-services staff (Pou & McNamara) available year-round for prospective student/parent drop-ins, and to field calls and emails from prospective students
- Prof. Adam Schor as summer Dean's Advisor

GRAD

- Repurposed CAS recruitment funds to provide 50 prepaid CollegeNet applications for MA and PhD candidates, thus removing financial impediment to applying
- Increased number and retained high quality of graduate applicants by continuing admissions activities even as peer and aspirant peers suspended admissions for 2021
- Replaced accepted student day with campus & community-wide Welcome/swag boxes sent to all admitted graduate students (February 2021)
- Suspended GRE requirement, relying instead on writing samples and recommendations
- Proactive fellowship nomination process - early identification of applicants who may qualify for awards and aggressive promotion of their fellowship candidacy for Grad School and CAS funds
- Current graduate students participated in recruiting new graduate students by communicating with prospects of similar interests

Institute for African American Research

We hired two graduate students (Grad Assistants) and two undergraduate students (Office Assistants). Other than that, we don't have opportunities to recruit students. In my role as a faculty member in Anthropology and African American Studies, and as a faculty fellow in the Honors College, I have the opportunity to meet with prospective students during the academic year. This gives me a chance to mention IAAR.

Institute for Southern Studies

Mindi Spencer's work with the South Carolina - Advancing Diversity in Aging Research (SC-ADAR) Program (details under "Section VII: Cross-unit Collaborations") has enabled me to work with Scholars of Color from our partner HBCUs on directed summer research. Some of these students have matriculated from their undergraduate programs and entered graduate school @ USC and MUSC, among others

ISS faculty has actively written letters in support of undergraduate Felicity Ropp for summer internships (2020) and given her access to the Southern Studies library to facilitate her research.

Matt Simmons and Mark Smith worked closely with Allie Trice to help her complete her Senior Thesis and prepare her for graduate school.

Mark Smith directed two MA theses and an Honor's College BA thesis in history: Michael Emmet: "Religion, Senses, and Remembrance: Brooklyn's Sumter Club in Postbellum Charleston, SC," MA thesis defended April 2020; Mark Smith directed an SCHC thesis: Ella Goulding, "A Sensory History of Sherman's March Through South Carolina," fall 2019-spring 2020, defended April 2020; Zoie Horecny-Anderson: "Robert Gordon's Witchcraft Book and the Transformation of the Upcountry of South Carolina," MA thesis defended November 2020. All three theses were written with a view to pursuing

southern history at the MA or PhD level at USC.

Languages, Literatures and Cultures

Languages Day - a fair where all language programs could present to high school students from around the state. Tables, concessions, speakers, and promotion materials were prepared. Scheduled to be held at the Russell House on March 19, but was cancelled due to the pandemic. Over 100 high school students registered to attend.

Representatives sent to Admitted Students Day

Brochures and representatives present at Placement Exams to encourage students to pursue language courses

French Program outreach to high schools, including theatre presentations

Linguistics

1. The LING program hosted a recruitment event for all admitted and waitlisted graduate students. 4 new PhD students decided to accept their offers from us. The program was also joined by 2 new MA students.
2. The LING program is very active and successful in nominating applicants to the program to the Presidential Fellowship, the CAS Graduate Enhancement fellowship, and the Bilinski fellowship.
3. The LING program regularly receives and responds to inquiries by prospective students and organizes individual visits before the start of the recruitment cycle.
4. The graduate students in the program participate regularly in student fairs and recruit undergraduate students to our courses and the graduate program.

Mathematics

Doctors Linyuan Lu (department chair) and Xinfeng Liu (Undergraduate Director) with other faculty members participated in both virtual and in-person events hosted by Admissions, the Honors College and the College of Arts and Science. During these events, the aforementioned faculty represented the Department in answering questions from prospective math majors and their parents.

Graduate Recruitment :

A total of 75 students applied to the UofSC Math Ph.D program for Fall 2020 admission. We admitted 40 of them, and 18 accepted our offer for an acceptance rate of 45%. The rate for the previous two years was 35%.

The DGS made efforts to recruit for the University's new Bridge to Doctorate program for URM students. Two applicants to the Ph.D program won BD awards. Unfortunately, neither student accepted our offer. One of the students went to U. Iowa, and the other took a gap year.

UofSC math was unable to offer on-campus visits to admitted students. However, the DGS held two online drop-in sessions for admitted students on Blackboard Collaborate. Current graduate students and the program administrator, Julia Clark-Spohn, assisted the DGS. The sessions were well-attended with 8 - 10 students attending each. The DGS also maintained regular but unobtrusive contact with admitted students via e-mail and telephone.

The DGS nominated the maximum number of students for the Presidential Fellowships; unfortunately, none of our nominees won. The DGS nominated the maximum number of students for the CAS Graduate Stipend Enhancement. Three students won the award, and one accepted our offer. We currently have one Presidential Fellowship winner and three CAS Fellowship winners in our program. The DGS participated in a virtual recruitment event via the Joint Mathematics Meeting in January. Recruitment fairs were fewer this year due to the pandemic.

Together with CAS Director of Communications Bryan Gentry and his team, the DGS produced a new recruitment brochure that could serve as a template for other units.

McKissick Museum

Dr. Lana Burgess has recruited and retained three students for the Graduate Museum Management Certificate program since March 2020. Burgess focuses her recruitment efforts on-campus. She provides departments with Program brochures to share with their MA/MS students; talks about the Program in new faculty orientation letters she annually sends out; and gives presentations at departmental orientations and admitted student days.

Philosophy

Jeff Turner participated in Admitted Student Days (Apr. 28, 2020 & May 19, 2020) and New Student Orientation (June-July 2020); Margaret Houck was an interviewer for the Honors College Top Scholars Program; various faculty met virtually with admitted graduate students in the Spring, in lieu of bringing them to campus, to recruit for fall enrollment.

Physics and Astronomy

1. Virtual booths at SESAPS and APS meetings
2. Online interviews with potential graduate students
3. CAS student ambassadors
4. CAS student spotlights
5. CAS alumni spotlights
6. Public lecture
7. Graduate student ambassadors for prospective students
8. Faculty participation in university recruitment events
9. Midway Physics Day (canceled in 2020 due to COVID-19)
10. Department visits for prospective students; unable to do in person because of COVID-19 but were able to conduct virtual meetings for interested students

Political Science

Our undergraduate student recruitment activities center primarily on supporting initiatives by the College and University. We have faculty representatives who attend the College's recruitment weekends and others who help recruit Top Scholars. Additionally, when individuals visit campus we try to make faculty available to meet with them and their parents. For graduate students we host a 'recruitment weekend' where individuals can visit campus, interact with faculty and current graduate students, and learn more about our doctoral and master's programs.

Psychology

The Psychology Department recruits and retains undergraduates by attending USC Prospective Student Day each fall and Admitted Students Day each spring. We talk to students and their families about the university and college as a whole, and then more specifically about the Psychology programs they are interested in and the benefits of obtaining a degree in our field

In order to attract and retain the best graduate students, the Psychology Department typically nominates students to receive additional funding through various mechanisms. For example, we nominate our top candidates to receive the Presidential Award from the Graduate School which entitles them to \$8,000 per year in additional funds. Furthermore, we encourage students to apply for scholarships through the Southern Regional Education Board (SREB) and we currently have one student who is fully funded by a SREB scholarship. In addition to nominating and encouraging our students to seek additional funding, we also plan activities and events to create a welcoming environment for our prospective students. We typically plan visiting day events in which the applicants can meet one another and talk with a large majority of faculty members and current students about the program and the environment in general. For the first time this year, we hosted a Virtual Open House on November 19th 2020 to recruit graduate

students and give them a chance to virtually meet faculty members. This was a great success as around 120 students attended and we were able to reach a greater audience due to the online format.

ROTC, Navy

1. Priority class registration for ROTC Midshipmen
2. An ROTC Living and Learning Community within the housing construct
3. Minor in Naval Science
4. Expanded operating hours of the Blatt Fitness Center
5. Security renovations to the ROTC building
6. Enhanced web site
7. Access to Athletic Dining Facilities and sports nutritionists
8. Access to dedicated Athletic Trainers and Physical Therapist services
9. NROTC Scholarship (Full tuition and fees plus monthly stipend)
10. Alumni scholarship which facilitates near in-state tuition rates for out-of-state students
11. Dedicated tutors

Sociology

Instructor van der Iest, who regularly teaches our online 101 courses developed a series of "mini documentaries" that involved interviews with faculty members. These professional-level videos are now being shown to students in her introductory courses. The reviews thus far have been extremely positive, with students noting that getting to know sociology faculty through these videos makes them much more interesting in taking courses from these faculty.

At the graduate level, most of our faculty are involved in recruiting prospective graduate students (e.g., via phone conversations after offers are made).

South Carolina Institute of Archaeology and Anthropology

Worked with Dept of Anthropology to support and recruit students for Masters in Archaeological Sciences program

Statistics

Drs. Tebbs, Wang, Hitchcock, Gregory, and Ho all participated in recruitment activities at the undergraduate level.

Theatre and Dance

Recruitment has been a top priority for our department. Despite the pandemic, our faculty have been able to complete a number of new recruitment activities in the past year to increase our major numbers. For example, our faculty developed a new initiative to support high school teachers with remote learning by offering virtual masterclasses with our faculty. Our faculty were able to support teachers in their time of transition while making a positive impression of our program and recruiting students to UofSC. Our faculty also created a series of uplifting videos highlighting the work of our current students that was used in recruitment campaigns for our department.

In addition, our faculty attended several virtual events to recruit future students. They attended virtual college days for arts programs across the state, such as the Fine Arts Center Greenville or the Governor's School of the Arts. They also conducted recruitment at the Southeastern Theatre Conference and the South Carolina Theatre Association. The heads of our graduate programs also recruited for our graduate programs at the University Resident Theatre Associations virtual events.

Visual Art and Design, School of SVAD GRADUATE PROGRAMS:

The Director of Graduate Studies (Andrew Graciano) allocated a portion of the Graduate Assistantship Budget to create "one-time SVAD recruitment stipend supplements" in a continued effort to recruit top-ranked applicants in its graduate programs. This has been successful in past years and is particularly assisted by other CAS and University initiatives.

In AY 2019-2020, the DGS authorized (with CAS consent) the use of about \$2000 of the CAS's \$4000 graduate recruitment budget to fund Instagram/Facebook sponsored posts advertising the graduate programs in Studio Art, Art Education, Art History, and Media Arts. SVAD's Graduate Coordinator created image-heavy posts and accompanying text with links to SVAD's UofSC website. We saw an enormous increase in traffic and a very substantial increase in applicant pools, especially for Studio Art's MFA and MA degree programs. These advertisements ran for about one week each and were targeted by region, age demographic, and keywords. The result for Studio Art's MFA and MA programs was dramatic. Where we received only 6 MFA and 1 MA applicant for Fall 2019 admission, we received 20 MFA and 7 MA applicants for Fall 2020 admission. We admitted our largest cohort for Fall 2020 in recent memory, 7 MFAs and 2 MAs, while still being highly selective and successfully recruiting all our top-ranked admits, except for the top two (even though they were both nominated and one received the Presidential Fellowship). The other degree programs saw no increase in applications, but this may have been due to timing of the advertisements in relation to the application deadlines.

We repeated these recruitment efforts in late Fall 2020 and early Spring 2021 for Fall 2021 recruitment and had similar results for Studio Art's degree programs with 7 applicants to the MA and 14 to the MFA. Results for the other degree programs remain to be seen as their application deadlines are in March '21, but efforts were made to time advertising more strategically.

SVAD UNDERGRADUATE PROGRAMS:

Due to the COVID crisis, traditional in-person recruiting activities of 2 times per week in SVAD were suspended in March 2020, after the first 2020 Admitted Student Day for high school students. SVAD Director of Undergraduate Studies (DUS) Simon Tarr worked with the CAS Dean's office to revise targeted presentation materials for admitted student interested in arts and humanities. These new materials included simul-live video events for students and several virtual Q&A events for prospective undergraduates.

The DUS with the Advising team developed and present a new bi-weekly recruiting event for prospective students in the SVAD; interested high school students sign up through Admissions and talk with SVAD faculty, advisors, and student ambassadors.

Media Arts faculty member Carleen Maur served as a jury member for DOKO Film Festival, a local film festival for high school students. Her participation includes conducting workshops and meeting high school students where she also speaks about the Media Arts program at UofSC. Meena Khalili established a social media presence for the Studio Art Graphic Design concentration for more focused outreach to potential ARTS majors; the effort features current and former student work, events, and special programming. Graphic Design faculty have also facilitated open orientations via Zoom for students interested in the Studio Art / Graphic Design BFA and the minor. This includes establishing a regular, monthly Visiting Artist Series featuring a roster of impressive renowned designers and illustrators such as James Victore, Noah Scalin, and Gil Shuler.

Faculty also note responding to email inquires from prospective students interested in their discipline, or offering to review the or provide feedback on high school art portfolios (unofficially, as the portfolio isn't required for admission). Faculty also encourage students to apply for the certificate of graduate study in Museum Management and to the various accelerated masters programs in SVAD (in Media Arts, Art History, and Studio Art). Evan Meaney recorded a Faculty Video Message for the College of Arts and Sciences Welcome Video; he also called prospective students as a volunteer.

Women's and Gender Studies

WGST PROGRAM - UNDERGRADUATE

The WGST Program sponsors and co-sponsors 10-20 educational events that are open to undergraduate attendance each year. The WGST Program significantly expanded its number of online course offerings in 2020, aiming to develop a fully-online WGST BA degree track option over the next year or so. This will expand the number of students for whom a WGST BA major or second major is possible by creating more flexible options for today's busy students as well as addressing campus classroom capacity issues. We have grown our major significantly (quintupled since 2018). We continued to update undergraduate curriculum, introducing additional classes and promoting existing courses, to encourage more second majors and we doubled our numbers of minors in 2020. WGST faculty agree to supervise a number of independent study courses (without compensation) to facilitate our undergraduate students' degree progress. WGST provides one-on-one faculty academic advising for undergraduate majors twice each year and did so virtually in 2020 due to the COVID pandemic. We formally recognize our graduating WGST students, fellowship/scholarship award winners, and showcase the projects of WGST 499 students (research poster displays) via our newsletter, which is published digitally each semester. All core faculty teach cross-listed courses in their respective fields, often thus recruiting students to the major, a second major, or minor. WGST participated in virtual recruitment events over the summer and developed recruitment and retention materials to distribute to potential and current students. Our program offers membership opportunities for WGST students to join the National Women's Studies Association. The WGST Program offers an annual undergraduate student recognition award, the Arney Robinson Childs Student Award (\$250). We are in the process of developing a more content-driven website as a recruitment and retention tool that includes spotlights on WGST alumni and student research. We are also reviving our social media outreach efforts.

DAWN CAMPBELL

WGST Undergraduate Committee Member

KATHRYN LUCHOK

Put information about majoring/minoring in WGST and in my cross listed courses also information on becoming an ANTH major/minor on my syllabi, announce that in my classes and also gave out WGST brochures in classes. Teddie Meir became a WGST major because she took WGST 112 with me. My honors students regularly take additional classes with me and I am approached regularly by undergraduate and graduate students interested in reproductive health. Our Child's awardee for 2021 Emily McBryde became a WGST major after taking Global Women's Health her freshman year.

I involve students in all of my research projects, and I think that is excellent training for them and aids in retention as they get excellent research mentoring and experiential learning opportunities. I involve them in all aspects of research and also allow them to spin off their own projects using my data.

In 2020 I wrote 12 recommendation letters for a variety of student applications: scholarships, awards, internships, law school, medical school, graduate school and employment. I wrote Rosa Weiss' recommendation for a Truman and she is now a finalist for that prestigious award.

ED MADDEN

Faculty director, Adventures in Creative Writing (summer workshops for middle and high school students), Carolina Master Scholars Series, USC. Scheduled to direct and teach in Adventures in Creative Writing summer program, Carolina Master Scholars Series, summer 2020, but cancelled due to Covid.

EMILY MANN

Served as WGST Associate Program Director, submitted undergraduate curricular documents and completed assessment materials for the undergraduate major

STEPHANIE MITCHEM

Served as the WGST Undergraduate Program Director

CARLA PFEFFER

Committee chair for 2 senior honors thesis committees and member of 2 additional committee

Served as the faculty proponent for 10 course/curricular change proposals in the APPS system, most of

them focused on expanding options for course online delivery for WGST students
Filmed interview on my research for a promotional video series
Supervised 4 independent studies (3 undergrad and 1 grad)
Attended university student recruitment events over the summer on behalf of the WGST Program
Created welcome and interest letters for those entering or interested in the WGST Program
Assisted in the resolution of an incomplete grade for a student who received an Incomplete from a graduate student instructor who is no longer with the university. Completed an independent study with the student, graded their work, and entered a final grade to resolve the incomplete.
Created recruitment materials for the WGST undergraduate BA program and the WGST Graduate Certificate
Created and disseminated WGST Program newsletters each semester to aid in student recruitment and retention
Served as a PI and Co-I on two projects with a graduate student that were funded by internal grants (through CTE and the Office of the Provost/SPARC)
Held regular meetings with undergraduate and graduate mentees
Media Interview: "'This is Not a Settled Matter': USC Joins in Pushback Against ICE Directive." (2020, July 13). By Nick Sullivan of The Daily Gamecock.
<https://www.dailygamecock.com/article/2020/07/sevp-pushback-sullivan-news> See also slide 11:
<https://www.dailygamecock.com/gallery/faculty-condemn-ice-gallery>

SUZANNE SWAN

WGST Undergraduate Committee member

WGST PROGRAM - GRADUATE

The WGST Program sponsors and co-sponsors 10-20 educational events (focusing on research, teaching, and/or service) that are open to graduate student attendance for professional development each year. All core WGST faculty teach crosslisted courses in their respective fields, often thus recruiting students to the certificate program. WGST faculty agree to supervise a number of independent study courses (without compensation) to facilitate our graduate students' degree progress. We developed and revised colorful new graduate foldout brochures for information and recruitment. We are also in the process of developing a more content-driven website as a recruitment and retention tool for graduate students that includes spotlights on WGST alumni and student research. Our Graduate Program Director engages in ongoing discussions with graduate directors in other programs to work to recruit students with joint or tandem offers. We generated and submitted course proposals for several new graduate courses. The WGST Program offers four annual graduate student research and teaching awards: the Harriott Hampton Faucette Award (\$500) for research (offered twice per year), the Emily Thompson Award (\$250) for research, and the Women's and Gender Studies Teaching Award (\$250) for teaching. We recognize winners of these awards in our digitally-published newsletters that are released each semester. The WGST Program serves as an institutional co-sponsor of the Duke Feminist Theory Workshop, which is attended by a number of our graduate students. Our program offers membership opportunities for WGST students to join the National Women's Studies Association.

DRUE BARKER

Served on the WGST Graduate Committee

KATHRYN LUCHOK

I am approached regularly by undergraduate and graduate students interested in reproductive health. Elizabeth Collins applied for the WGST Graduate Certificate because she wanted to work with me.

EMILY MANN

Served as WGST Associate Program Director, submitted graduate curricular documents and completed assessment materials for the graduate certificate

LEAH MCCLIMANS

WGST Graduate Committee member

CARLA PFEFFER

Worked to recruit 3 students to the Sociology Ph.D. program and WGST Graduate Certificate Program

Member of 4 masters thesis committees

Member of 7 doctoral dissertation committees

Piloted a collaborative research project with a graduate student to enhance student learning and engagement through the incorporation of social media

LAUREN SKLAROFF

Served as the WGST Graduate Program Director

SUZANNE SWAN

Recruited new graduate students, helped them apply for fellowships (e.g., SREB doctoral scholars program fellowship).

Worked with 3 graduate students to meet program milestones

STUDENT RETENTION ACTIVITIES

African American Studies

AFAM Studies leadership and faculty have worked to stay in touch with our majors not only through routine activities such as one-on-one virtual advising, but also by attending OMSA "Black Space" and AAAS meetings with students online. Professor Deena Isom has taken part in Admitted Student Day Recruitment Events as a faculty panelist. Deena Isom and Qiana Whitted also gave a talk for high school students at Dreher High School AP Research class.

Anthropology

Anthropology faculty are hands on when it comes to mentoring BA, MA and MA/PhD students. UG students have opportunities for out of classroom experiential learning in the form of field schools and mentored research through the Magellan program and through our Directed Undergraduate Research Track. MA and MA/PhD students are required to undergo supervised field and lab work that can be very intensive.

The UG program has two active scholarships/awards - one for rising seniors who are heavily involved in archaeology the other for outstanding students in anthropology who demonstrate excellence in academics and are involved in beyond the classroom and community outreach. We also have an active UG anthropology association (ASA) which is comfortable reaching out to faculty to give talks, seek advice for internships, and social events. Last year we updated the websites and made more visible alumni profiles and spotlights. All of these help with UG student major retention. The Department is currently planning a new development initiative for 1st generation and underrepresented students to help provide funding for out of classroom learning summer field schools and the equivalent in the form of covering the costs of tuition and travel which can be prohibitive for students who cannot afford to take advantage of those opportunities. We are just at the planning stages of this.

For our graduate programs, the Department moreover sets aside modest funds for graduate student travel (research and conference travel), research supplies and skills acquisition which help with retention to ensure that students get the training they need to make progress to degree and find eventual placement in positions matching their training. Faculty also mentor their GIAs who lead tutorials and labs. Only advanced graduates are allowed to be instructors of record. We put measures in place to ensure students hit milestones that better national average PhD graduation rates. We additionally facilitate activities that build and enforce cohorts and provide cross-cohort peer mentoring between advanced and new students. PhDs on the job market give practice talks and interact with grads about their experiences.

Historically the department only struggled to retain some MA students in archaeology who would have been better served had we implemented the new Professional track before last year. We anticipate that this issue is now resolved once potential applicants realize it is now a possible avenue for receiving this professional credential public archaeology and cultural resource management.

Our current recruitment strategies rely heavily upon professional networks with our highly visible and diverse faculty which currently reflect the composition of the regional population. Where we are lacking is in international faculty and students, and recruitment of international students has been especially challenging during the years of the Trump Administration targeted travel bans and anti-immigration policies made only worse under COVID. For two years in a row the current strategies have resulted in pools of internally diverse applicants for anthropology which is a major goal in support of our teaching and research mission, though the applicant pools have not always been equally competitive across all subfields. We have used College funds for recruitment to arrange campus visits and pay for some of the travel before the COVID travel ban. When students could no longer travel we set up remote meetings. This, combined with our successes in securing funding from other sources including McFadden, Presidential and CAS stipends for incoming students has been tremendously helpful in attracting students here, though we also consistently lose out to programs that have more money for graduate

stipends and provide guaranteed support of 10,000 per student for PhD field research. The last few years we've had more MAs than MA/PhDs or PhDs accept which has shifted from our pattern in the past which had a better mix of PhD and MA/PhDs. 2020 we recruited three males and one gender nonconforming student. Of these four, one was White, one African American, one Native American, and one Latinx student. Those efforts appear to have skewed toward admitting more male students though overall our anthropology graduate student body is 45% female 40% male and 15% trans/gender nonconforming. 2021 recruitment is proving to be equally diverse though we have more competitive MA/PhD students who we hope will accept the three slots we have available. The track which we have not yet had any successful recruitment to is the new MA professional track in archaeology. This program is brand new and coincided with the arrival of COVID-19. We anticipate that once the vaccination rates are widespread and faculty are able to travel to regional meetings it will be easier to spread the word about this new terminal professional track opportunity.

Biological Sciences

For retention efforts, the Evolution, Ecology & Biodiversity group continues with the graduate seminar for students to present their research findings (now done by Zoom instead of in-person). Most research groups also have weekly meetings to check on progress and, this year, the general welfare of the undergraduate and graduate students that work in our laboratories.

To help build graduate student fellowship funding, Drs. Boggs and Twiss are members of the NSF pre-doctoral fellowship review committee. They serve as mentors for senior undergraduate and first year graduate students as they write fellowship applications. We also are actively mentoring our graduate students in biomedical related fields to apply for NIH fellowship funding. Our faculty regularly engage in undergraduate recruitment activities that the College of Arts and Sciences and the University hold, including Admitted Students Day for both Carolina and McNair Scholar programs. Faculty are also engaged in community programs that helps to expose high school students to role models and introduce them to the University and careers in Biology. In addition, many of our Non-Tenure Track Instructional faculty participate in weekly Biological Sciences Informational Sessions for prospective students and their families where they are introduced to the Biological Sciences Department, curriculum requirements, experiential learning initiatives, outreach opportunities, community involvement, undergraduate research opportunities, etc. The number of these was obviously lower this year due to Covid restrictions.

Graduate student recruitment is a major effort in the department. To strengthen our pipeline for graduate student matriculation, Dr. Bert Ely runs the NIH-funded PREP scholars program that provides post-baccalaureate training to underrepresented minority students, focusing on preparing these students for doctoral programs in biomedical research. Further, we have a 'speaker pool' from our graduate faculty for regional colleges and universities to raise awareness for our graduate program - this effort will take time to develop but is a worthy one and highlights UofSC Biological Sciences research programs across the region. ("Visits" this year have all been virtual).

This is the first year that our department has taken applications since we voted to drop the GRE requirement. We hope that this will increase our pool of graduate applicants and help to increase diversity. It is difficult to tell whether this is effective yet due to the complicating factors of the global pandemic. We conducted our graduate student recruitment visits by Zoom this year. This consisted of small groups of applicants who met together with the Graduate Director, Grad Studies program coordinator, a graduate student representative, and the Chair; then later with individual PIs depending on their research interests. Hopefully next year we can resume our normal Recruitment Days visits.

Chemistry and Biochemistry

1. The department has been hosting yearly "Meet your major" sessions for enrolled undergraduate students thinking of switching into our majors or for students in our majors. The students have the

- opportunity to ask questions to a panel of faculty and also our Undergraduate Director.
2. The Chemistry majors have an undergraduate association (ACS Student Organization) with a faculty mentor
 3. The Biochemistry and Molecular Biology (BMB) majors can participate in our student association (ASBMB Chapter).
 4. Students interested in polymer chemistry can participate in our student chapter of the ACS Polymer Student Association
 5. In the Spring and Summer, the Undergraduate Director (Leslie Lovelace) and our First Year Advisor (Lorie White) host a weekly session for visiting prospective undergraduate students who are interested in our Chemistry or Biochemistry (BMB) majors.
 6. Each spring the department host a graduate student visitation weekend to recruit prospective students. This year due to COVID the visitation is virtual but have scheduled two separate 'visitation' weekends: Feb. 19 & 20 and March 12 & 13. The first was attended by 20 students. We expect a similar attendance for the second weekend. The virtual format has one benefit. International students who are not in the US were able to attend for the first time.
 7. The department sponsors graduate recruiting trips by faculty to universities, colleges, and conferences. This year the trips were limited. However, there were:
 8. Virtual graduate recruiting 'visit' to University of Akron 12/2020
 9. Graduate recruiting visit to MTSU (2/2020)

Criminology and Criminal Justice

Advisors in the Department worked more closely and collaboratively with advisors from the University Advising Center. Faculty proactively intervened to connect students with campus resources to maximize their success and minimize separation from the University. During the spring semester, the department chair contacted all undergraduates with several messages seeking to inform and relieve anxieties about how courses would continue during the pandemic. Faculty and advisors met with prospective undergraduate and graduate students and parents throughout the period. Beginning in March, we also expanded opportunities for virtual meetings. The Department submitted applications for graduate assistantship recruiting enhancements from the College of Arts and Sciences and the Presidential Fellowship.

Earth, Ocean and Environment, School of

COVID-19 required substantial new efforts at retention.

- All advising moved on line and more opportunities to interact with students.
- We actively worked with faculty and our first year advisor to contact all SEOE students that were identified as not responsive in class.
- We actively contacted and worked with students that did not get advised or register in the normal Spring sessions to encourage them to return to school in the Fall and the undergraduate office advised many students over the summer that had not been advised in the spring - lists of students that did not re-enroll were provided by UAA/provost office so we knew who to contact.
- Worked with students who intended to do study abroad in the Fall, but when options changed, helped them get advised to retain them for the Fall.
- UG office (Sheri) Writes email to all those who make President and Dean's list as a retention measure.
- UG Director met with at least 15 students who contemplated dropping out for the Spring, to encourage them to stay during another COVID semester.
- For all students who go on probation, Sheri sends email and asks all students to contact their advisor or the UG Director to discuss their path forward to be successful; UG Director meets with a number of these students to map out a path forward for these students to retain them and keep them off

suspension - including frequent meetings with a couple of them to keep them on track.

- Many SEOE faculty regularly participate in College of Arts and Science Admitted Student Days, Open Houses, and Honor College social events. In addition, our Undergraduate Office supports significant recruitment activities:

English Language and Literature

Graduate Recruitment and Retention

- Nominated three Bilinski fellows (two awarded)
- Organized a series of virtual professionalization panels involving faculty and grad students
- Updated Graduate Studies webpages, increasing information and navigation
- Increased prospective student visits with CAS support-cancelled due to COVID-19.
- Successfully nominated prospective students for internal fellowships and Awards (2 incoming students named Presidential Fellows, 1 received Grace McFadden Fellowship, and 1 a CAS scholarship).

Undergraduate Recruitment and Retention

- Increased publicity and webpage accessibility for undergraduate students, including Alumni page and more spotlights on undergrads and alumns.
- Added an Instagram account, geared to undergraduate students.
- Supported annual undergraduate conference-cancelled because of COVID-19.
- Supported and publicized three undergraduate majors landing Fulbright grants.
- Supported a full array of undergraduate awards for our top students.
- Supported successful Magellan applications and award management.
- Publicized two new minors, one in Creative Writing and a second in Professional Writing and Communication designed to appeal to Business majors.
- Closely monitored FYE enrollments in fall and spring to ensure sufficient sections of ENGL 101 and 102 to meet student demand from incoming class. Hired TFACs in summer to cover added sections.
- Supported GTAs in FYE classes with orientation and ongoing mentoring throughout year
- Facilitated online advising (re COVID 19) by digitizing undergraduate and graduate files.

Film and Media Studies

Film and Media Studies participates in both a Faculty-student mentorship program and the University's newly-instituted undergraduate peer-mentorship program. Both Laura Kissel and Lauren Steimer have actively engaged with prospective FAMS students via online meetings and mentorship sessions in the last year.

Geography

None.1. Prospective Graduate Student Preview Event (admitted students invited to department to meet faculty and to learn about program and UofSC). Held online in 2020.

2. Undergraduate Open House (students learn about geography as a discipline, our major, and research/internship opportunities). Held online in 2020.

3. We produce a flyer each semester listing Geography courses for Global Studies majors; we also produce flyers listing GEOG Carolina Core courses for the advising office.

4. We produce grad and undergrad program brochures and other recruitment materials.

5. We participate in summer Orientation at Russell House.

6. We engage in outreach with advisers of undeclared majors (e.g. brochures, flyers, invitations to open house, etc.)

7. We provided department support for the Geography Graduate Student Association (including financial support to bring career speakers, etc.).

Global Studies

The Global Cafes and the constant online availability of the faculty advisors served as retention tools to retain students. We were extremely active recruiting students online. The Associate and Assistant Directors attended virtual admitted student days hosted by Flinn Hall. The Director also served on the Honors College scholarship selection committee, where several excellent students were informed about opportunities in Global Studies.

History

UNDERGRAD

- * Reinvigoration of Phi Alpha Theta chapter (undergraduate History honor society) with formal induction of third class of members in Fall 2020. Added faculty advisor in Spring 2021.
- * Participation in the University Advising Center's initiative to intervene with absent or disengaged students.
- * HIST faculty, including Tom Lekan, DUS, received commendations from the Office of Student Affairs for our retention efforts.

GRAD

- * Peer to peer support through Graduate History Association
- Graduate Assistants tracked their hours worked to ensure fair treatment
- Departmental grants and monetary prizes awarded annually to grad and undergrad students to subsidize travel/research, recognize outstanding achievement, etc. (Found several missing scholarship and prizes with the help of Rebecca Lancaster in Development)
- Focus on grad student mental health and work/life balance offering leaves of absence and return to the program without penalty if needed

UNDERGRAD

- * Department actively participates in transfer student orientations and promoting the History major to eligible students.
- * Department's student-services staff (Pou & McNamara) available year-round for prospective student/parent drop-ins, and to field calls and emails from prospective students
- * Prof. Adam Schor as summer Dean's Advisor

GRAD

- * Repurposed CAS recruitment funds to provide 50 prepaid CollegeNet applications for MA and PhD candidates, thus removing financial impediment to applying
- * Increased number and retained high quality of graduate applicants by continuing admissions activities even as peer and aspirant peers suspended admissions for 2021
- * Replaced accepted student day with campus & community-wide Welcome/swag boxes sent to all admitted graduate students (February 2021)
- * Suspended GRE requirement, relying instead on writing samples and recommendations
- * Proactive fellowship nomination process - early identification of applicants who may qualify for awards and aggressive promotion of their fellowship candidacy for Grad School and CAS funds
- * Current graduate students participated in recruiting new graduate students by communicating with prospects of similar interests

Institute for African American Research

Before COVID-19, we had events in the office and encouraged students to come by to learn more about the Institute. I also created two IAAR-TRiO Liaison positions (where two TRiO faculty have office space in the Institute). This has helped facilitate undergraduate student interactions in the office. Before COVID-19, I had different opportunities to meet with students and ask about their programs and their

progress. Much of that work is done virtually now through my classes and working with student organizations.

We had to put some of our efforts on hold due to the pandemic, but we are working to create experiential learning opportunities for undergraduate students to conduct research and study abroad. When we are able to travel, we hope to take students to Barbados and the Dominican Republic. We are also exploring short-term options like the National Museum of African American History and Culture in Washington, D.C. (with African American Studies).

We are also working to create undergraduate research grants (with opportunities to work with faculty on projects). Having these and other opportunities for undergraduate students, where they feel connected and engaged, should help with retention. We hired two graduate students (Grad Assistants) and two undergraduate students (Office Assistants). Other than that, we don't have opportunities to recruit students. In my role as a faculty member in Anthropology and African American Studies, and as a faculty fellow in the Honors College, I have the opportunity to meet with prospective students during the academic year. This gives me a chance to mention IAAR.

Institute for Southern Studies

See above Mindi Spencer's work with the South Carolina - Advancing Diversity in Aging Research (SC-ADAR) Program (details under "Section VII: Cross-unit Collaborations") has enabled me to work with Scholars of Color from our partner HBCUs on directed summer research. Some of these students have matriculated from their undergraduate programs and entered graduate school @ USC and MUSC, among others

ISS faculty has actively written letters in support of undergraduate Felicity Ropp for summer internships (2020) and given her access to the Southern Studies library to facilitate her research.

Matt Simmons and Mark Smith worked closely with Allie Trice to help her complete her Senior Thesis and prepare her for graduate school.

Mark Smith directed two MA theses and an Honor's College BA thesis in history: Michael Emmet: "Religion, Senses, and Remembrance: Brooklyn's Sumter Club in Postbellum Charleston, SC," MA thesis defended April 2020; Mark Smith directed an SCHC thesis: Ella Goulding, "A Sensory History of Sherman's March Through South Carolina," fall 2019-spring 2020, defended April 2020; Zoie Horecny-Anderson: "Robert Gordon's Witchcraft Book and the Transformation of the Upcountry of South Carolina," MA thesis defended November 2020. All three theses were written with a view to pursuing southern history at the MA or PhD level at USC.

Languages, Literatures and Cultures

German "Stammtisch" weekly student gathering for informal conversation (virtual)

Italian "Tavola Italiana" weekly student gathering for informal conversation (virtual)

Spanish "Tertulia" weekly student gathering for informal conversation (virtual)

Russian Table weekly student gathering for informal conversation (virtual)

Russian Food Night - cooking event where students can follow traditional Russian recipes and discuss their significance (hosted virtually for 2020 - no food shared)

French "Soirees" student gathering for comradery and conversation, with door prizes (2020)

"Language Table" at Maxcy House (virtual)

Training workshops for graduate / undergraduate students

Languages Day - a fair where all language programs could present to high school students from around the state. Tables, concessions, speakers, and promotion materials were prepared. Scheduled to be held at the Russell House on March 19, but was cancelled due to the pandemic. Over 100 high school students registered to attend.

Representatives sent to Admitted Students Day

Brochures and representatives present at Placement Exams to encourage students to pursue language

courses

French Program outreach to high schools, including theatre presentations

Linguistics

1. We opened our faculty meetings to a student representative who serves as a liaison between the faculty and student bodies.
2. LING graduate students presented at Discovery day and both graduate students and faculty served as reviewers and judges.
3. The LING program supports the graduate students' conference travel through a competitive travel grant program.
4. LING graduate students participate actively in the Student Organization Fair
5. The LING program started targeted meetings with students organized by their program (TESOL certificate, MA, PhD) and year in the program to address issues related to their progress and expectations.
6. The LING program hosted a recruitment event for all admitted and waitlisted graduate students. 4 new PhD students decided to accept their offers from us. The program was also joined by 2 new MA students.
7. The LING program is very active and successful in nominating applicants to the program to the Presidential Fellowship, the CAS Graduate Enhancement fellowship, and the Bilinski fellowship.
8. The LING program regularly receives and responds to inquiries by prospective students and organizes individual visits before the start of the recruitment cycle.
9. The graduate students in the program participate regularly in student fairs and recruit undergraduate students to our courses and the graduate program.

Mathematics

The students were nominated for Department Awards and Scholarships, and Undergraduate Director with other faculty members were holding virtual department ceremony to acknowledge these awardees during COVID-19 pandemic.

One of our students has been awarded 2020 Goldwater Scholarship.

The Undergraduate Director voluntarily arranged to call students in 2020 summer to answer their concerns, encouraging students to register either online or in-person classes for Fall 2020 during COVID-19 pandemic.

Doctors Linyuan Lu (department chair) and Xinfeng Liu (Undergraduate Director) with other faculty members participated in both virtual and in-person events hosted by Admissions, the Honors College and the College of Arts and Science. During these events, the aforementioned faculty represented the Department in answering questions from prospective math majors and their parents.

Graduate Recruitment :

A total of 75 students applied to the UofSC Math Ph.D program for Fall 2020 admission. We admitted 40 of them, and 18 accepted our offer for an acceptance rate of 45%. The rate for the previous two years was 35%.

The DGS made efforts to recruit for the University's new Bridge to Doctorate program for URM students. Two applicants to the Ph.D program won BD awards. Unfortunately, neither student accepted our offer. One of the students went to U. Iowa, and the other took a gap year.

UofSC math was unable to offer on-campus visits to admitted students. However, the DGS held two online drop-in sessions for admitted students on Blackboard Collaborate. Current graduate students and the program administrator, Julia Clark-Spohn, assisted the DGS. The sessions were well-attended with 8 - 10 students attending each. The DGS also maintained regular but unobtrusive contact with admitted students via e-mail and telephone.

The DGS nominated the maximum number of students for the Presidential Fellowships; unfortunately,

none of our nominees won. The DGS nominated the maximum number of students for the CAS Graduate Stipend Enhancement. Three students won the award, and one accepted our offer. We currently have one Presidential Fellowship winner and three CAS Fellowship winners in our program. The DGS participated in a virtual recruitment event via the Joint Mathematics Meeting in January. Recruitment fairs were fewer this year due to the pandemic. Together with CAS Director of Communications Bryan Gentry and his team, the DGS produced a new recruitment brochure that could serve as a template for other units.

McKissick Museum

With the permission of a grant funder, McKissick Museum used funds that were to have been expensed on public programs (cancelled due to COVID) to hire two undergraduates and one graduate student in summer 2020 to support the museum pivoting to online exhibits and programs. By financially supporting students stranded by COVID, we worked to retain these students at UofSC. In fall 2020, we hired a Museum Management Certificate Program student as a graduate assistant in an effort to retain this student in the Program. Dr. Lana Burgess has recruited and retained three students for the Graduate Museum Management Certificate program since March 2020. Burgess focuses her recruitment efforts on-campus. She provides departments with Program brochures to share with their MA/MS students; talks about the Program in new faculty orientation letters she annually sends out; and gives presentations at departmental orientations and admitted student days.

Philosophy

Jeff Turner participated in Admitted Student Days (Apr. 28, 2020 & May 19, 2020) and New Student Orientation (June-July 2020); Margaret Houck was an interviewer for the Honors College Top Scholars Program; various faculty met virtually with admitted graduate students in the Spring, in lieu of bringing them to campus, to recruit for fall enrollment.

Physics and Astronomy

1. Society of Physics Students: peer mentoring, student gatherings (prior to COVID-19)
2. Identifying and mentoring students who are struggling
3. Individual graduate student advisement
4. 2. Online interviews with potential graduate students
5. CAS student ambassadors
6. CAS student spotlights
7. CAS alumni spotlights
8. Public lecture
9. Graduate student ambassadors for prospective students
10. Faculty participation in university recruitment events
11. Midway Physics Day (canceled in 2020 due to COVID-19)
12. Department visits for prospective students; unable to do in person because of COVID-19 but were able to conduct virtual meetings for interested students

Political Science

For undergraduate students we have two full-time and one half-time academic advisors who regularly communicate with students, both individually and in groups, to make sure they are progressing well in our program and have the information they need to succeed. Individuals who are experiencing difficulties also get additional time with these individuals and, when necessary, are directed to other resources on campus. For graduate students, our Director of Graduate Studies and Chair meet with them collectively on a regular basis to address concerns. Additionally, each graduate student receives a faculty mentor who meets with them individually to provide guidance and advice. Our undergraduate student

recruitment activities center primarily on supporting initiatives by the College and University. We have faculty representatives who attend the College's recruitment weekends and others who help recruit Top Scholars. Additionally, when individuals visit campus we try to make faculty available to meet with them and their parents. For graduate students we host a 'recruitment weekend' where individuals can visit campus, interact with faculty and current graduate students, and learn more about our doctoral and master's programs.

Psychology

In order to retain undergraduate students, we listen to their needs and respond accordingly. For example, when we noticed that many students expressed interest in externships, we established a class taught by Dr. Emily Neger to meet this need. Similarly, we noticed an increased demand for neuroscience classes among undergraduates so we are establishing a Neuroscience major which is scheduled to be offered starting in Fall 2022. By seeking to meet the needs of our undergraduates, we hope that they retain their passion for learning and their interest in the field of Psychology.

We also ensure that our students have access to well-trained advisors who are knowledgeable about major and minor requirements, study-abroad, cross-training and research opportunities, grad school applications and many other facets of advisement. We are currently working to hire another undergraduate advisor to lessen workloads and ensure that we have sufficient time to dedicate to each student. Next month, we are launching more targeted professional mentorship by faculty members and this is being led by Dr. Meeta Banerjee and Dr. Kim Becker. Thus, while course registration will be handled by administrative staff, faculty members will be able to provide career mentoring and professional guidance to our undergraduate student body. We have also created a one credit class on Careers in Psychology which will be launched next academic year. Lastly, we also put great effort in building a supportive community so we typically host undergraduate events in August (back to school), October (Halloween/Midterms), February (Valentine's Day /Midterms), and April (End of the year), although this has been more difficult due to the pandemic.

Once the graduate students are enrolled in a Psychology Ph.D. program of study, our department goes to great lengths to retain them. As mentioned in previous sections, all of our Ph.D. programs are "fully funded" and we offer many experiential learning experiences both on and off campus. In addition, we offer our graduate students funding (approx. \$375/year) to present their research at academic conferences and engage with other members of the academic community.

Our department is always striving to create a sense of belonging and student empowerment. Our Student Advisory Board (SAB) is instrumental in reaching this goal because they are tasked with gathering feedback from students and working with the faculty to facilitate programmatic changes. This past year, the SAB has been highly engaged in monitoring the mental health of the student body and working with the faculty to address the concerns. In addition, the SAB suggested changes to the ombudsman policy which were addressed and thus they helped to formulate new departmental procedures. Furthermore, our graduate students are always key in coordinating the Multicultural Symposium each year and they have been especially engaged in the Diversity and Inclusion committee given recent current events and the university's focus on this important issue. Thus, our department greatly respects our graduate trainees and empowers them to voice their opinions and initiate changes in the department. It is this climate of mutual respect which allows us to retain top talent. The Psychology Department recruits and retains undergraduates by attending USC Prospective Student Day each fall and Admitted Students Day each spring. We talk to students and their families about the university and college as a whole, and then more specifically about the Psychology programs they are interested in and the benefits of obtaining a degree in our field.

In order to attract and retain the best graduate students, the Psychology Department typically nominates students to receive additional funding through various mechanisms. For example, we nominate our top candidates to receive the Presidential Award from the Graduate School which entitles them to \$8,000

per year in additional funds. Furthermore, we encourage students to apply for scholarships through the Southern Regional Education Board (SREB) and we currently have one student who is fully funded by a SREB scholarship. In addition to nominating and encouraging our students to seek additional funding, we also plan activities and events to create a welcoming environment for our prospective students. We typically plan visiting day events in which the applicants can meet one another and talk with a large majority of faculty members and current students about the program and the environment in general. For the first time this year, we hosted a Virtual Open House on November 19th 2020 to recruit graduate students and give them a chance to virtually meet faculty members. This was a great success as around 120 students attended and we were able to reach a greater audience due to the online format.

Religious Studies

None; we had an event planned for April 2020 but cancelled due to the covid lockdown. None; we had an event planned for April 2020 but cancelled due to the covid lockdown.

ROTC, Navy

Including the activities listed above as part of recruitment which are also retention tools, NROTC students execute extracurricular activities such as:

1. Attendance at leadership Conferences: Notre Dame, USNA, Univ of Michigan, Villanova, Yale, Arizona State, MIT, and George Washington Univ. These events are normally held in-person but were virtual this year. Expect in-person attendance to resume during academic year 21-22.
2. Tulane University Drill Meet
3. Field Exercises
4. Intramurals
5. Color Guard at athletic events
6. Guest lectures by Military and DoD civilian leadership. These events are normally held in-person but were virtual this year. Expect in-person attendance to resume during academic year 21-22.
7. Formal Navy and Marine Corps Birthday Ball
8. Senior Dinner
9. Golf Tournament
10. Paint ball events
11. Marksmanship Club
12. Halloween PT Event
13. Unit specific t-shirts, hats, patches, etc.
14. Unit tailgate during football season. This event is normally held in-person but was virtual this year. Expect in-person attendance to resume during academic year 21-22.
15. Tri-Service Awards Program
16. Physical Fitness ompetitions between 3 companies within the Battalion
17. Priority class registration for ROTC Midshipmen
18. An ROTC Living and Learning Community within the housing construct
19. Minor in Naval Science
20. Expanded operating hours of the Blatt Fitness Center
21. Security renovations to the ROTC building
22. Enhanced web site
23. Access to Athletic Dining Facilities and sports nutritionists
24. Access to dedicated Athletic Trainers and Physical Therapist services
25. NROTC Scholarship (Full tuition and fees plus monthly stipend)
26. Alumni scholarship which facilitates near in-state tuition rates for out-of-state students
27. Dedicated tutors

Sociology

We have nominated graduate students for multiple fellowships and awards to allow them to focus on their research while earning higher stipends than our current TA-ships pay. We also continue to have a department prosem (via zoom) where students get greater support (from faculty and one another), especially after coursework is complete and students are at a somewhat higher rate of falling by the wayside. Instructor van der Iest, who regularly teaches our online 101 courses developed a series of "mini documentaries" that involved interviews with faculty members. These professional-level videos are now being shown to students in her introductory courses. The reviews thus far have been extremely positive, with students noting that getting to know sociology faculty through these videos makes them much more interesting in taking courses from these faculty.

At the graduate level, most of our faculty are involved in recruiting prospective graduate students (e.g., via phone conversations after offers are made).

South Carolina Institute of Archaeology and Anthropology

Worked with Dept of Anthropology to support and recruit students for Masters in Archaeological Sciences program

Statistics

We get constant feedback from our graduate students about their progress. We don't have retention problems generally. Our undergraduate numbers are on the rise.

Our graduate student numbers are declining because we have a severe shortage of faculty that can serve as advisors. Drs. Tebbs, Wang, Hitchcock, Gregory, and Ho all participated in recruitment activities at the undergraduate level.

Theatre and Dance

Our department offers a number of scholarships in both theatre and dance for continuing students. This support students that face financial difficulty and recognize students for their meritorious contributions to the department. Despite virtual learning, we made extensive efforts to host virtual orientations, bookend year events, and graduation events to recognize the work of our students and to provide them with a sense of community in these difficult times. We posted videos of faculty highlighting their work and encouraging other members of the department.

We also offered a number of professional development opportunities in addition to our classwork and production work. We held a number of virtual guest artist masterclasses. We also offered audition workshops for students to get one on one feedback on their pieces for class or for future auditions. Our student organizations also continued to thrive, and we supported initiatives from these organizations to continue their activities, pending the practice of safe COVID protocols. Likewise, we continued to make our work accessible by providing free attendance to our department's productions. We have also implemented a faculty led mentorship system in both programs where students are advised by trained faculty mentors before meeting with their formal student services advisor. The students have given very positive feedback about this initiative. We wanted to ensure that all students felt like they had a specific faculty contact in their areas of interest to answer questions and provide guidance on their future careers. Finally, we know this has been a difficult year for our students. We have made extensive efforts as a faculty to make people aware of the mental and academic health initiatives on campus and have strongly encouraged our faculty to check in with their students and to be proactive in supporting their mental health.

Recruitment has been a top priority for our department. Despite the pandemic, our faculty have been able to complete a number of new recruitment activities in the past year to increase our major numbers. For example, our faculty developed a new initiative to support high school teachers with remote learning by offering virtual masterclasses with our faculty. Our faculty were able to support teachers in their time

of transition while making a positive impression of our program and recruiting students to UofSC. Our faculty also created a series of uplifting videos highlighting the work of our current students that was used in recruitment campaigns for our department.

In addition, our faculty attended several virtual events to recruit future students. They attended virtual college days for arts programs across the state, such as the Fine Arts Center Greenville or the Governor's School of the Arts. They also conducted recruitment at the Southeastern Theatre Conference and the South Carolina Theatre Association. The heads of our graduate programs also recruited for our graduate programs at the University Resident Theatre Associations virtual events.

Visual Art and Design, School of

SVAD UNDERGRADUATE PROGRAMS:

The two professional advisors assigned to the School of Visual Art and Design contribute extraordinary value and incredible support for all our students. Faculty have increasingly used the general form to report absent and disengaged students and found success in their collaboration with our advisors to reach out to students who are in need. A few faculty note that they are using alternative methods to reach students who have fallen out of touch, such as Basecamp and Instagram, with success. The Graphic Design faculty in Studio Art have collaborated to invite high profile designers to speak online with students (as noted above); this is perceived by the faculty as both a recruitment and a retention activity. Concerning retention, a regular series of speakers keeps students engaged and excited about their chosen career path and their degree progress.

SVAD GRADUATE PROGRAMS:

Nicole Gerth, MA student in Art History, is of Puerto Rican descent. Andrew Graciano, as Director of Graduate Studies, nominated her for the Rhude Patterson Trustee Recruitment Fellowship for women in graduate humanities programs, but unfortunately she did not receive this award.

Sydney Herndon, admitted for Fall 2021 in the MFA program, was nominated for the Presidential Fellowship.

Nakisa Abdollahbeigi, MFA student in Studio Art, is originally from Iran, and applied for (with support from the DGS) the Grace Jordan McFadden Professors Program for under-represented minority students in MFA and doctoral programs in Feb. 2021.

SVAD currently funds the following current graduate students known to be from under-represented minority groups: Kelley Pettibone, who is part Native American; Nakisa Abdollahbeigi, Iranian; and Cicely Hill (offered Fall 2021 admission), who is African-American.

Recent graduates from SVAD's graduate programs include the following students known to be from under-represented minority groups: Roberto DeLeon, who is Cuban; Aldric Morton, who is African-American; Alexis Frasier, who is African-American; Elise Heslewood, who is African-American; Josh Knight, who is Cherokee; Sergio Maciel, who is Mexican and Puerto Rican; and Edmari Hernandez Silen, who is Puerto Rican.

In February 2021, SVAD instituted a process for MFA graduate students in their third (thesis) year to be able to apply for funding from the School of Visual Art and Design to offset costs associated with production of their thesis artwork.

SVAD GRADUATE PROGRAMS:

The Director of Graduate Studies (Andrew Graciano) allocated a portion of the Graduate Assistantship Budget to create "one-time SVAD recruitment stipend supplements" in a continued effort to recruit top-ranked applicants in its graduate programs. This has been successful in past years and is particularly assisted by other CAS and University initiatives.

In AY 2019-2020, the DGS authorized (with CAS consent) the use of about \$2000 of the CAS's \$4000 graduate recruitment budget to fund Instagram/Facebook sponsored posts advertising the graduate programs in Studio Art, Art Education, Art History, and Media Arts. SVAD's Graduate Coordinator created image-heavy posts and accompanying text with links to SVAD's UofSC website. We saw an

enormous increase in traffic and a very substantial increase in applicant pools, especially for Studio Art's MFA and MA degree programs. These advertisements ran for about one week each and were targeted by region, age demographic, and keywords. The result for Studio Art's MFA and MA programs was dramatic. Where we received only 6 MFA and 1 MA applicant for Fall 2019 admission, we received 20 MFA and 7 MA applicants for Fall 2020 admission. We admitted our largest cohort for Fall 2020 in recent memory, 7 MFAs and 2 MAs, while still being highly selective and successfully recruiting all our top-ranked admits, except for the top two (even though they were both nominated and one received the Presidential Fellowship). The other degree programs saw no increase in applications, but this may have been due to timing of the advertisements in relation to the application deadlines.

We repeated these recruitment efforts in late Fall 2020 and early Spring 2021 for Fall 2021 recruitment and had similar results for Studio Art's degree programs with 7 applicants to the MA and 14 to the MFA. Results for the other degree programs remain to be seen as their application deadlines are in March '21, but efforts were made to time advertising more strategically.

SVAD UNDERGRADUATE PROGRAMS:

Due to the COVID crisis, traditional in-person recruiting activities of 2 times per week in SVAD were suspended in March 2020, after the first 2020 Admitted Student Day for high school students. SVAD Director of Undergraduate Studies (DUS) Simon Tarr worked with the CAS Dean's office to revise targeted presentation materials for admitted student interested in arts and humanities. These new materials included simul-live video events for students and several virtual Q&A events for prospective undergraduates.

The DUS with the Advising team developed and present a new bi-weekly recruiting event for prospective students in the SVAD; interested high school students sign up through Admissions and talk with SVAD faculty, advisors, and student ambassadors.

Media Arts faculty member Carleen Maur served as a jury member for DOKO Film Festival, a local film festival for high school students. Her participation includes conducting workshops and meeting high school students where she also speaks about the Media Arts program at UofSC. Meena Khalili established a social media presence for the Studio Art Graphic Design concentration for more focused outreach to potential ARTS majors; the effort features current and former student work, events, and special programming. Graphic Design faculty have also facilitated open orientations via Zoom for students interested in the Studio Art / Graphic Design BFA and the minor. This includes establishing a regular, monthly Visiting Artist Series featuring a roster of impressive renowned designers and illustrators such as James Victore, Noah Scalin, and Gil Shuler.

Faculty also note responding to email inquires from prospective students interested in their discipline, or offering to review the or provide feedback on high school art portfolios (unofficially, as the portfolio isn't required for admission). Faculty also encourage students to apply for the certificate of graduate study in Museum Management and to the various accelerated masters programs in SVAD (in Media Arts, Art History, and Studio Art). Evan Meaney recorded a Faculty Video Message for the College of Arts and Sciences Welcome Video; he also called prospective students as a volunteer.

Women's and Gender Studies

WGST PROGRAM - UNDERGRADUATE

The WGST Program sponsors and co-sponsors 10-20 educational events that are open to undergraduate attendance each year. The WGST Program significantly expanded its number of online course offerings in 2020, aiming to develop a fully-online WGST BA degree track option over the next year or so. This will expand the number of students for whom a WGST BA major or second major is possible by creating more flexible options for today's busy students as well as addressing campus classroom capacity issues. We have grown our major significantly (quintupled since 2018). We continued to update undergraduate curriculum, introducing additional classes and promoting existing courses, to encourage more second majors and we doubled our numbers of minors in 2020. WGST faculty agree to supervise a

number of independent study courses (without compensation) to facilitate our undergraduate students' degree progress. WGST provides one-on-one faculty academic advising for undergraduate majors twice each year and did so virtually in 2020 due to the COVID pandemic. We formally recognize our graduating WGST students, fellowship/scholarship award winners, and showcase the projects of WGST 499 students (research poster displays) via our newsletter, which is published digitally each semester. All core faculty teach cross-listed courses in their respective fields, often thus recruiting students to the major, a second major, or minor. WGST participated in virtual recruitment events over the summer and developed recruitment and retention materials to distribute to potential and current students. Our program offers membership opportunities for WGST students to join the National Women's Studies Association. The WGST Program offers an annual undergraduate student recognition award, the Arney Robinson Childs Student Award (\$250). We are in the process of developing a more content-driven website as a recruitment and retention tool that includes spotlights on WGST alumni and student research. We are also reviving our social media outreach efforts.

DAWN CAMPBELL

WGST Undergraduate Committee Member

KATHRYN LUCHOK

Put information about majoring/minoring in WGST and in my cross listed courses also information on becoming an ANTH major/minor on my syllabi, announce that in my classes and also gave out WGST brochures in classes. Teddie Meir became a WGST major because she took WGST 112 with me. My honors students regularly take additional classes with me and I am approached regularly by undergraduate and graduate students interested in reproductive health. Our Child's awardee for 2021 Emily McBryde became a WGST major after taking Global Women's Health her freshman year. I involve students in all of my research projects, and I think that is excellent training for them and aids in retention as they get excellent research mentoring and experiential learning opportunities. I involve them in all aspects of research and also allow them to spin off their own projects using my data. In 2020 I wrote 12 recommendation letters for a variety of student applications: scholarships, awards, internships, law school, medical school, graduate school and employment. I wrote Rosa Weiss' recommendation for a Truman and she is now a finalist for that prestigious award.

ED MADDEN

Faculty director, Adventures in Creative Writing (summer workshops for middle and high school students), Carolina Master Scholars Series, USC. Scheduled to direct and teach in Adventures in Creative Writing summer program, Carolina Master Scholars Series, summer 2020, but cancelled due to Covid.

EMILY MANN

Served as WGST Associate Program Director, submitted undergraduate curricular documents and completed assessment materials for the undergraduate major

STEPHANIE MITCHEM

Served as the WGST Undergraduate Program Director

CARLA PFEFFER

Committee chair for 2 senior honors thesis committees and member of 2 additional committee
Served as the faculty proponent for 10 course/curricular change proposals in the APPS system, most of them focused on expanding options for course online delivery for WGST students
Filmed interview on my research for a promotional video series
Supervised 4 independent studies (3 undergrad and 1 grad)
Attended university student recruitment events over the summer on behalf of the WGST Program
Created welcome and interest letters for those entering or interested in the WGST Program
Assisted in the resolution of an incomplete grade for a student who received an Incomplete from a graduate student instructor who is no longer with the university. Completed an independent study with the student, graded their work, and entered a final grade to resolve the incomplete.

Created recruitment materials for the WGST undergraduate BA program and the WGST Graduate Certificate

Created and disseminated WGST Program newsletters each semester to aid in student recruitment and retention

Served as a PI and Co-I on two projects with a graduate student that were funded by internal grants (through CTE and the Office of the Provost/SPARC)

Held regular meetings with undergraduate and graduate mentees

Media Interview: "'This is Not a Settled Matter': USC Joins in Pushback Against ICE Directive." (2020, July 13). By Nick Sullivan of The Daily Gamecock.

<https://www.dailygamecock.com/article/2020/07/sevp-pushback-sullivan-news> See also slide 11:

<https://www.dailygamecock.com/gallery/faculty-condemn-ice-gallery>

SUZANNE SWAN

WGST Undergraduate Committee member

WGST PROGRAM - GRADUATE

The WGST Program sponsors and co-sponsors 10-20 educational events (focusing on research, teaching, and/or service) that are open to graduate student attendance for professional development each year. All core WGST faculty teach crosslisted courses in their respective fields, often thus recruiting students to the certificate program. WGST faculty agree to supervise a number of independent study courses (without compensation) to facilitate our graduate students' degree progress. We developed and revised colorful new graduate foldout brochures for information and recruitment. We are also in the process of developing a more content-driven website as a recruitment and retention tool for graduate students that includes spotlights on WGST alumni and student research. Our Graduate Program Director engages in ongoing discussions with graduate directors in other programs to work to recruit students with joint or tandem offers. We generated and submitted course proposals for several new graduate courses. The WGST Program offers four annual graduate student research and teaching awards: the Harriott Hampton Faucette Award (\$500) for research (offered twice per year), the Emily Thompson Award (\$250) for research, and the Women's and Gender Studies Teaching Award (\$250) for teaching. We recognize winners of these awards in our digitally-published newsletters that are released each semester. The WGST Program serves as an institutional co-sponsor of the Duke Feminist Theory Workshop, which is attended by a number of our graduate students. Our program offers membership opportunities for WGST students to join the National Women's Studies Association.

DRUE BARKER

Served on the WGST Graduate Committee

KATHRYN LUCHOK

I am approached regularly by undergraduate and graduate students interested in reproductive health. Elizabeth Collins applied for the WGST Graduate Certificate because she wanted to work with me.

EMILY MANN

Served as WGST Associate Program Director, submitted graduate curricular documents and completed assessment materials for the graduate certificate

LEAH MCCLIMANS

WGST Graduate Committee member

CARLA PFEFFER

Worked to recruit 3 students to the Sociology Ph.D. program and WGST Graduate Certificate Program

Member of 4 masters thesis committees

Member of 7 doctoral dissertation committees

Piloted a collaborative research project with a graduate student to enhance student learning and engagement through the incorporation of social media

LAUREN SKLAROFF

Served as the WGST Graduate Program Director

SUZANNE SWAN

Recruited new graduate students, helped them apply for fellowships (e.g., SREB doctoral scholars program fellowship).

Worked with 3 graduate students to meet program milestones

WGST PROGRAM - UNDERGRADUATE

The WGST Program sponsors and co-sponsors 10-20 educational events that are open to undergraduate attendance each year. The WGST Program significantly expanded its number of online course offerings in 2020, aiming to develop a fully-online WGST BA degree track option over the next year or so. This will expand the number of students for whom a WGST BA major or second major is possible by creating more flexible options for today's busy students as well as addressing campus classroom capacity issues. We have grown our major significantly (quintupled since 2018). We continued to update undergraduate curriculum, introducing additional classes and promoting existing courses, to encourage more second majors and we doubled our numbers of minors in 2020. WGST faculty agree to supervise a number of independent study courses (without compensation) to facilitate our undergraduate students' degree progress. WGST provides one-on-one faculty academic advising for undergraduate majors twice each year and did so virtually in 2020 due to the COVID pandemic. We formally recognize our graduating WGST students, fellowship/scholarship award winners, and showcase the projects of WGST 499 students (research poster displays) via our newsletter, which is published digitally each semester. All core faculty teach cross-listed courses in their respective fields, often thus recruiting students to the major, a second major, or minor. WGST participated in virtual recruitment events over the summer and developed recruitment and retention materials to distribute to potential and current students. Our program offers membership opportunities for WGST students to join the National Women's Studies Association. The WGST Program offers an annual undergraduate student recognition award, the Arney Robinson Childs Student Award (\$250). We are in the process of developing a more content-driven website as a recruitment and retention tool that includes spotlights on WGST alumni and student research. We are also reviving our social media outreach efforts.

DAWN CAMPBELL

WGST Undergraduate Committee Member

KATHRYN LUCHOK

Put information about majoring/minoring in WGST and in my cross listed courses also information on becoming an ANTH major/minor on my syllabi, announce that in my classes and also gave out WGST brochures in classes. Teddie Meir became a WGST major because she took WGST 112 with me. My honors students regularly take additional classes with me and I am approached regularly by undergraduate and graduate students interested in reproductive health. Our Child's awardee for 2021 Emily McBryde became a WGST major after taking Global Women's Health her freshman year. I involve students in all of my research projects, and I think that is excellent training for them and aids in retention as they get excellent research mentoring and experiential learning opportunities. I involve them in all aspects of research and also allow them to spin off their own projects using my data. In 2020 I wrote 12 recommendation letters for a variety of student applications: scholarships, awards, internships, law school, medical school, graduate school and employment. I wrote Rosa Weiss' recommendation for a Truman and she is now a finalist for that prestigious award.

ED MADDEN

Faculty director, Adventures in Creative Writing (summer workshops for middle and high school students), Carolina Master Scholars Series, USC. Scheduled to direct and teach in Adventures in Creative Writing summer program, Carolina Master Scholars Series, summer 2020, but cancelled due to Covid.

EMILY MANN

Served as WGST Associate Program Director, submitted undergraduate curricular documents and completed assessment materials for the undergraduate major

STEPHANIE MITCHEM

Served as the WGST Undergraduate Program Director

CARLA PFEFFER

Committee chair for 2 senior honors thesis committees and member of 2 additional committee

Served as the faculty proponent for 10 course/curricular change proposals in the APPS system, most of them focused on expanding options for course online delivery for WGST students

Filmed interview on my research for a promotional video series

Supervised 4 independent studies (3 undergrad and 1 grad)

Attended university student recruitment events over the summer on behalf of the WGST Program

Created welcome and interest letters for those entering or interested in the WGST Program

Assisted in the resolution of an incomplete grade for a student who received an Incomplete from a graduate student instructor who is no longer with the university. Completed an independent study with the student, graded their work, and entered a final grade to resolve the incomplete.

Created recruitment materials for the WGST undergraduate BA program and the WGST Graduate Certificate

Created and disseminated WGST Program newsletters each semester to aid in student recruitment and retention

Served as a PI and Co-I on two projects with a graduate student that were funded by internal grants (through CTE and the Office of the Provost/SPARC)

Held regular meetings with undergraduate and graduate mentees

Media Interview: "'This is Not a Settled Matter': USC Joins in Pushback Against ICE Directive." (2020, July 13). By Nick Sullivan of The Daily Gamecock.

<https://www.dailygamecock.com/article/2020/07/sevp-pushback-sullivan-news> See also slide 11:

<https://www.dailygamecock.com/gallery/faculty-condemn-ice-gallery>

SUZANNE SWAN

WGST Undergraduate Committee member

WGST PROGRAM - GRADUATE

The WGST Program sponsors and co-sponsors 10-20 educational events (focusing on research, teaching, and/or service) that are open to graduate student attendance for professional development each year. All core WGST faculty teach crosslisted courses in their respective fields, often thus recruiting students to the certificate program. WGST faculty agree to supervise a number of independent study courses (without compensation) to facilitate our graduate students' degree progress. We developed and revised colorful new graduate foldout brochures for information and recruitment. We are also in the process of developing a more content-driven website as a recruitment and retention tool for graduate students that includes spotlights on WGST alumni and student research. Our Graduate Program Director engages in ongoing discussions with graduate directors in other programs to work to recruit students with joint or tandem offers. We generated and submitted course proposals for several new graduate courses. The WGST Program offers four annual graduate student research and teaching awards: the Harriott Hampton Faucette Award (\$500) for research (offered twice per year), the Emily Thompson Award (\$250) for research, and the Women's and Gender Studies Teaching Award (\$250) for teaching. We recognize winners of these awards in our digitally-published newsletters that are released each semester. The WGST Program serves as an institutional co-sponsor of the Duke Feminist Theory Workshop, which is attended by a number of our graduate students. Our program offers membership opportunities for WGST students to join the National Women's Studies Association.

DRUE BARKER

Served on the WGST Graduate Committee

KATHRYN LUCHOK

I am approached regularly by undergraduate and graduate students interested in reproductive health. Elizabeth Collins applied for the WGST Graduate Certificate because she wanted to work with me.

EMILY MANN

Served as WGST Associate Program Director, submitted graduate curricular documents and completed assessment materials for the graduate certificate

LEAH MCCLIMANS

WGST Graduate Committee member

CARLA PFEFFER

Worked to recruit 3 students to the Sociology Ph.D. program and WGST Graduate Certificate Program

Member of 4 masters thesis committees

Member of 7 doctoral dissertation committees

Piloted a collaborative research project with a graduate student to enhance student learning and engagement through the incorporation of social media

LAUREN SKLAROFF

Served as the WGST Graduate Program Director

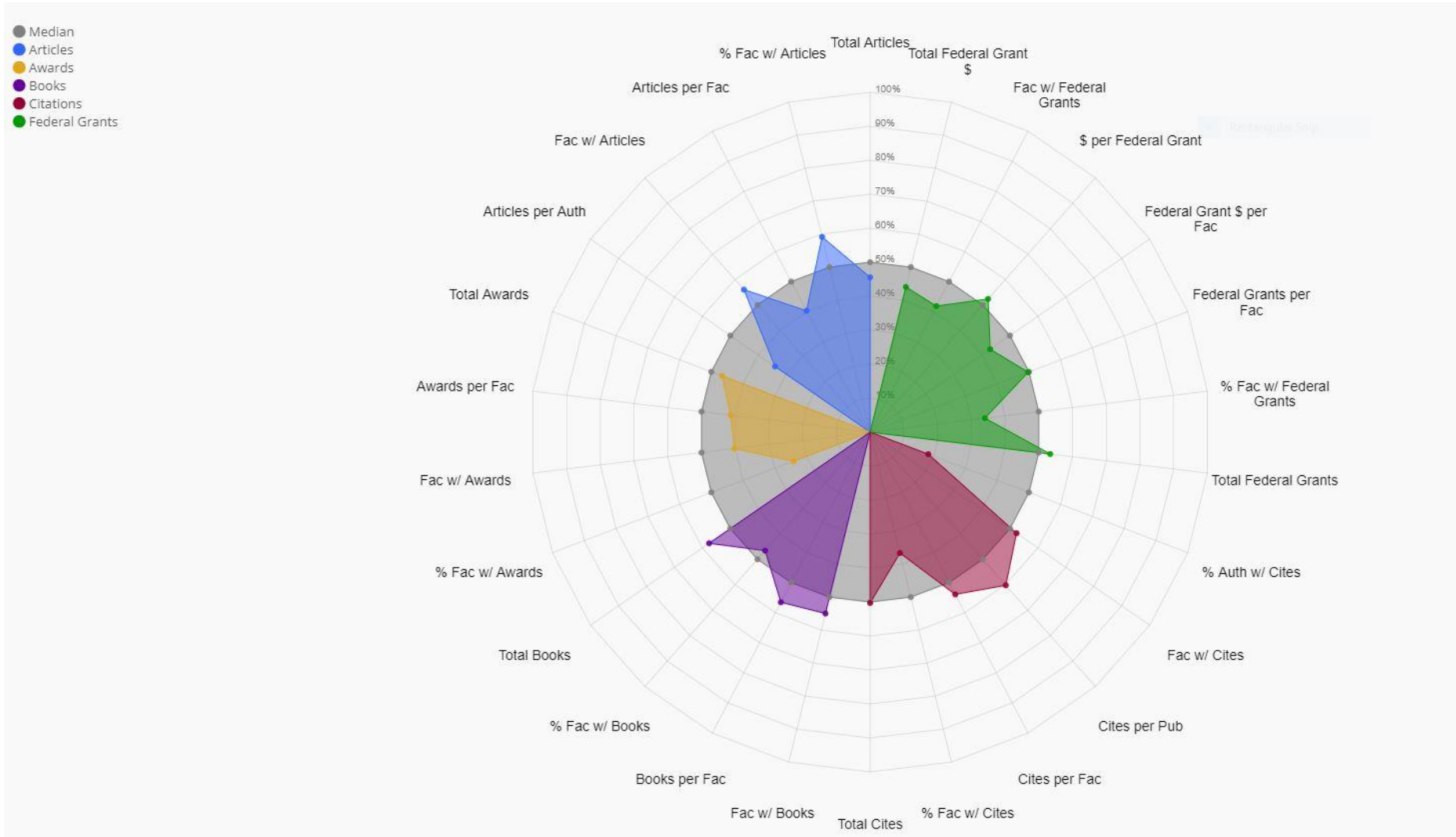
SUZANNE SWAN

Recruited new graduate students, helped them apply for fellowships (e.g., SREB doctoral scholars program fellowship).

Worked with 3 graduate students to meet program milestones

Appendix 3. Academic Analytics Report

Department of Anthropology

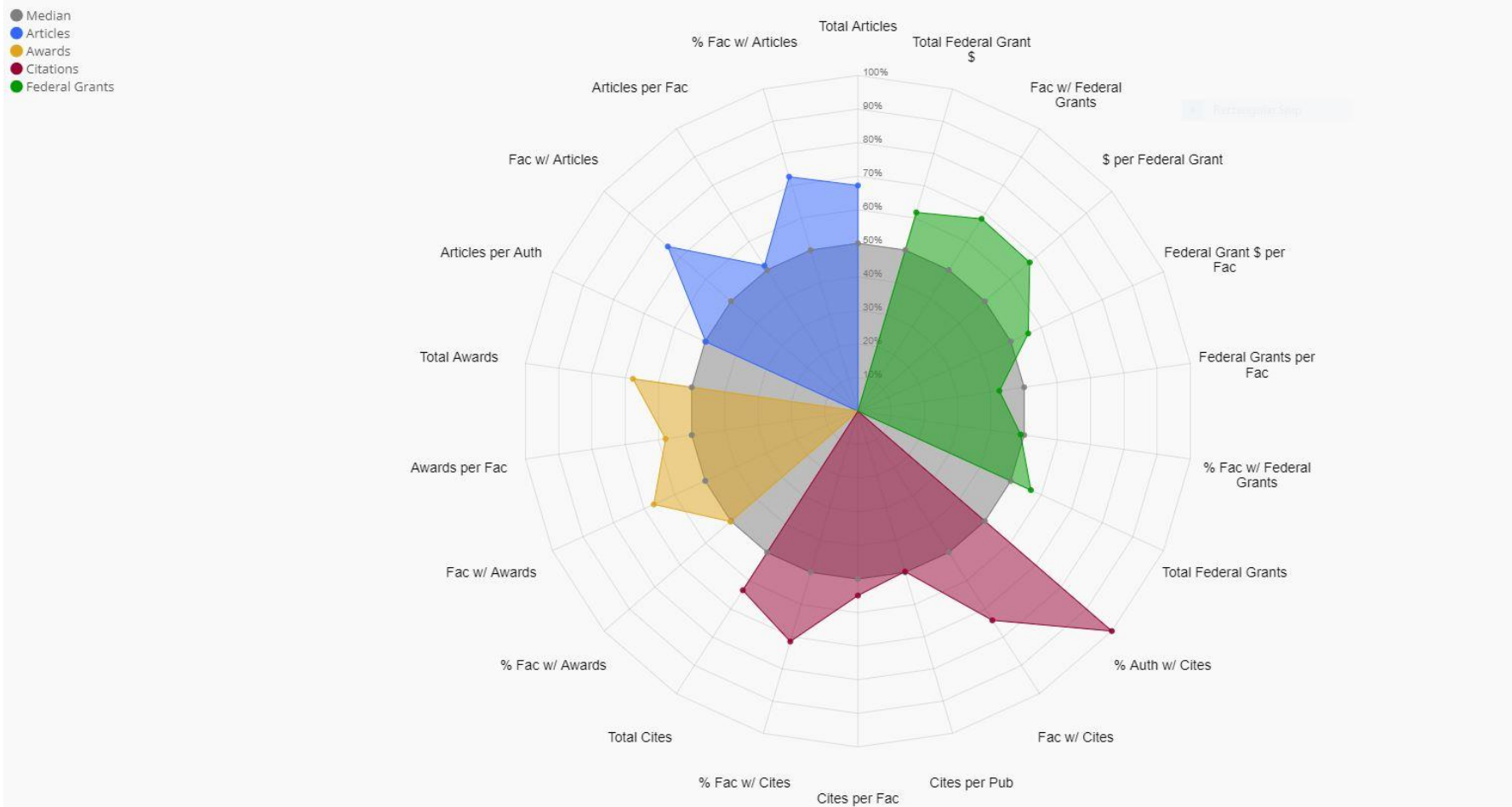


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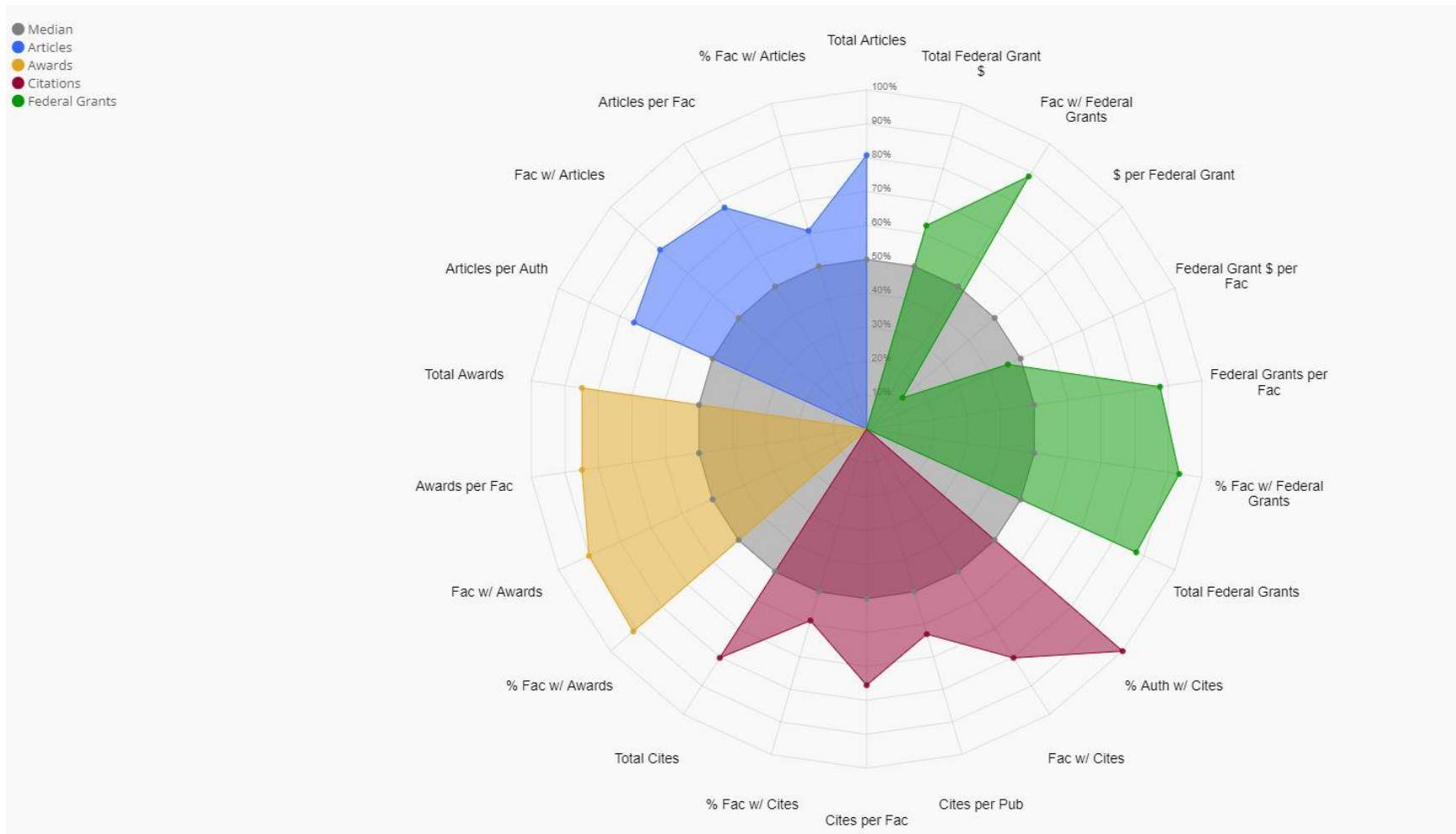


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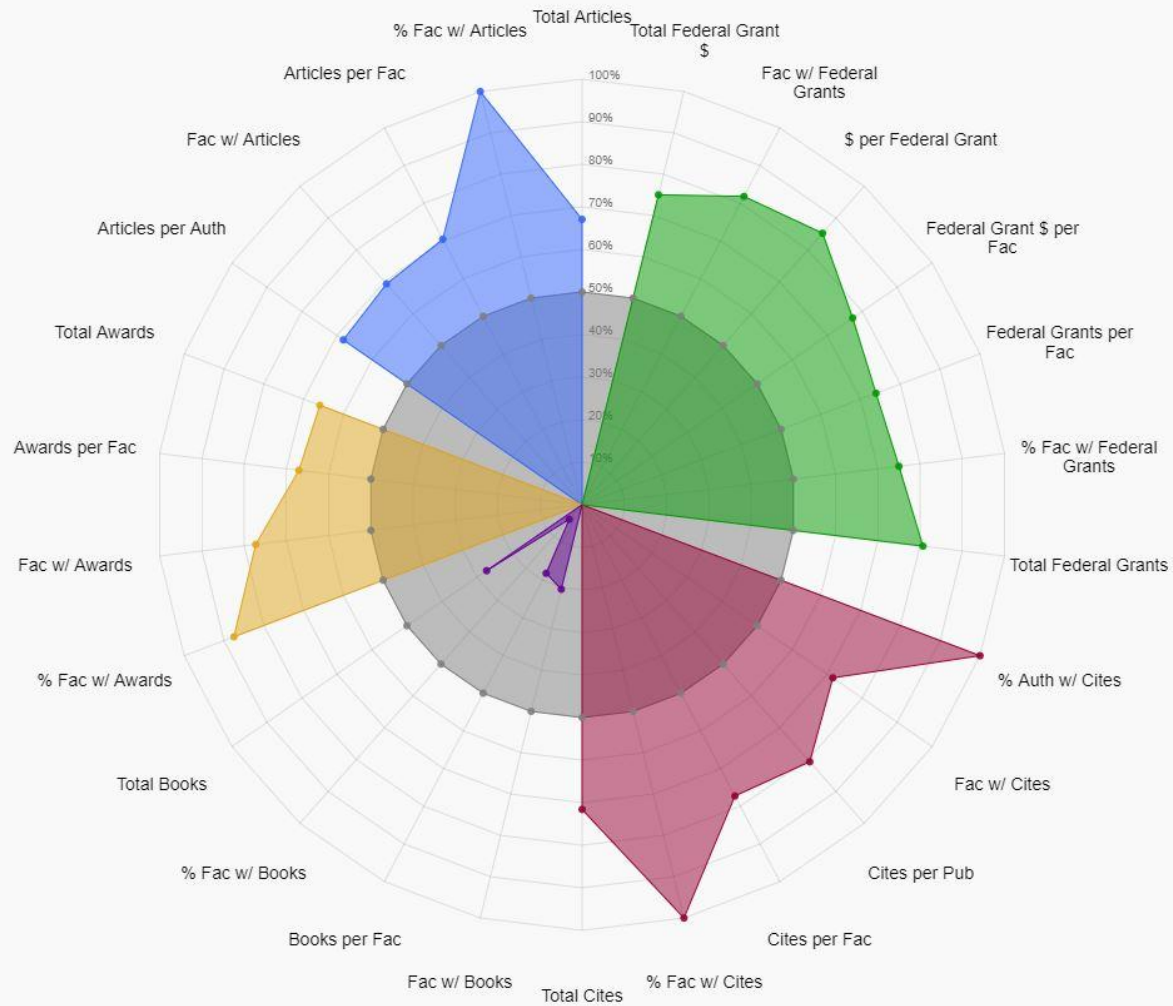
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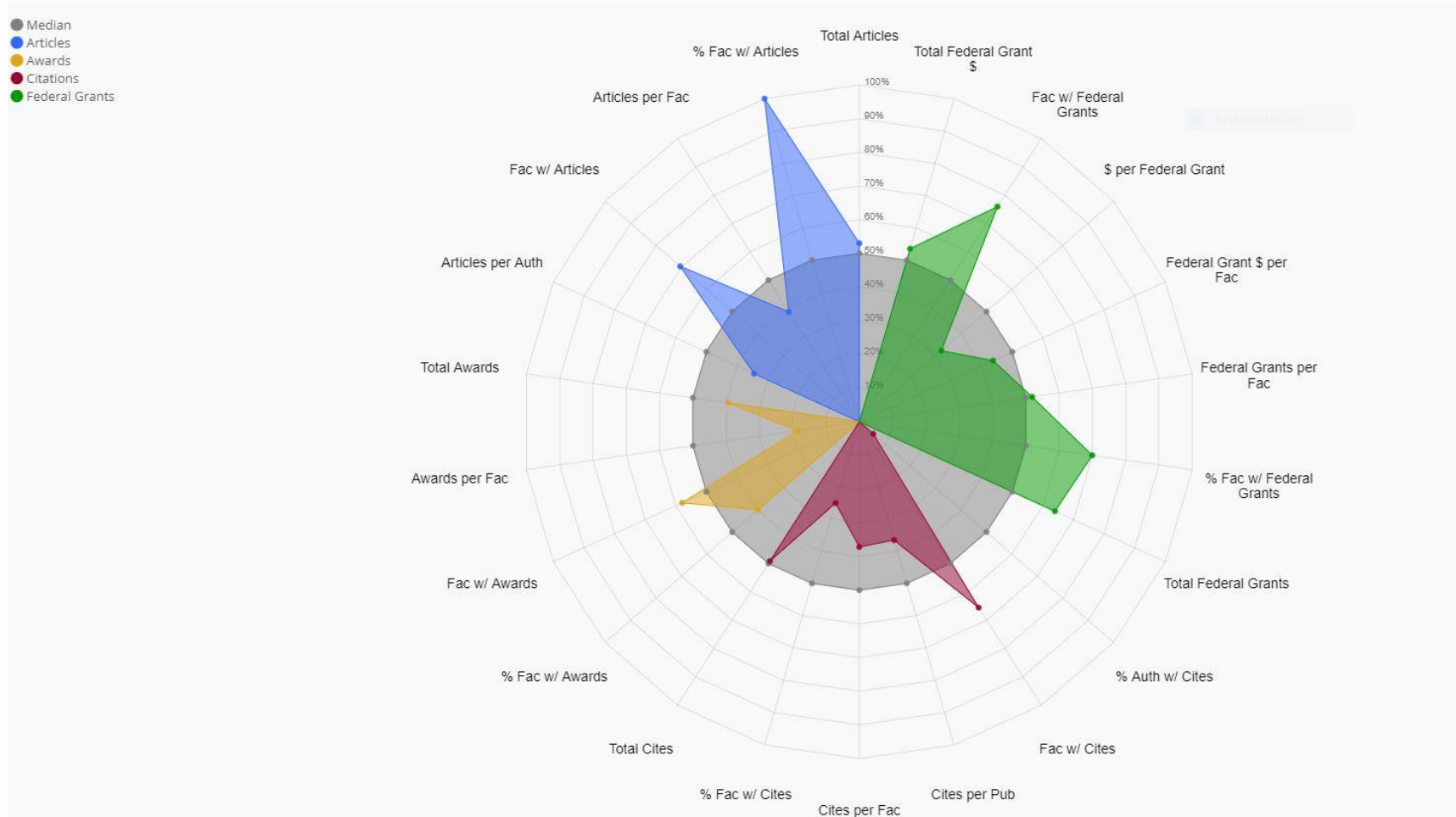


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School of Earth, Ocean and Environment

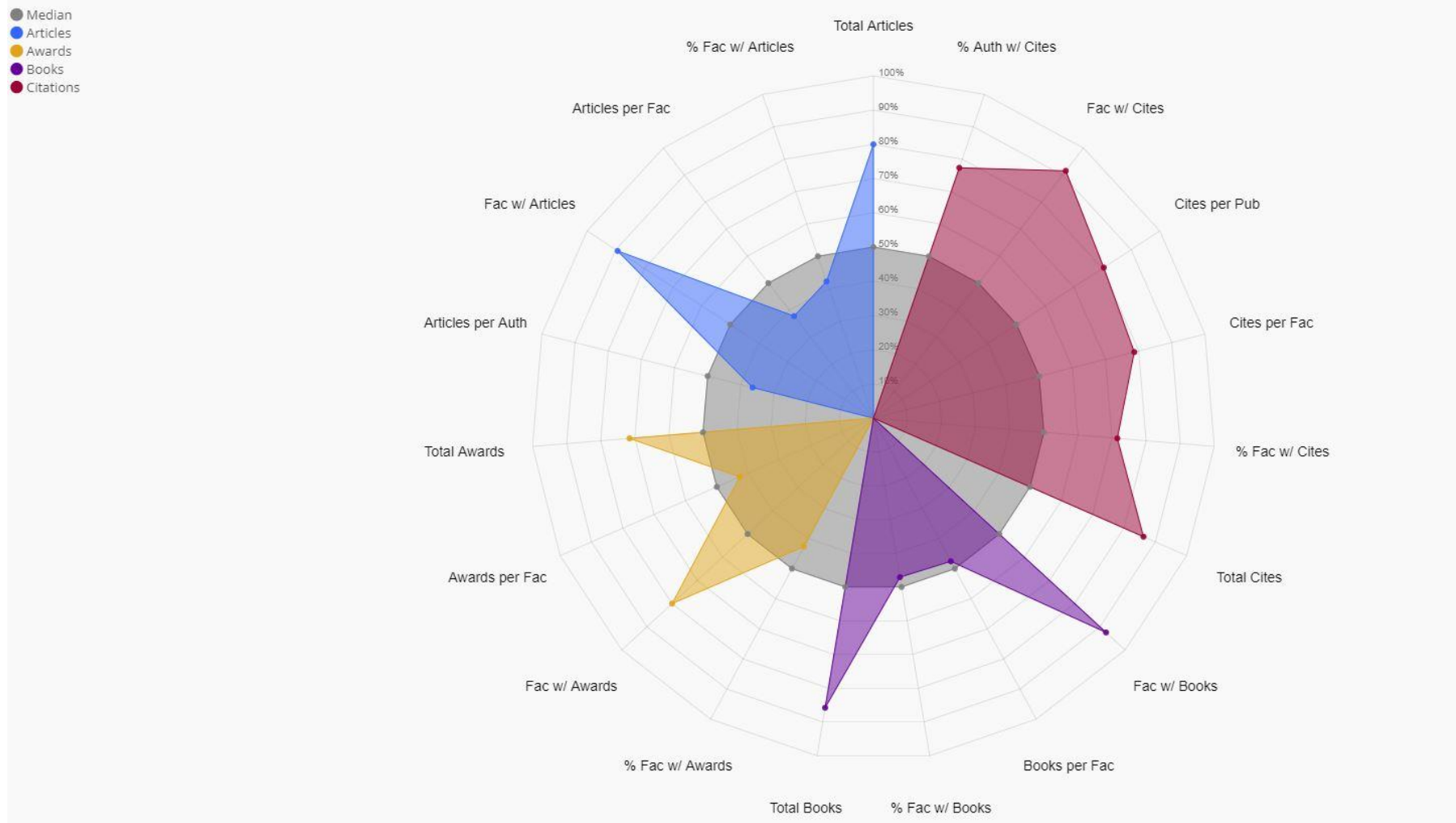


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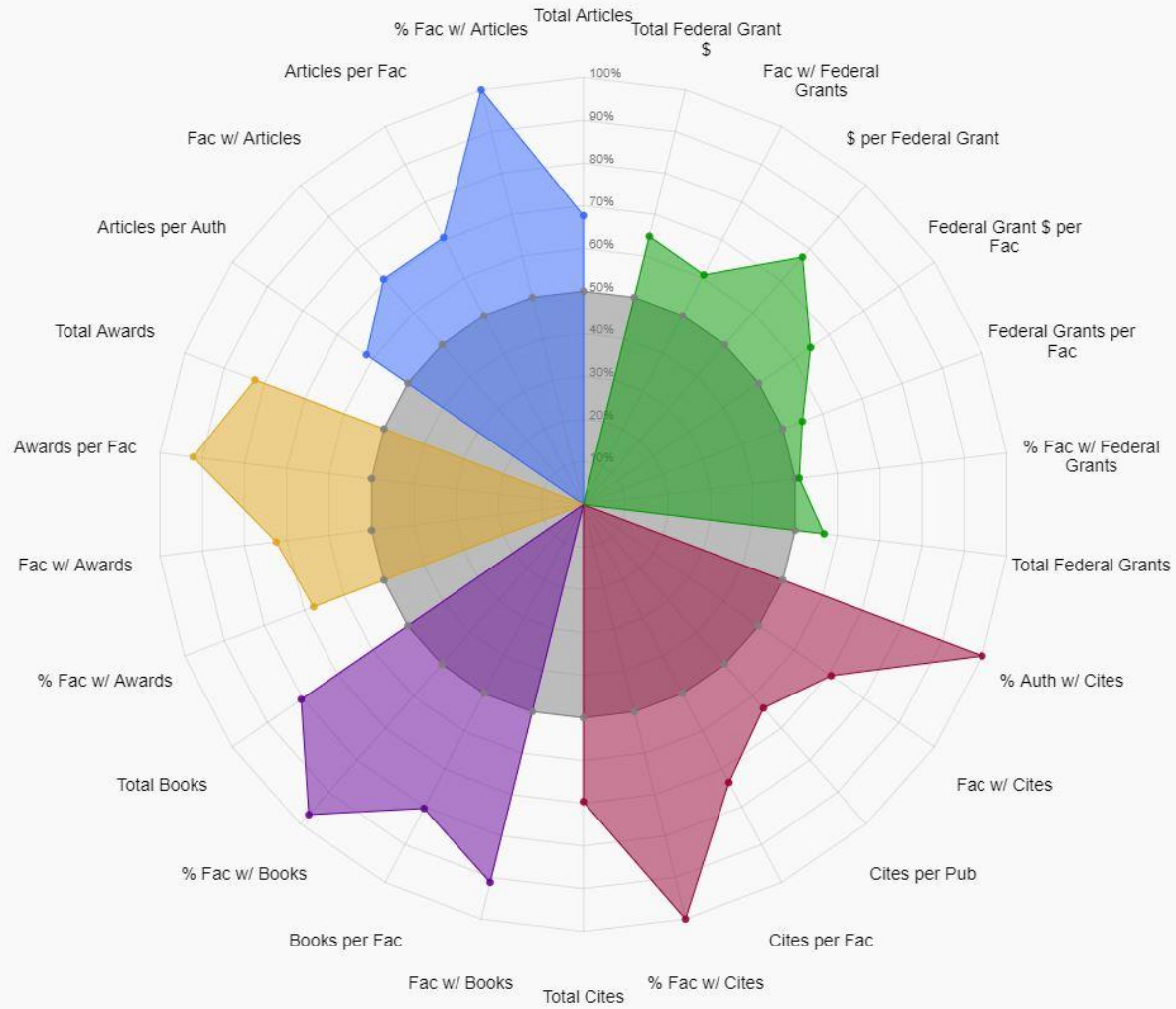
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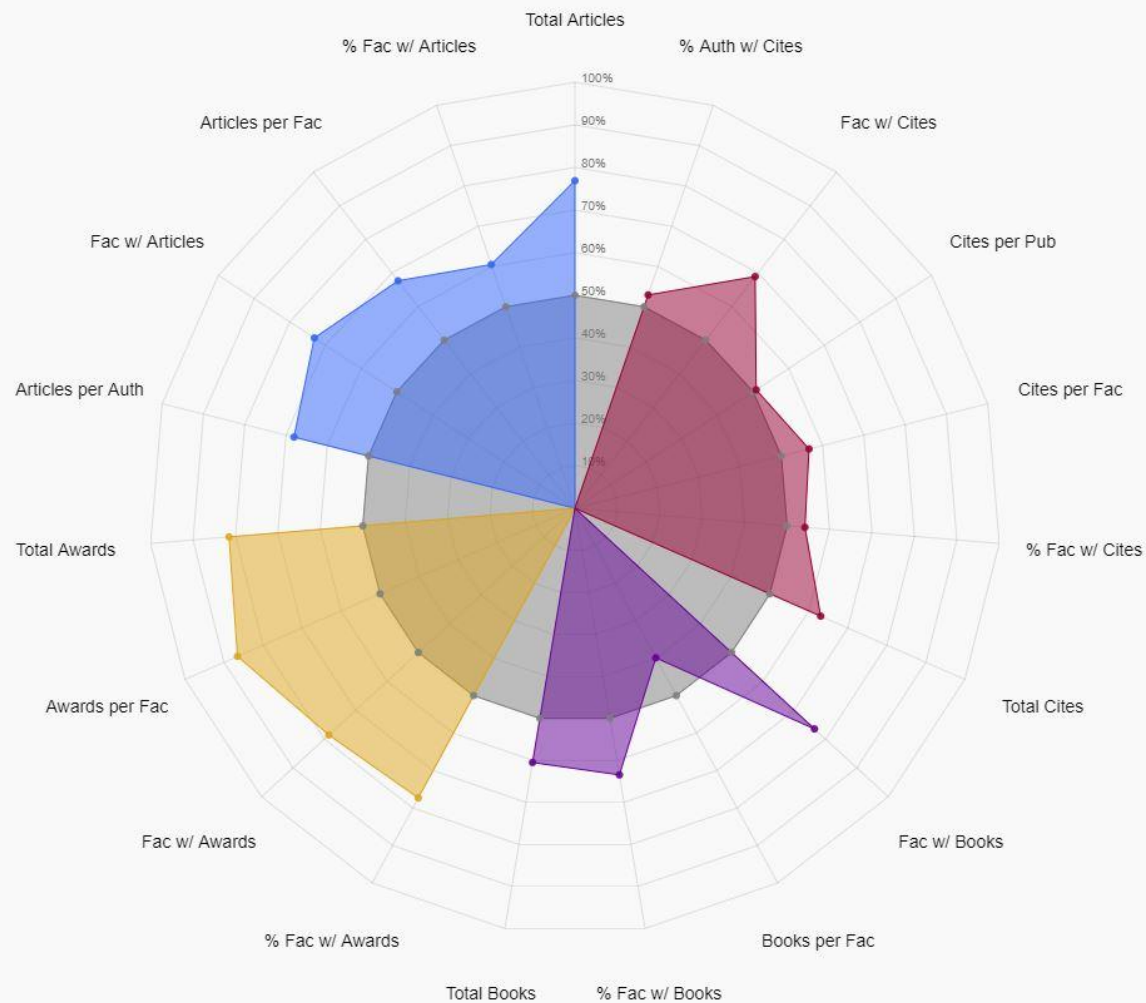
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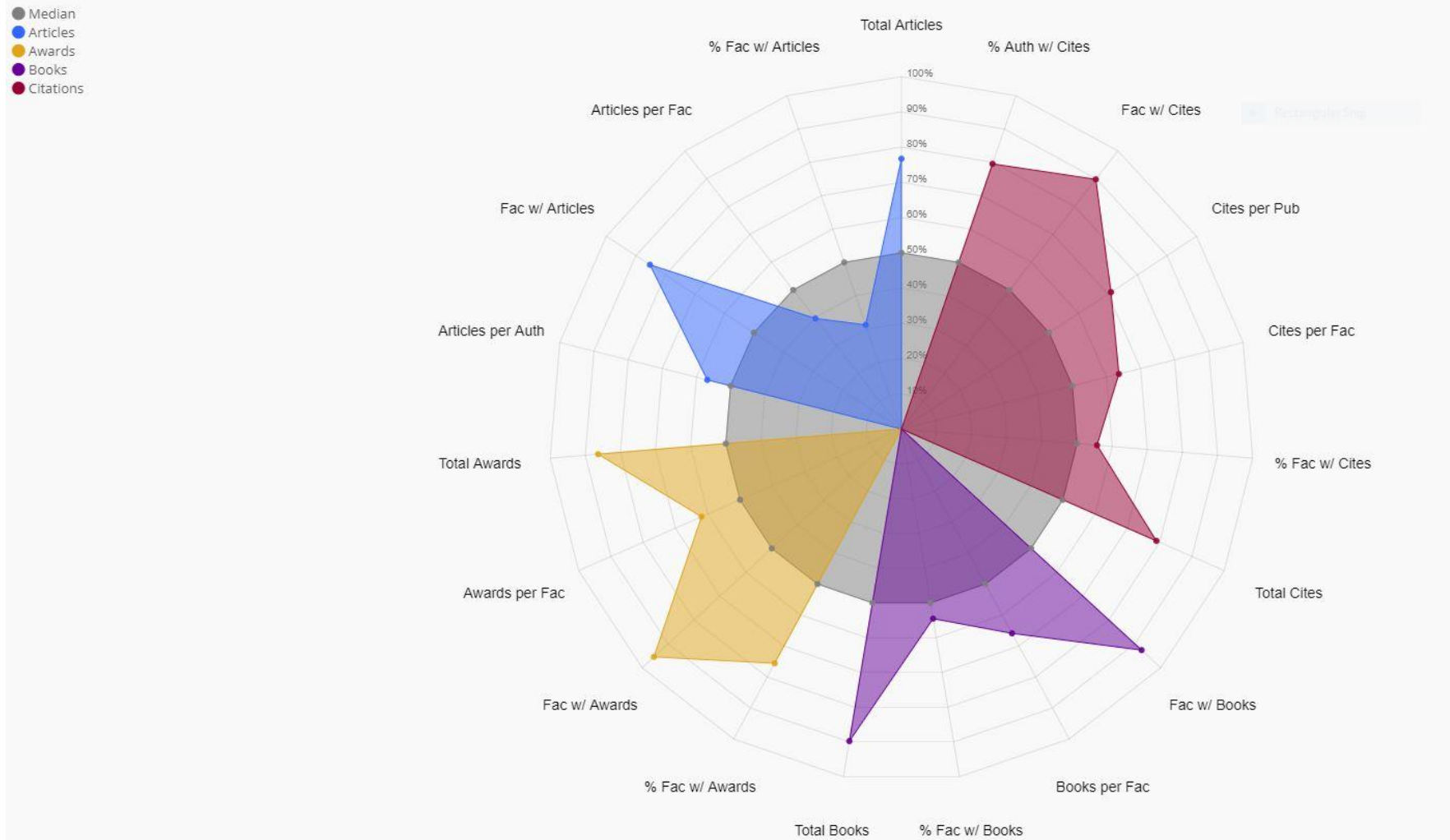


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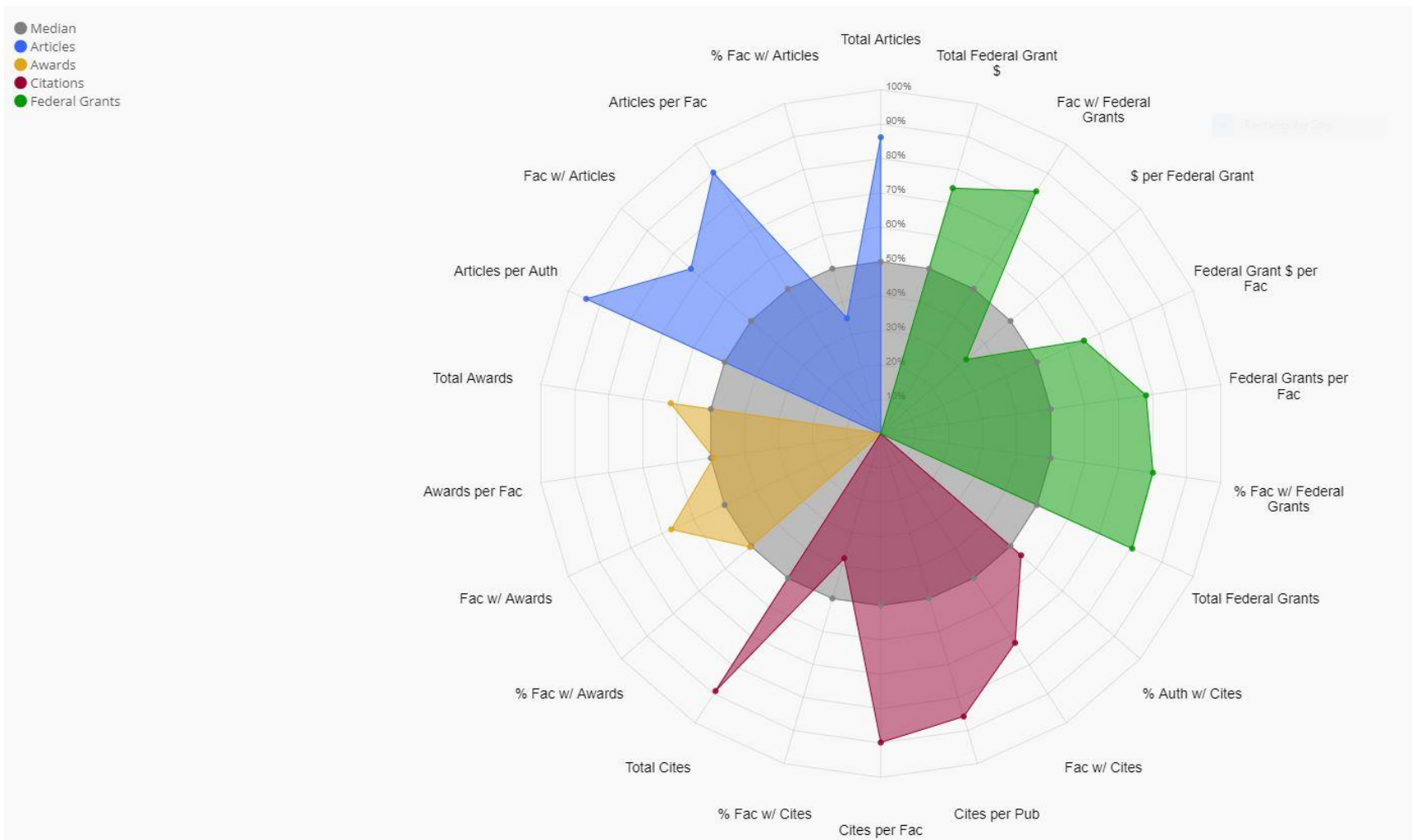


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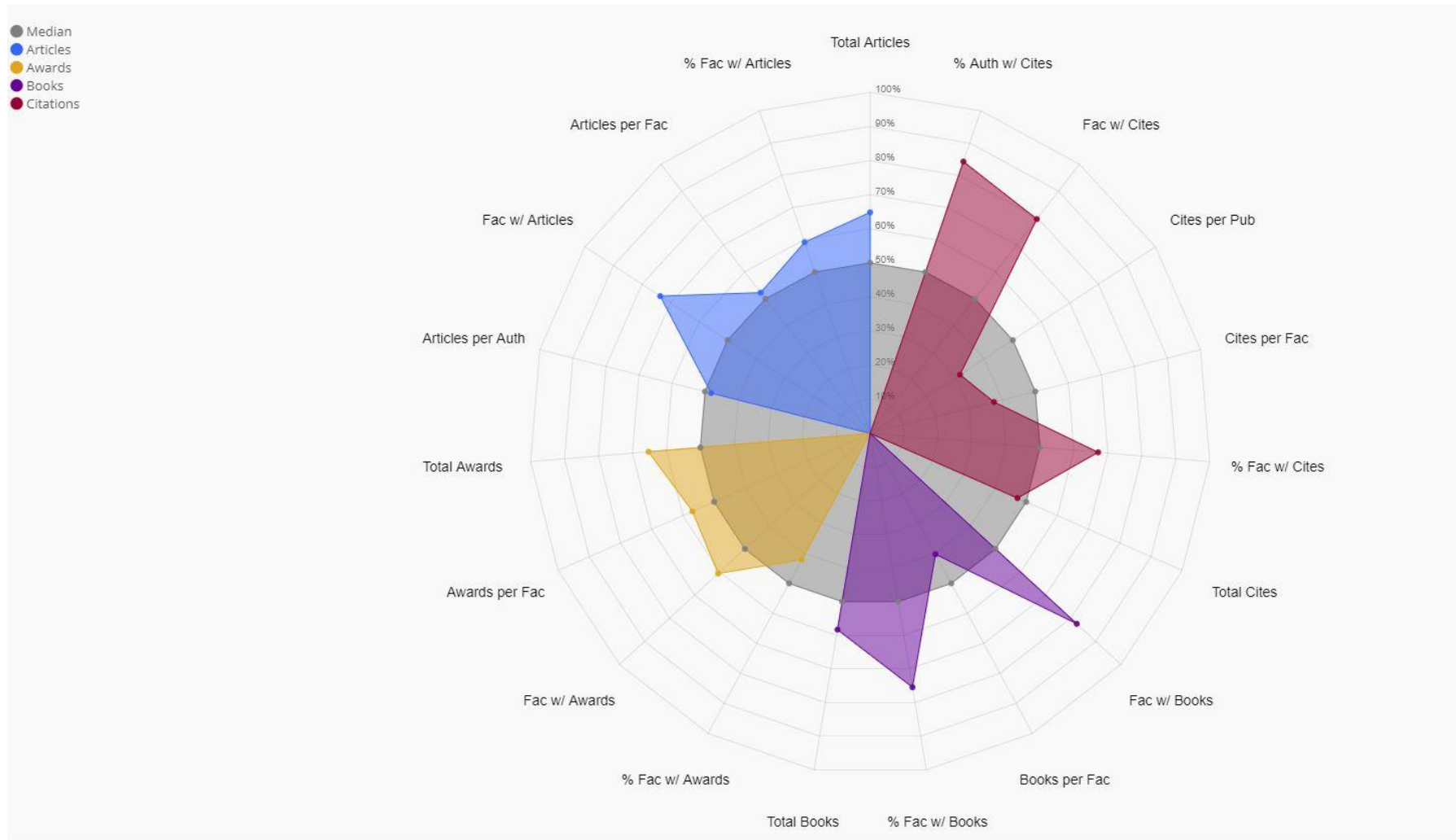


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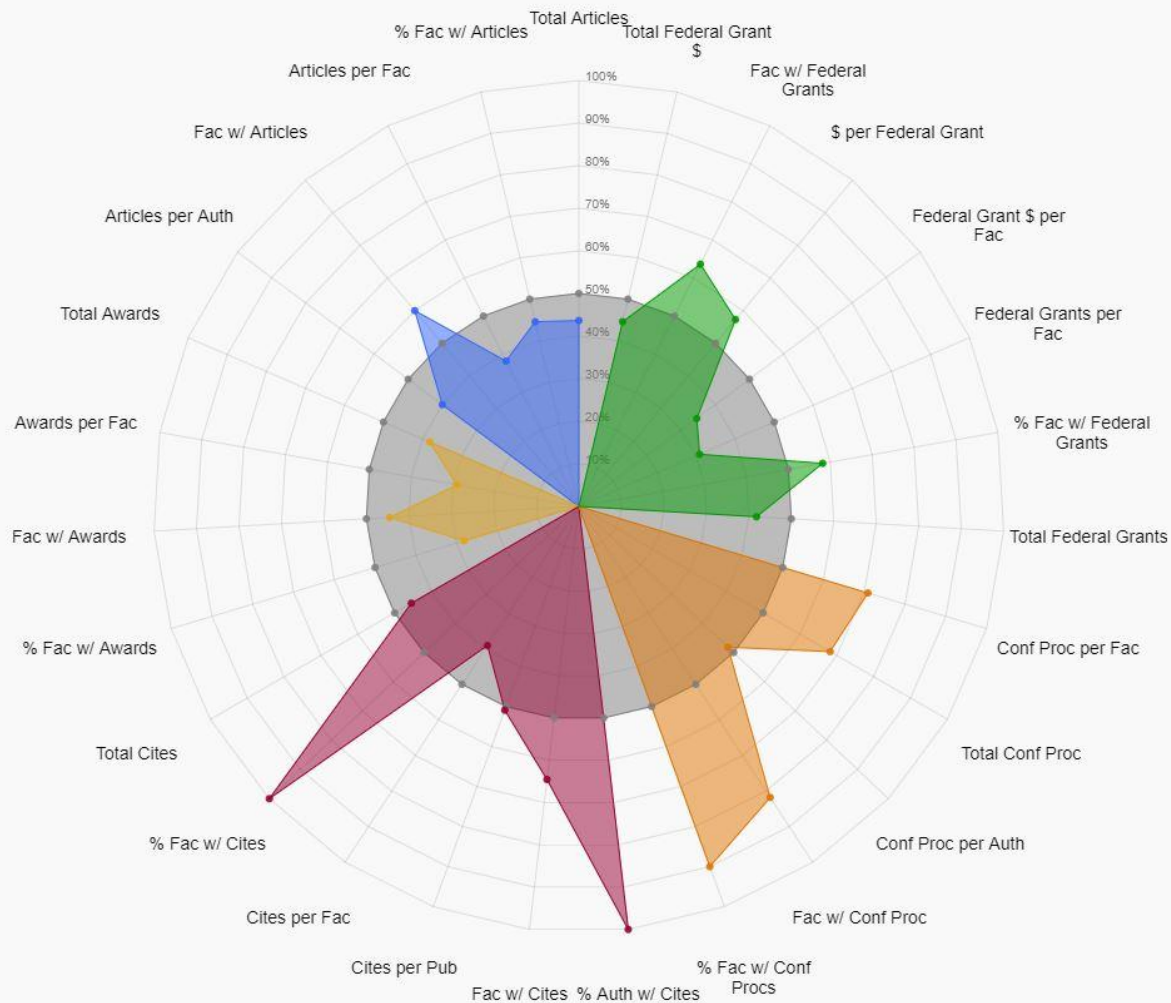
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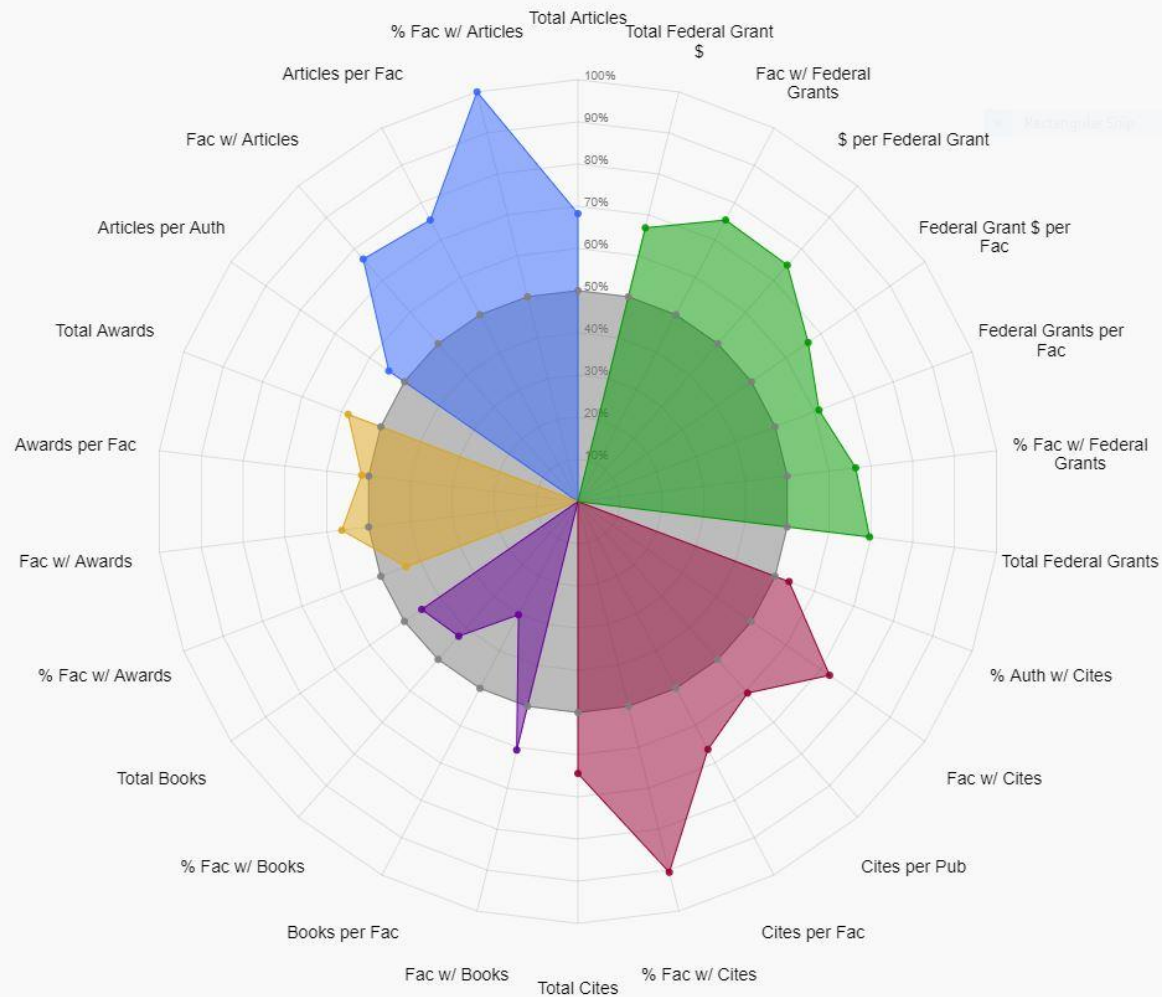
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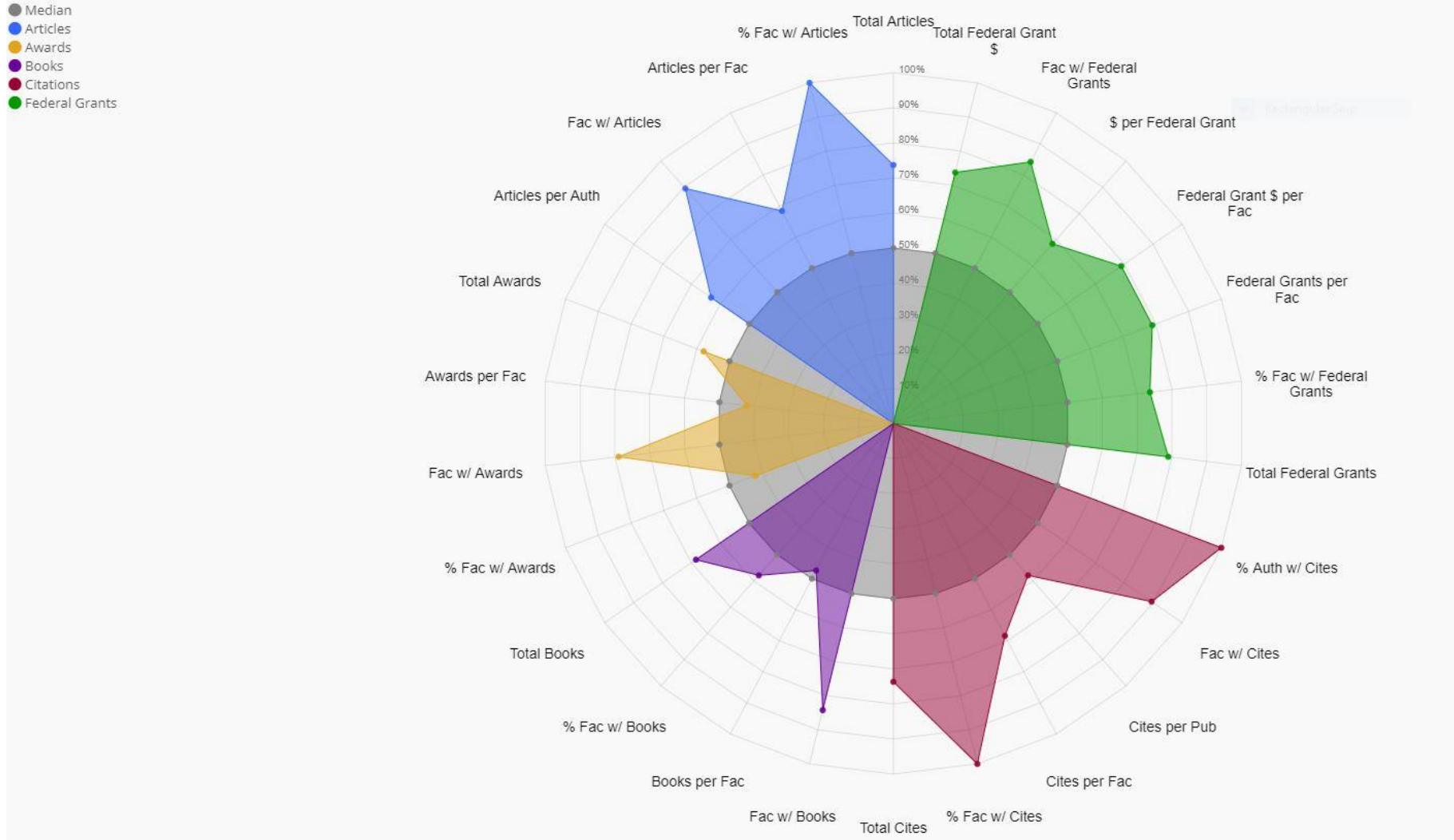


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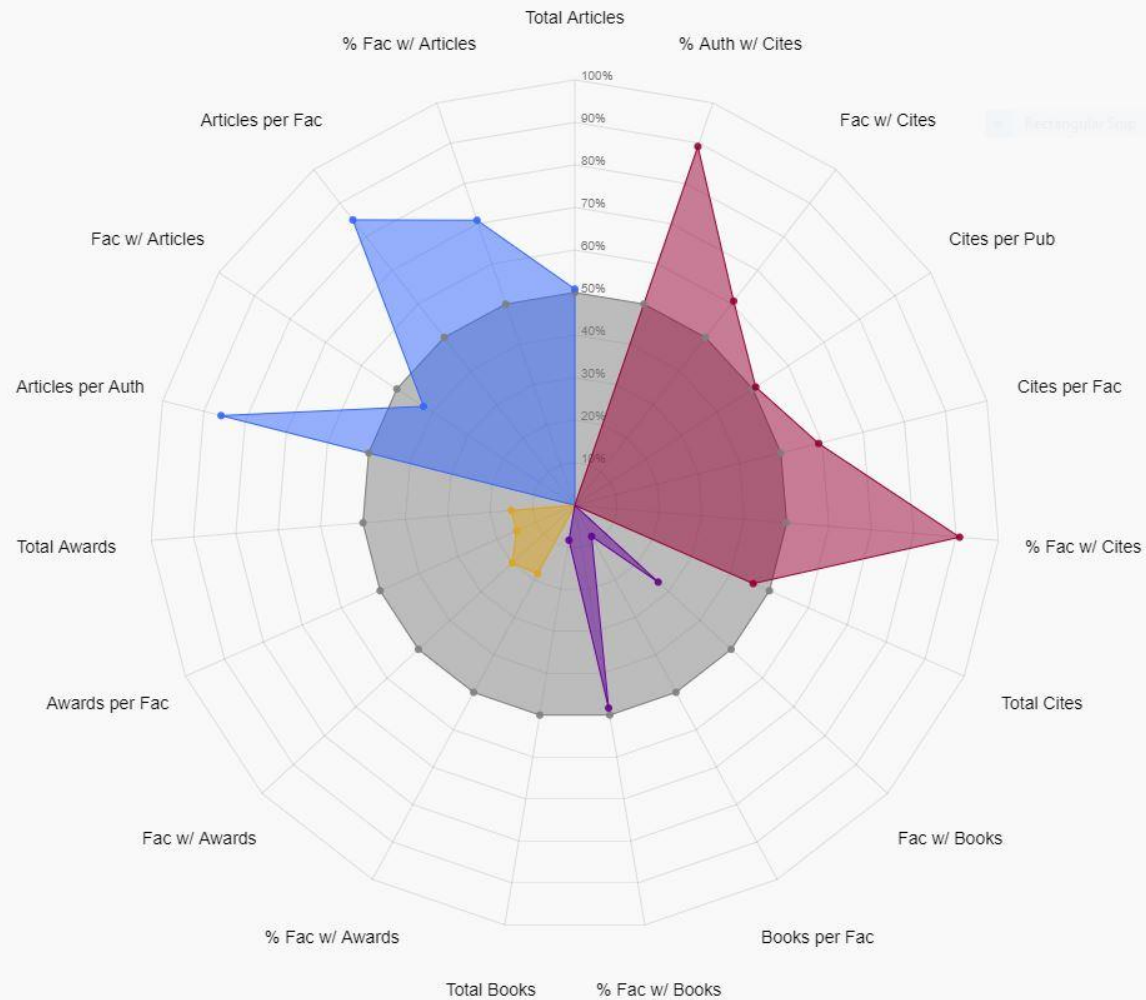
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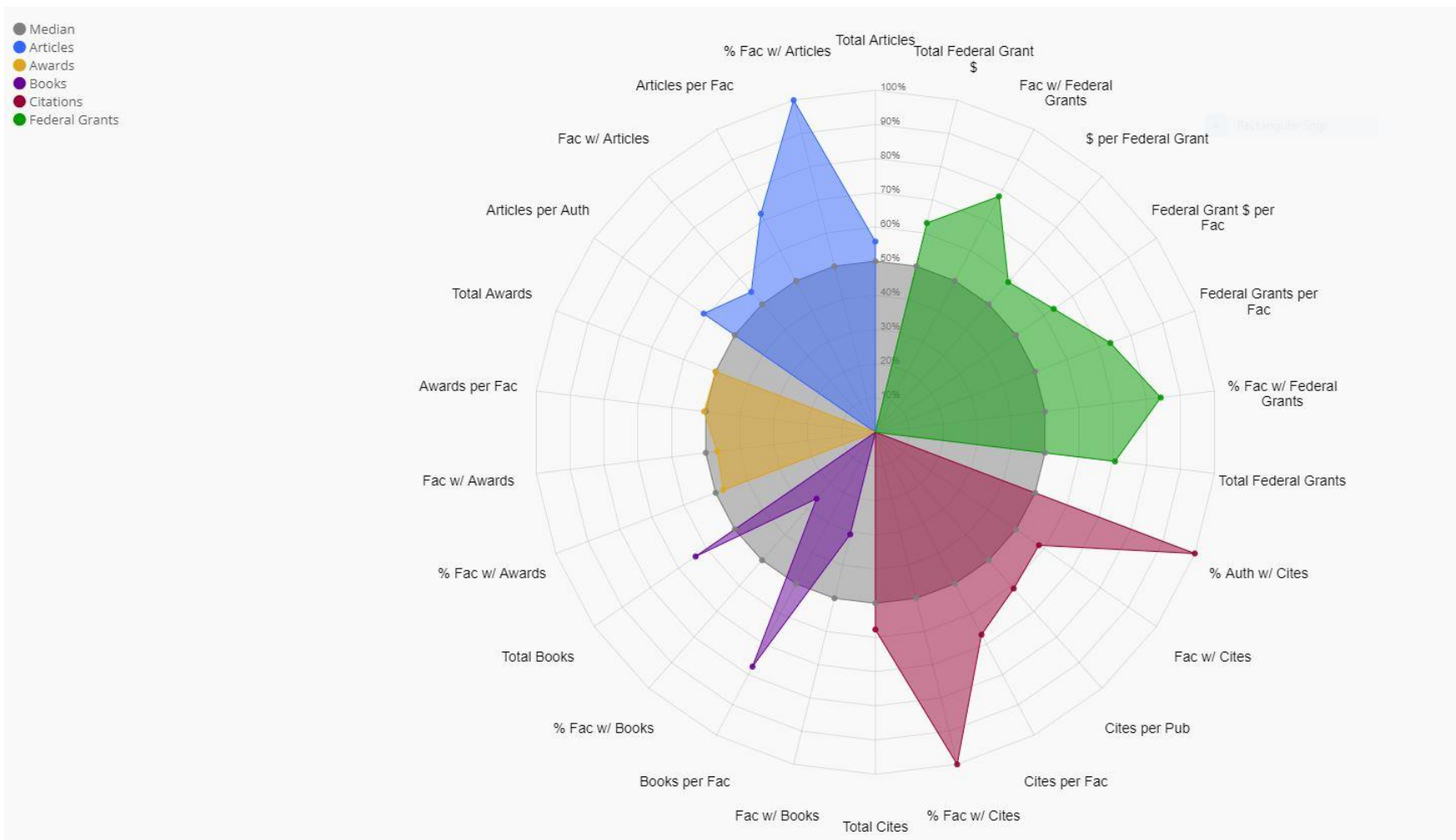


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Department of Sociology



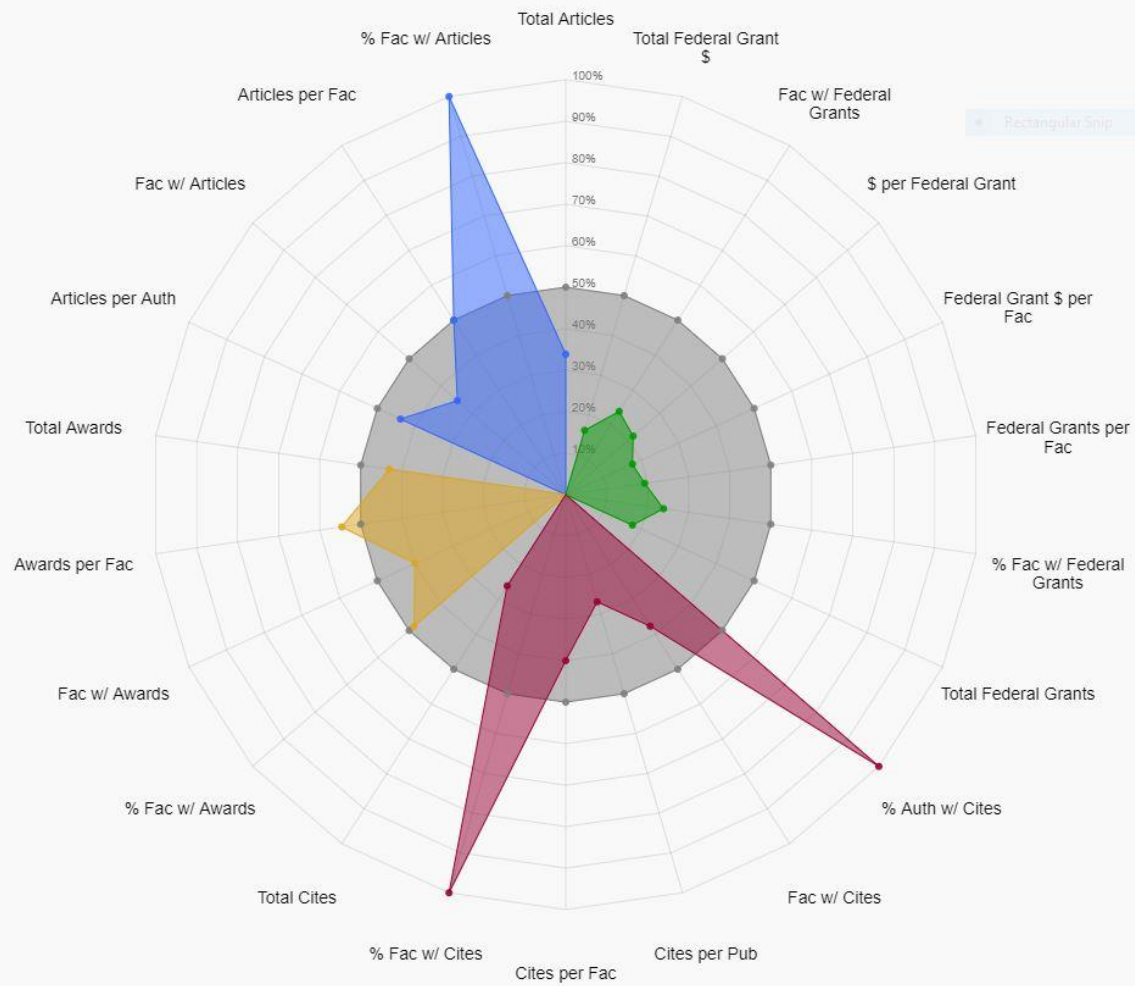
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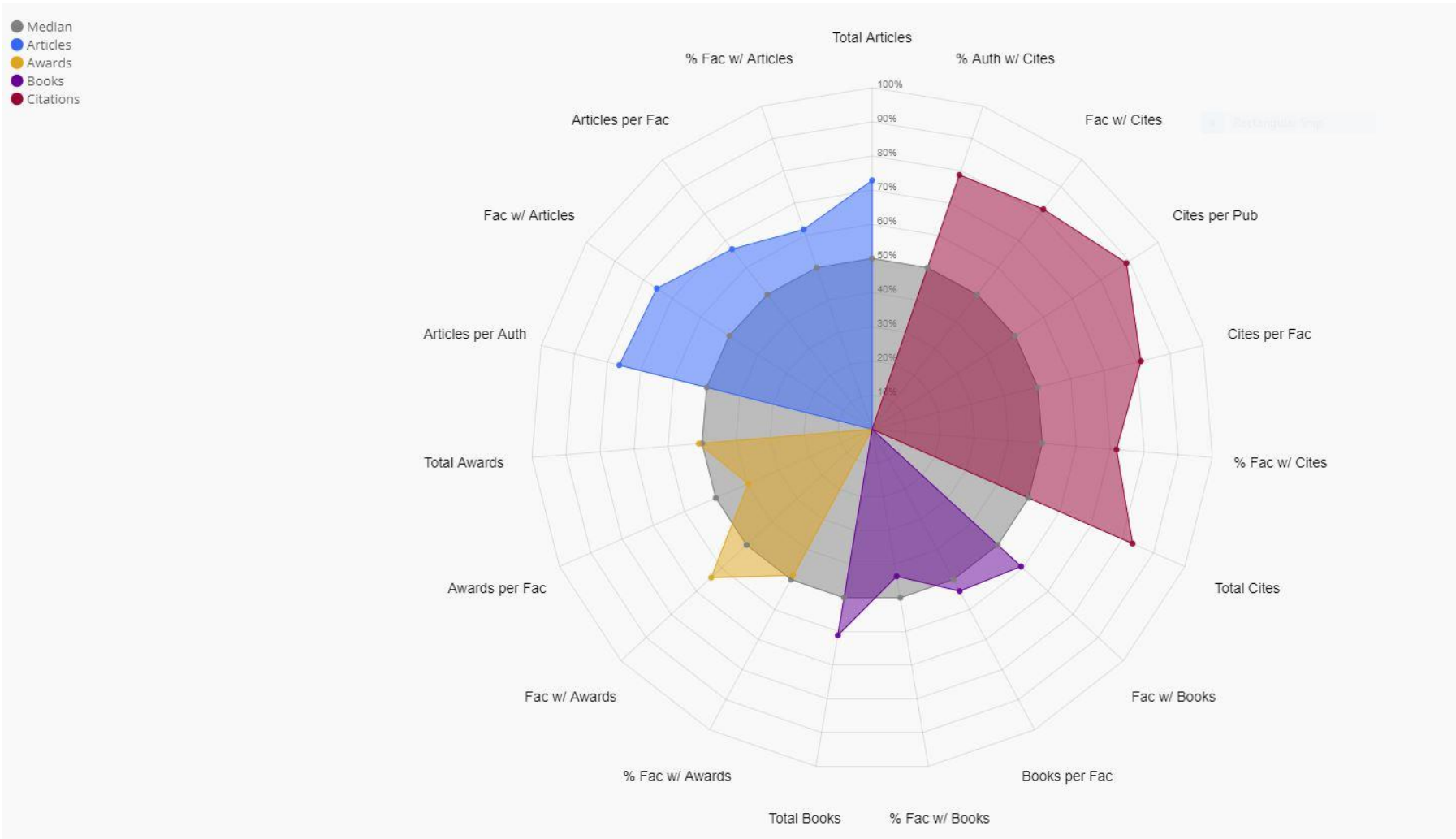


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Department of Theater & Dance



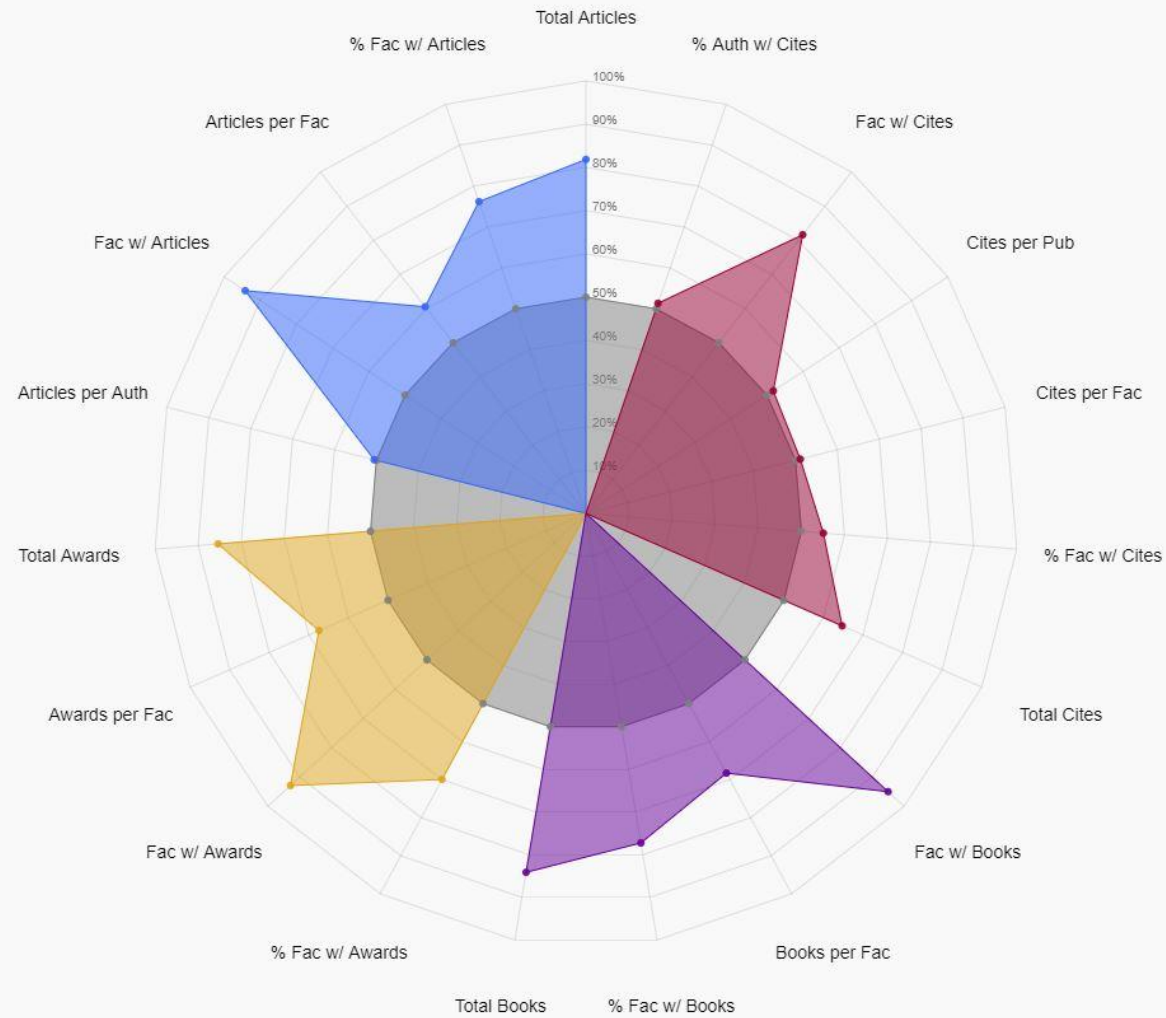
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Appendix 4. Community Engagement



BLUEPRINT FOR ACADEMIC EXCELLENCE AY2021-2022

APPENDIX 4: COMMUNITY ENGAGEMENT ACTIVITIES

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, including the premier of the performance piece, *Migratuse Ataraxia* in Harpersville, AL (Wideman-Davis); and Ping Pong Productions webinar titled “Creatively Responding to Our Communities” (Wideman-Davis). 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 International Comic Arts Forum (Whitted), the South Carolina Council for African American Studies (Whitted), Richland County Libraries (Tolson), Columbia Museum of Art (Tolson), and The National Society of Collegiate Scholars (NSCS) Board of Directors (Simmons).

The *Department of Anthropology* hosts regular departmental colloquia that are open to the public. We co-sponsor other annual events that are also community facing such as the Archaeological Society of South Carolina Conference and the Arkhaios Cultural Heritage and Archaeology Film Festival which screened films remotely due to COVID-19. Many of our jointly appointed faculty also take the lead in organizing events that also are community facing. In 2020, Interim Director of IAAR, Kimberly Simmons jointly appointed in Anthropology and African American Studies, organized two major events for the University that were also open to the public. The first commemorated Hurricane Katrina and the Artwork of JRenee: Race, Injustice, and Memories of Home as a co-curricular activity for the CAS Justice Themed semester. The second was a Carolina-Barbados Symposium (Institute for African American Research event) November 13-14, 2020. Dr. Courtney Lewis, jointly appointed with Southern Studies, in collaboration with Rose Stremlau co-organized seven events which were streamed live and curated on a Davidson College website titled, Resilience Recipes: Native Foodpreneurs Cooking Demonstrations and Covid-19 Discussions. We also have faculty providing service to local organizations, agencies and networks like the Technical Advisor to the Women’s Rights and Empowerment Network, a participant in the SC Birth Outcomes Initiative, a Board Member on Planned Parenthood of the South Atlantic, a Hollywood-Rose Hill Neighborhood Association Council member, Five Points Neighborhoods Coalition, Midlands Mutual Aid, the “We Believe Anita Hill” annual celebration, and the SC Humanities Council Speaker’s Bureau. We have faculty who make guest appearances in local, regional and national media sources. Finally, bioarchaeology and archaeology faculty are particularly known their community work consulting for coroner's office as a deputy coroner, as well as consulting at regional museums and parks services such as the Coastal Discovery Museum, Hilton Head, SC in addition to leading community based projects such as Eric Jones’ community archaeology project which works directly with families to tell local histories in the Town of Fenner, NY.

The *Department of the Air Force, ROTC Program (AFROTC)* cadets supported a variety of local and statewide events, amassing a total of 2,279.65 community service hours. Locally, cadets took part in 83 hours of volunteer work for the Cola Town Bike Collective, repairing bicycles for those transitioning out of homelessness. Cadets also contributed over 650 hours towards campus cleanup and football stadium trash removal. AFROTC cadets dedicated 40.5 hours walking animals, cleaning pens, and socializing pets to support adoption efforts for local animal shelters. Across the state, cadets spent over 30 hours volunteering at the women’s shelter, providing weekly guitar lessons to kids. Responsible for overseeing

the Arnold Air Society (AAS) at UofSC, our detachment dedicated over 150 hours towards training cadets and developing a new AAS at Charleston Southern University. AAS focused on assisting veterans and their families, which lead to cadets participating in the Wreaths Across America event, where cadets laid wreaths for fallen service members at Fort Jackson Cemetery. AAS cadets also participated in Charity Miles, running over 100 miles to raise money for the United Service Organizations (USO). In addition to assisting veterans, AAS cadets judged local high school JROTC Drill Competitions around South Carolina. Lastly, AAS members coordinated with Green Quad to clean up litter from the campus. In total, AAS cadets accumulated 278.75 service hours. Through an array of philanthropic efforts, the AFROTC detachment at UofSC had a positive impact on the local community and state.

The **Army ROTC** Battalion, the Gamecock Battalion, has a strong commitment to its local community. As our future leaders have a focus on service to our country, we value service in our local community during our four-years on campus. Whether the students enroll at the University of South Carolina, Benedict College, Allen University, Morris College, Midlands Technical College, Francis Marion University, and Coastal Carolina University, our students volunteer in a number of programs on an individual or group basis. Our primary volunteer program is the Corridor to Possibilities program that aims to increase the matriculation rates of Junior ROTC (JROTC) Cadets at Eau Claire and Lower Richland High Schools. Gamecock Cadets volunteer every Friday afternoon to provide mentorship and leadership guidance to the JROTC. The Gamecock Battalion also volunteers at the Blythewood High School Raider Challenge event in a similar manner. Raider Challenge is an annual competition for schools across the Midlands in basic military tasks and drills. The Gamecock Battalion also provides a Color Guard at USC football games and other athletic events, including the Joint Service Detail for the annual Military Appreciation football game. The Gamecock Battalion also participates in a Toy and Food Drive and Wreaths Across America each holiday season. In addition, the Gamecock Battalion volunteers on a routine basis for events on campus. Recently, the battalion provided 20 Cadets for the Veterans Affairs Hospital-USC Vaccination event, vaccinating thousands of veterans in the Midlands Region.

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 76 projects currently being conducted at the Baruch Marine Field Lab (BMFL) by staff, graduate students, and faculty associated with the University of South Carolina and other institutions are provided online at <https://rb.gy/mmecdv>. The University of South Carolina is the home institution for 61 of the investigators conducting research at the BMFL. In addition, 79 investigators representing 32 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 46 years. Outreach and stewardship activities conducted through the North Inlet-Winyah Bay NERR include presentations and workshops for the public, local community groups and agencies, teachers, and resource managers. Interpretive tours for visiting groups and training volunteers to assist with research programs are also conducted. Examples of these activities are climate-related talks to the Georgetown Rotary Club and Sierra Club–Winyah Chapter, Beach and Creek Ecology program that engages participants in field activities on the water, in the marsh and on the beach in North Inlet, and the workshop Strategies and Tools to Protect and Restore Coastal Water Quality to increase local decision-makers' knowledge of coastal water quality issues and the regulatory framework around stormwater management in South Carolina. In addition to on-site field and classroom programs, a number of presentations, exhibits, and programs were given at local libraries, festivals, and events.

The ***Center for Science Education (CSE)*** hosts the annual Junior Science & Humanities Symposium for High School students in January of each year. In March CSE hosts the Midlands Regional Science and Engineering Fair for middle and high school students. Another event is the South Carolina Middle and Elementary School Academy of Science (MESAS) mail-in contest for students in grades 4-8. In the Charleston area, CSE offers the Kids Teaching Flood Resilience (KTFR), a participatory action research initiative that seeks to position youth as resources of knowledge and resilience about what to Notice, KNOW, and DO in the event of extreme weather. The current focus is on Title 1 middle schools that are impacted by frequent tidal flooding events.

The ***Colorectal Cancer Prevention Network (CCPN)***, located within UofSC's College of Arts and Sciences, conducts extensive community outreach activities throughout the state of SC and plays an important role nationally in colorectal cancer (CRC) awareness, education and screening. The CCPN was created in 2008, and has since been recognized statewide as instrumental in educating and promoting CRC screening in South Carolina, particularly to the uninsured and medically underserved population. The CCPN reduces barriers that constrain access to care through a comprehensive navigation-based program offered to patients at no charge to them. The CCPN is working actively with primary care providers from more than ~130 free medical clinics and federally qualified health centers across the State. In addition, the CCPN works with 7 hospital systems and 19 free-standing endoscopy centers. It partners with a wide range of healthcare/public health organizations to increase screening uptake, and to educate providers on CRC screening guidelines and modalities. CME credits are offered to physicians attending CCPN training programs. The CCPN has spearheaded the creation of a consortium of 15 Southeastern States focused on addressing CRC health disparities across the region, which carries the highest burden of disease nationally. The States come together annually to share best practices and experiences, thereby stimulating collaborations and ideas pertaining to CRC and its prevention. Hundreds of individuals come to the Consortium's annual meeting, which occurs in different Southeastern States each year. Leaders from the CCPN ensure that state-of-the-art information is conveyed to spark innovation and creativity. In that vein, the CCPN is a prime example of the Excellence that stems from the CAS at UofSC. National and international organizations that focus on CRC reach out to its leaders in order to replicate its efforts. The CCPN not only possesses the expertise and knowledge to recommend the best screening strategies to prevent CRC and to reduce the toll and costs of the disease, but also serves as a leader and reference system to agencies and medical providers, including gastroenterological and oncological organizations. Since its inception, the CCPN has garnered continuous funding from a number of extramural sources and generous private donors. Notably, over the course of 12 years, the CCPN has received over \$600,000 in grant funding from the BCBS of SC Foundation, ~\$750,000 from The Duke Endowment, ~\$3.8 million from The Centers for Disease Control, and nearly \$1.5 million from the NIH through the COBRE grant that supported the Center for Colon Cancer Research. Importantly, the CCPN is now the recipient of recurring annual funding in the amount of \$1 million funding per year from the South Carolina General Assembly. This is matched by in-kind contributions valued at ~\$750,000 per year from services provided by participating gastroenterologists, anesthesiologists, pathologists, and surgeons who partner with the CCPN.

The ***Department of Biological Sciences*** reported more than 100 community engagement activities for AY 2019/20. 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. Members also served 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, panels concerned with nutrition and colon cancer, and as knowledge leaders in local environmental and health organizations. Individual projects include SCienceLab, organized by Dr. Bert Ely (5-hour hands-on laboratory supervision for SC Middle and High School students, with Dr. Z. Fu), Owens Field Nature Trail Project Manager (Dr. H. Brown), and working with the Kiawah Island Nature Conservancy (Dr. N. Senner).

The ***Department of Chemistry and Biochemistry*** faculty are active in outreach activities such as the American Chemical Society's Project SEED (Prof. Chuanbing Tang, Director) which targets high school students from economically disadvantaged families giving them the opportunity to work alongside researchers in the lab over the summer. Professor Linda Shimizu directs the K-12 Chemistry Outreach coordinating faculty graduate students, and undergraduate student chemistry demonstrations designed to showcase the scientific method at area elementary, middle, and high schools. This past year the program visited 5 schools. Nearly half of involved schools have high minority enrollments and students.

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. Developed in 2017, this intensive school-based mentoring program matches trained university students to youth attending Lexington 2 School District's disciplinary alternative school, New Bridge Academy (NBA). The course fosters an intensive helping relationship between university students and youth that focuses on individualized goal setting and the development of youth competence, confidence, character, caring, and connection. Each semester, university student mentors and their mentees participate in a community service day, and partner with a local organization to meet a need of the community. In past semesters, students and their mentees have worked collaboratively to clean up and prepare a local neighborhood community garden, paint Habitat for Humanity homes, and assemble food baskets for residents who were evacuated and displaced from Allen Benedict Court public housing due to hazardous levels of noxious gasses. In 2020, to ensure that physical distancing did not mean social and educational disconnection, the Adolescent Mentoring Program was adapted to provide high-quality virtual training and mentoring services during university and/or K-12 school closures during the Covid-19 pandemic. Mentors and mentees interact using video conferencing and messaging technologies that provide a safe and secure environment for communication. To date, this course has provided mentors to approximately 250 young people, many of whom are still in touch with their UofSC mentor. Other entities with which department faculty members are engaged include the National Institute of Justice, Federal Bureau of Investigation, South Carolina Law Enforcement Division, South Carolina 11th Circuit Domestic Violence Fatality Review Committee, South Carolina Domestic Violence Advisory Committee, South Carolina Restitution Task Force, South Carolina Violent Death Reporting Task Force, International Association of Chiefs of Police Research Advisory Committee, Richland County Sheriff's Department, Recovery Ventures Corporation, Dorchester County (MD) Detention Center, White Knoll High School, and Heathwood Hall Episcopal School.

The ***Department of English*** is very active in community engagement across the local, state, and national community. Professor David Shields serves as Chair of Slow Food's Ark of Taste for the South and is Chair of the Carolina Gold Rice Foundation, where he works with indigenous communities and others to

reintroduce ancestral foods into commercial production. Professor Elise Blackwell directs *The Open Book*—a literary series, public course, and community read—sponsored by CAS and one of the university's most visible arts initiatives and community-outreach programs. Professor James Barilla directs the Fall Festival of Writers, an annual program in collaboration with the Thomas Cooper Library and open to the public, which was hosted online in 2020. English faculty also serve on numerous boards, panels, and offer public readings, lectures, and workshops. Ed Madden continued as City Poet Laureate of Columbia, overseeing multiple community oriented and public arts projects as well as engaging undergraduate students in community work through two service-learning courses in creative writing. Madden also serves on the Steering Committee of Historic Columbia's LGBTQ Columbia History Initiative. Jim Barilla gave public talks online sponsored by the Cambridge Forum in Cambridge MA and the San Jose/Toronto Salon, and Tara Powell submitted a virtual lecture, "Nikky Finney and the Poetry of South Carolina Foodways," for an online symposium sponsored by SC Humanities, Friends of the Waccamaw Library, and Friends of the Georgetown Library. Susan Courtney is active with The Nickelodeon Theatre, and Paula Feldman serves on the board of the SC Environmental Law Project. The department's signature writers-in-the-schools program, Split P sends MFA students to English Language Arts (ELA) classrooms in Columbia public schools to conduct creative writing workshops. Although on hiatus during the pandemic, we look forward to the restart of Split P and the opportunity to give local elementary school students the chance to learn directly from emerging writers in their own city.

The *Institute for African American Research (IAAR)* collaborated with several academic units, community partners, and state and international organizations over the past year. While some events and initiatives were put on hold due to the pandemic, we were able to schedule events that reached a broader audience due to virtual platforms on Zoom and/or Teams. We started the academic year with a Justice Theme semester event marking the 15th year anniversary of Hurricane Katrina entitled, "Hurricane Katrina and the Artwork of JRenee: Race, Injustice, and Memories of Home." This event was in partnership with the College of Arts and Sciences and reached a large audience beyond UofSC. We partnered with Dr. Ramon Jackson, Alada Shinault-Small, and the South Carolina African American Heritage Commission (SCAAHC) on an IAAR Lunch and Learn focusing on COVID-19 and the African American Community. This Lunch and Learn was based on the SCAAHC project entitled, "Black Carolinians Speak: Portraits of a Pandemic." In November, IAAR sponsored a two-day symposium (November 13-14), in partnership with the College of Arts and Sciences, to commemorate the 350-year historical and cultural connections between Barbados and South Carolina (Carolina-Barbados Connection Symposium). This was in partnership with Rhoda Green and the Barbados and the Carolinas Legacy Foundation in Charleston, SC, the University of the West Indies, Cave Hill, the Gullah Geechee Cultural Heritage Corridor, and Joseph McGill and the Slave Dwelling Project. The panelists were scholars and professionals from South Carolina and Barbados. We also partnered with independent tour guides (South Carolina and Barbados), a chef (Barbados), and artists (South Carolina and Barbados). Registration was free, and people attended the symposium from around the United States and Barbados, and it was shared on Facebook Live as well as a Caribbean television network. In addition to these events, we co-sponsored virtual events with other units on campus (African American Studies, Anthropology, Collaborative on Race, and the Center for Civil Rights History and Research). These events were advertised widely and had community participation. In terms of research initiatives, we are considering research projects that would/could involve community members and alumni. For example, we are considering a project partnering with Joseph McGill and the Slave Dwelling Project at Magnolia Plantation and Gardens as well as a historic cemetery in Camden. A larger project we are considering builds on the success of the Carolina-Barbados Connection Symposium. All of these events, in sum, represent our outreach, research initiatives, and programming with regard to community engagement.

The ***Department of Mathematics*** is committed to community engagement across all educational levels throughout the city, state, nation, and internationally. The Department has been inviting all interested high schools in South Carolina to our annual High School Math Contest. Our goal is to stimulate interest in mathematics among high school students and to recognize those who exhibit exceptional talent. The main event is a 90-minute multiple-choice exam with 30 questions—the Written Exam. The top 16 scorers of this test receive a medal and participate in an Elimination Tournament. The top two at this tournament receive a plaque. The top scorers receive medals and cash prizes. Schools also participate as a team in the Team Round: a 60-minute open-answer exam with 15-questions. The score in this event is added to the average of the top 3 participants in the Morning Exam. The top three schools from each division receive trophies. Sixteen schools from all over the state participated the competition on January 25, 2020, before the pandemic. It also features a presentation on Math Careers to high school math teachers, and a math-themed scavenger hunt for participating schools at the Horseshoe. It is worth to point out that Tobi Ogunfowora, an African American student from Hammond School, ranked top one in the written exam of 2020. Hammond School has a long history of success in High School Math Contests. Several Math Faculty members have been supporting and reaching out to Math Circles in Hammond School. In addition to K-12 activities, Math department also host several undergraduate activities. Pi Mu Epsilon and the Gamecock Math Club have organized six seminar talks throughout the year. This year was particularly challenging because of the pandemic, but the challenge of presenting via Zoom allowed the advantage of inviting speakers without having to pay for travel or accommodations. Some of our regular activities, like AP calculus and pen pals, were cancelled due to the pandemic.

The ***Film and Media Studies Program*** engaged with The Nickelodeon Theatre and continues to do so in relation to its current institutional crisis, via ongoing correspondence and virtual meetings. This process was organized by Susan Courtney. Susan Felleman organized the Wikipedia edit-a-thon with the Columbia Museum of Art, though the event was later cancelled due to COVID restrictions. Susan Felleman also participated in an introduction and talk back series on The Ice Storm with the Columbia Design League. Lauren Steimer made her lecture series on the labor of film and television stunt workers available for free and downloadable to local and global communities.

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 academic journals, 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, Sertoma, Urban Land Institute, etc.). Geography Faculty also regularly participate in outreach and education to K-12 schools via school visits and curriculum planning.

The ***Global Studies Department*** engaged in outreach via alumni organizations and groups through Global Cafes that are student-centered, open to the community, and community driven. Intimate Global Café events are designed to connect students with real world experiences. Hosts are invited who are decidedly not giving academic talks, but who instead talk about their career paths, or particular needs and workplace issues from their chosen careers. For hosts, typically UofSC alumni community are invited to participate, or from individuals met through partnering with community-based leaders such as the Columbia World Affairs Council. Sometimes, partners met through interactions as faculty are also invited. Students always respond extremely positively, and on several occasions are able to transform the encounters into internship or even career opportunities. Global Studies also produces Newsletters twice a year that foster community engagement. Finally, through collaborative visits with York School

District Superintendent, Global studies has established an agreement to participate in events with the district once the pandemic allows. This collaborative agreement strategically enables the department to target prospective students for recruitment due to the district's many language immersion programs.

The **Department of History** faculty members model community engagement in a range of ways. Currently Val Littlefield co-chairs UofSC's Presidential Commission on University History. Bobby Donaldson directs the Center for Civil Rights History and Research. Tom Brown's research on Civil War monuments is on-going. He and Allison Marsh continue their work with Historic Columbia on historical interpretation at the Museum of Reconstruction at the Woodrow Wilson Family Home. Jessica Elfenbein is working with undergraduate and graduate students to research the story of the disappeared town of Ferguson, SC, an important lumber town drowned by Santee-Cooper. Gabi Kuenzli is researching the role of Latino jockeys in American horse racing with a special focus on South Carolina's role. Also, this academic year marks the 45th anniversary of UofSC's storied Public History Program (known as "Applied History" until 2008). One of the oldest programs of its kind in the nation, it includes a terminal master's program that has produced nearly 300 alumni who have shaped the field, as well as undergraduate courses, and a doctoral field of study. Public History takes many forms of scholarship, research, and outreach. Both graduate and undergraduate students hold internships with community partners locally and nationally. Graduate students participate via research projects and coursework in local historic preservation projects, museums, archives, community heritage, etc. Prof. Bob Weyeneth will retire in May after nearly 30 years of providing intellectual leadership to Public History at UofSC. The establishment and subsequent flourishing of the History Center over the past decade has been an important point of community engagement for the department. More than any other body, the History Center enables the intellectual life of the department by bringing in outside speakers, convening meetings to discuss colleagues' work, and serving as an intellectual fulcrum. Its pivot to online programming in the time of the pandemic has allowed this work to continue unabated and to even more easily welcome alumni, retired faculty, and community members at large.

McKissick Museum strives to engage and inspire on- and off-campus audiences. We reach out to the greater community in a variety of ways—by loaning objects to other organizations for exhibits; traveling exhibits to other venues; hosting programs for the general public, and forging partnerships that facilitate and amplify our ability to serve the citizens of South Carolina. In FY19/20, McKissick loaned objects to exhibits at the South Carolina State Museum; The Confederate Relic Room and Military Museum; Cayce Historical Museum; Historic Columbia Foundation; the Morris Museum of Art (Augusta, GA); the South Carolina Arts Commission; the College of Charleston; and the Folk Pottery Museum of Northeast Georgia. We loaned an exhibit of Jonathan Green prints that conjure the beauty of Gullah culture to the Morris Center for Lowcountry Heritage in Ridgeland, SC. Pre-COVID, McKissick's most ambitious and impactful community outreach effort was a 12-day folklife festival organized in partnership with the SC State Fair and the Wassamasaw Tribe of Varnertown Indians. In 2019, this event touched the lives of close to 14,000 fairgoers who delighted in interacting with some of the state's most accomplished and culturally diverse tradition bearers. Many fairgoers made and contributed a 9-patch quilt block--an activity facilitated by volunteers from the Greater Columbia Quilters and the Quilters of South Carolina--to a "community quilt" that will be presented to the winner—West Columbia resident Debbie Crawley--on March 25, 2021. Pre-COVID, McKissick also hosted the monthly meetings of the Columbia Gem and Mineral Society and quarterly nature talks on the Horseshoe with UofSC Naturalist-in-Residence, Rudy Mancke, which regularly drew upwards of 100 people from the greater Columbia area. Post-COVID, McKissick shifted from creating in-person museum experiences to offering online exhibit experiences. We immediately got to work creating an online exhibit catalog for *A Woman's Right, Part I*—a show commemorating the 100th anniversary of the passage of the 19th Amendment. Guest curated by Southern Studies faculty member Jennifer Gunther,

the exhibit explored how UofSC women from the College's inception through WWII fought for their rights. Thanks to a Folklife Partnership Grant from the South Carolina Arts Commission, we soon launched *Quarantunes*, a weekly Facebook Live traditional music series as a way to support artists whose livelihoods were most impacted by COVID. We adapted monthly Saturday in-person *Quilt Documentation Days* as FaceBook Live interactive programs. And we experimented with monthly *Ask a Curator* FaceBook live programs. Additionally, McKissick staff responded to COVID challenges as individuals in their own ways. One donated 5 pints of blood. Another was called up by the National Guard to combat COVID and was deployed to Connecticut to integrate Army medical staff in a civilian hospital. Finally, a third staff member answered the World Affairs Council's call for helping a COVID-stranded international student from Ghana at Claflin University who needed room and board over the summer.

The ***Navy ROTC*** unit is committed to outreach programs. Midshipmen engaged with high school students to support increasing the character development, self-confidence, physical readiness and personal growth of the students at high schools in South Carolina such as Eau Claire, Lower Richland, Colleton County, Richland Northeast, Summerville, White Knoll, and River Bluff. In collaboration with UofSC Corridor to Possibilities, the NROTC unit participated in the development and implementation of strategic service and leadership experiential learning and mentoring partnerships with JROTC programs in local school districts where ROTC Midshipmen enhanced their leadership capabilities. Partnerships with socioeconomically disadvantaged school districts promoted additional benefits for students in schools that historically had limited resources and provided unique opportunities for students who would not normally benefit from these resources. Staff members of the Department of Naval Science engaged with the local community by participating in multiple dedicated speaking engagements throughout the state. Speaking engagements included the 9/11 Morning of Remembrance Ceremony in Columbia, SC and the Upper South Carolina Council of the Navy League in Greenville, SC. Staff members also spoke to and mentored Junior ROTC (JROTC) students at White Knoll HS, Dreher HS, Summerville HS, Eau Claire HS and Richland Northeast HS.

The ***Department of Philosophy*** is active in community engagement. The faculty routinely connect with students and the community through various outreach channels. Matt Kisner designed and taught PHIL 370, Climate Justice and Columbia, which sought to build bridges between the University and the broader Columbia community. The course involved bringing community speakers to class. It also required students to interview city staff and community organizations about climate change and climate action in Columbia. With the Ann Johnson Institute and the College of A&S Justice Themed Semester, Kisner hosted a public lecture on climate ethics by Simon Caney (University of Warwick), a global expert. The lecture was livestreamed on Facebook and well attended by members of the public who have no affiliation with the University. Justin Weinberg was featured guest on The Comedy Cellar's podcast/video, "Live From the Table," to discuss freedom of speech, "cancel culture," and related issues (August 5th, 2020).; and then featured guest on The Stoa podcast/video on the topic of the value of disagreement (October 15, 2020). Jennifer Frey hosts the podcast Sacred and Profane Love on the Virtue Blog, which she also hosts. Christopher Tollefsen co-authored and co-signed a joint statement on "Moral Guidance on Prioritizing Care During a Pandemic," which was published at the online journal Public Discourse.

The ***Department of Physics and Astronomy's*** community engagement activities include: R. L. Childers Midway Physics Day at the South Carolina State Fair, which brings 3,000 high school students from around South Carolina to learn about physics hands-on; public lecture series; departmental colloquium series; Melton Memorial Observatory public nights, including Facebook Live with

commentary; judging the Science and Engineering Fair and Junior Science and Humanities Symposium; Discover USC; and participation in the Midlands Astronomy Club.

The ***Department of Political Science*** was extremely active within the community, despite the limitations presented by the COVID-19 pandemic. They engaged in approximately 180 separate events and activities. Most of these involved media requests (at the local, national and international levels), especially as the 2020 Presidential Election occurred followed by the contested results that ultimately led to the insurrection on January 6, 2021, and subsequent second impeachment of Donald Trump. Beyond these media events, faculty served on several boards including the SC Chapter of the Fulbright Alumni Association, and the SC Advisory Board for the Global Leadership Council. They also had faculty engage the larger community by conducting workshops for groups like the SC Technical College Systems, Piedmont Technical College, PRISMA Health, the Palmetto Forum, Newberry College, the SC Leadership Exchange, and Leadership Columbia. Other faculty engaged our local South Carolina schools by serving on thesis committees for students at Heathwood Hall and working with student groups at Ridge View High School.

The ***Psychology Department*** engages undergraduates, graduate students, and faculty in several forms of community outreach: consulting, collaboration, health promotion, organizational capacity building, prevention, service learning, and action research. The type, scope, and length of these community-engaged projects varies by activity; however, each project generates research findings and simultaneous community benefit in collaboration with community members. The Department operates the Psychology Services Center that provides training and workshops to local service providers and sees over 180 clients a year. We have worked with local school districts (Fairfield, Richland 1 and 2, Lexington 5, Kershaw) to provide mentoring for students struggling academically (Hills, Kornbluh, McQuillin), health promotion and positive youth development (Zarrett), school assessment (Decker, Hills) and school behavioral health resources (Becker, Hills, Flory, Kloos, Weist). We support local agencies capacity in providing services, such as the UNUMB Center (Bradshaw) who serve families whose children have been diagnosed with autism. We provide extensive training in treatment services for over 200 parents with substance abuse problems conducted at LRADAC (Prinz). Faculty and students have provided evaluation and program development consultation with several organizations addressing food insecurity (Kornbluh) and homelessness (Kloos) in the greater Columbia area including the Columbia Food Policy Council, Transitions, Homeless No More, and the United Way of the Midlands. We have partnered with PRISMA and the WBJ Dorn VA to provide integrated psychological services to address sickle cell disease (Schatz), diabetes (Wilson), HIV, and internal medicine (Burnette, Harrison). While most of our community partnerships are in the greater Columbia area, we have had recent projects in Aiken, Fairfield, Florence, Kershaw, Lexington, Marlboro, Orangeburg, Richland, Sumter, and Waccamaw counties. Our faculty also engage with regional-focused organizations. For example, four faculty are consulting with the United Way of the Midlands to assess community needs and to inform their new strategic plan for community investment in the six Midlands counties (Banerjee, Kloos, Martin, and Zarrett). Faculty have worked to promote the organizational capacity of organizations across South Carolina, such as the SC Free Clinic Association, a network of 41 free medical clinics across 25 counties in SC, and the SC Community Health Worker Association (Wippold), consultation on family engagement and mental health workforce development with the Santee-Wateree and Pee Dee Community Mental Health Centers (Becker) and with the PeeDee Resiliency Project (Weist). The USC School Behavioral Health Team (Weist) has partnered with Children's Trust of South Carolina and the South Carolina Department of Mental Health to build resilience among children contending with trauma and poverty in Florence and Marlboro counties of South Carolina. Furthermore, the USC School Behavioral Health Team has worked to organize the Southeastern School Behavioral Health Community (SSBHC) comprised of state and local policy makers, educators, mental health staff, higher education

professionals, graduate students, administrative staff and advocates in the southeastern region of the U.S. who collaborate to improve school behavioral health outcomes for students in the region.

The ***School of Visual Art and Design*** contributions to community engagement range across research, teaching and service activities. The most notable and enduring community engagement activity of the School is the Young Artists' Workshop, an 8-week series of art classes for up to 80 children between the ages of 5 and 18. In spring 2020, only 3 weeks of workshop sessions took place in person before the University's closure. Young Artists' Workshop resumed in the fall semester with a four-week session of courses that were delivered 100% online and culminated in an online exhibition for participating students. In 2020/21, Art Education faculty member Dr. Hyunji Kwon also supervised and facilitated art workshops for women at Hannah House, a women's shelter in Columbia, SC. The Elizabeth Marion Visiting Artist fund in the School of Visual Art and Design provides a workshop opportunity each year for the community, delivered by the invited Elizabeth Marion artist. In fall 2020 the workshop was programmed alongside the exhibition *Guerrilla Girls: Art, Power, and Justice for All!* (October 1 – 22, 2020 at McMaster Gallery), sponsored by the Central Carolina Community Foundation, the Knight Foundation, the Elizabeth M Marion Visiting Artist fund, and the College of Arts and Sciences Justice Themed Semester. The workshop took place online with approximately 10 attendees; the public talk associated with the exhibition was co-sponsored with the Columbia Museum of Art and drew 100 live participants online. The School of Visual Art and Design had another full year of activity at SVAD's Stormwater Studio, despite the studio's closure to the public in March 2020. SVAD was able to host the following programs with public impact, achievable through Instagram Live and Facebook video: Visiting Artist Evelyn Wong (three bookbinding workshops online, one with over 1,500 views and growing). SVAD's Stormwater Studio also provided one graduate MFA student and five BFA students opportunities for a professional exhibition. The McMaster Gallery continued to mount and host exhibitions in 2020-2021 (some virtual on SVADprojects.com) and hosted invited artists through our Visiting Artist and Scholar Series. Visiting artist and scholar Dr. Sharif Bey's talk has drawn 1,800 view on Facebook video, and his workshop over 150 views (the workshop had 10 live participants in person, the maximum allowable).

The ***School of the Earth, Ocean and Environment*** faculty participate in community engagement in many ways. The North Inlet-Winyah Bay National Estuarine Research Reserve (NI-WB NERR) funded through and in collaboration with the Belle W. Baruch Institute) provides major education programs for the general public, K-12 students (including on-site field programs for 7 schools, with activity severely curtailed this year by the pandemic); teacher training; and educational partnerships with such groups as the South Carolina Maritiem Museum (Georgetown, SC), the SC DNR Aquatic Education Program, and the ACE Basin NERR and the SC DNR Education Vessel. The NI-WB NERR also supported training programs associated with the 2020 Grand Strand Stormwater Pond Management Conference, the South Carolina Coastal Information Network, and the Georgetown County Public Services Department. Faculty on the Columbia campus also provided significant K-12 community engagement, including ScienceQuest, a program founded in 2012 and designed to increase the number of underrepresented minority students who consider geoscience a possible career. Girls Go for I.T. is a coding summer camp designed to increase the number of girls, and particularly Black girls, who consider STEM careers. SEOE Faculty have made many presentations to community groups, including more than 15 climate-related presentations to such groups as the Forest Acres Rotary Club, the Richland County Conservation Commission, the US Naval Academy Alumni Association, and the South Carolina Junior Humanities and Science Symposium. Faculty visit K-12 school and scouting groups; support high school senior thesis projects; participate in science fairs and career fairs; and provide television interviews. Faculty also work with such groups as the Gills Creek Watershed Association, Congaree National Park, Carolinas Butterfly Association, and the Lake Wateree Association Executive Committee. The SEOE is

also a source of city engagement via the Elmwood Park Neighborhood Association Board and major climate initiatives in the City of Columbia government.

The **Department of Sociology** faculty gave interviews to media on their research and/or published findings from their research in popular outlets. For instance, Pfeffer and her international team of collaborators on the trans pregnancy project published findings in *Psychology Today*. Henderson gave a lecture to Key to Change – a Non-profit geared at inspiring underserved youth through world-class music instruction and supporting their development as self-aware leaders. Wong is a founding member of the South Carolina Chapter of Scholars Strategy Network. Hanne van der Iest taught a workshop in Developing Engaging Video Lecture Content for the Carolina Online Learning & Teaching (COLT) certificate program hosted by the Center for Teaching Excellence in the Fall 2020 semester. She will teach another COLT workshop in March. She was also nominated to participate in the College of Arts and Sciences Incubator for Teaching Innovation’s third annual Gamecock Teaching Days (GTD). Featured faculty receive a letter of recognition from the Dean and a commemorative decal from the Incubator. Laura Brashears is the chair of the Arts Steering Committee at Brockman Elementary School, which helps support arts curriculum for all students in the school. She is also the president of the board for The Suzuki Academy of Columbia. Simpson was involved in discussions and (on a minor level) a proposal sponsored by the Sierra Club to transform Richland One into 100% clean energy schools.

The ***South Carolina Institute of Archaeology and Anthropology (SCIAA)*** is a leader in community engagement activities related to archaeological heritage and preservation in South Carolina. SCIAA publishes *Legacy Magazine* for the public, three issues per year, reporting on the archaeological research of SCIAA researchers. 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 exhibits. SCIAA provides volunteer opportunities for private citizens to participate in archaeology through field and laboratory work. The SCIAA Archaeological Research Trust meets regularly each year to promote archaeological research and conducts site visits. SCIAA maintains the state’s Hobby Diver Licensing program through the Underwater Antiquities Act.

The ***Department of Statistics*** has many faculty committed to community engagement across all educational levels throughout the city, state, nation, and internationally. Edsel Peña serves as the Executive Secretary of the Institute of Mathematical Statistics and Vice President of the Philippine-American Academy of Scientists and Engineers. Joshua Tebbs is Editor of *The American Statistician*, one of the most visible journals in statistics and data science. Yen-Yi Ho serves on the Caucus for Women in Statistics and as a program mentor for International Christian Statisticians. David Hitchcock is active in his church as a lector, usher, and teacher in the children’s liturgy, and he coaches the St. John Neumann School mathematics team. Wilma Sims assists high school students in the AP Capstone program at Chapin High School in Chapin, SC. Iris Lin recently served as Judge for the South Carolina Region II Science and Engineering Fair. Tracey Gunter is the founder of the “Yes You Can Community Initiative.” The mission of this group is to equip deserving students in Marion County (SC) with tools necessary for academic success. Gail Ward-Besser works on the Backpack program with Harvest Hope Food Bank and the Christmas Box program with Christmas Child Ministries. Bryonna Edwards recently helped the West Columbia Police Department to provide Thanksgiving meals to those in need. John Grego serves as President of Friends of Congaree Swamp, advocating for protection of the park and securing resources for park events. Brian Habing serves as Pack Committee Chair for Cub Scout Pack 308 in West Columbia, SC, and recently helped to organize Christmas tree drives through the Westover Acres Homeowners

Association. Amanda Murphy volunteers her time as an assistant coach with the Lexington Girls' Softball League.

The ***Department of Theatre and Dance*** has a long-standing commitment to community outreach and arts advocacy. Our production program thrives not only based on the support from the university and its students but also from the interest and attendance of the community at our productions. We strongly believe that the arts should be available and accessible, and we have pursued several initiatives to encourage outreach to the community. Faculty are also encouraged to advocate for the arts both nationally and in the state of South Carolina. For example, Dr. Stephanie Milling has continued her work as the Advocacy Director for the National Dance Education Association where she co-authored the standards on arts advocacy and brought her students to arts advocacy day in Columbia, SC in February 2020 and again in a virtual format for 2021. She and her students met with political officials and attended the Arts Advocacy Day luncheon and sessions. She continues to chaperone the students at the National Arts Advocacy Day in Washington DC, where they met with federal legislators. In addition to arts advocacy, her students also work with the local community at the Babcock center where the dance education majors bring dance training to adults with disabilities. Our faculty also regularly collaborates with South Carolina schools. Jennifer Deckert serves on an arts grant steering committee for Crestwood High School. Sam Gross continues his service as an advisor to local high school and middle school programs on technical production. Valerie Pruett presented a series of online workshops for area high schools on animal makeup design, special effects, dyeing and distressing and easy updos. Kristy Hall also give local design workshops at Irmo High School. Our faculty also made presentations at the South Carolina Theatre Association events. In addition, Peter Duffy has been working with the SC Governor's School and the SC Art Commission to study the impacts of arts-based instruction on reading motivation, creativity, and the stoppage of summer reading loss. Dustin Whitehead's local film production company also provides local employment opportunities and internships for interested students and community members who wish to learn more about the film making process. In addition, our faculty have participated in a number of outreach efforts to the wider community that have addressed ongoing contemporary issues. For example, Valerie Pruett donated her time, resources, and sewing skills to produce masks for Columbia Mask Makers and created over 100+ masks for Lexington Medical Center healthcare professionals during the PPE crisis in April and continues to provide them for caregivers, the homeless, children and the elderly. Thaddeus Davis and Tanya Wideman-Davis have focused on issues of social justice and held a number of town halls in the region to discuss their work, Migratuse Ataraxia, and their initiative to reclaim historical spaces of black oppression through art, discussion, and storytelling. They have used their research to prime and support discussion in the wider community around these issues, and they recently received a national grant from the National Endowment of the Arts to bring Black history to life in a unique performance installation of their work at historic sites in Columbia this spring.

The ***Women's and Gender Studies Program*** participates in a suite of community engagement events throughout the local community and state. For example, Dr. Pfeffer works with a group of sixteen community leaders, through the WGST Partnership Council, to work collaboratively to support women's well-being and empowerment at UofSC, in Columbia, in South Carolina, and beyond. The WGST Women's Well-Being Initiative (WWBI) is also active in providing arts-based engagement to women experiencing homelessness, adolescent mentorship to at-risk youth in schools, and juvenile justice arbitration through arts-based programming in Columbia and Lexington. Dr. Drue Barker serves as a host for the annual "I Believe Anita Hill" celebration. Dr. Suzanne Swan delivers Meals on Wheels each week to vulnerable elderly citizens at their places of residence. She is also a volunteer with Pawmetto Lifeline, a local non-profit focused on rehoming homeless pets. Students in Dr. Swan's women's health class engage in cardiovascular health education sessions with women in their families, who then report back

about what they have learned. Dr. Kathryn Luchok involves students actively in all of her research, has worked to analyze UofSC student assessments of campus climate, and has created a community resource guide on women's reproductive health. Dr. Leah McClimans serves as co-Director for the Ann Johnson Institute for Science, Technology and Society, which offers grant funding for a UofSC + Columbia Initiative supporting public application and applied research for the public good. Dr. Dawn Campbell serves as the WGST Internship Director, providing faculty oversight for all of our WGST 499 major internship projects, which involve 80 hours of community engagement and service learning for each of our students as a requirement for graduation. Dr. Mary Baskin Waters offers special Honors and service-learning sections of our popular WGST 112: Introduction to Women's and Gender Studies course, which gets students from across the university immersed in community engagement and service learning. Dr. Stephanie Mitchem has delivered talks on religious freedom; race, gender, and religion; and engaged in community outreach at a number of congregations across South Carolina. Dr. Mitchem has also taught writing to middle and high school students in Nigeria as part of the Diaspora to Afrika Arts and Sciences Exchange. As the Columbia Poet Laureate, Dr. Madden engages in extensive public arts projects (such as poems on public transit and on city sidewalks). He has also worked with his creative writing students to bring poetry into Prisma Health and was recently profiled by the Academy of American Poets for his poetry engagements with high school students around the nation. Dr. Emily Mann is a member of the strategic technical advisory group for WREN (Women's Rights and Empowerment Network) and of the State Alliance for Adolescent Sexual Health (SAASH). Other faculty serve as members of national advisory committees and serve as consultants for numerous media interviews.

Appendix 5. Collaborations



BLUEPRINT FOR ACADEMIC EXCELLENCE AY2021-2022

APPENDIX 5: COLLABORATIONS & EQUITY AND INCLUSION

African American Studies

Internal Collaborations

- Thaddeus Davis, Humanities Collaborative Faculty working group
- Seulghee Lee, Student Health Services podcast
- Deena Isom, University of South Carolina Office of Undergraduate Research Magellan Scholars Grant, \$2,500.
- Deena Isom, McNair Scholars "Race, Social Justice, and Social Science" Guest Speaker
- Kimberly Simmons, events, Institute for African American Research (IAAR)

External Collaborations

- Qiana Whitted, Series Co-Editor, "Cultures of Resistance" Book Series, University of South Carolina Press
- Kimberly Simmons, Barbados and the Carolinas Legacy Foundation (Charleston, SC), University of the West Indies, Cave Hill, Gullah Geechee Cultural Heritage Corridor, and the Slave Dwelling Project, Carolina-Barbados Connection Symposium: Commemorating 350 Years (November 13-14, 2020). IAAR event co-sponsored by AFAM.

Anthropology

Internal Collaborations

We have one joint hire in AFAM, two in Linguistics, one in School of Earth Ocean and Environment, one in Women and Gender Studies, one in Southern Studies, one in Public Health, and one in the School of Social Work. Other internal collaborations include: Adam King (SCIAA), Steve Smith (SCIAA), Amie Freeman, Andrea L'Hommedieu, Stacy Winchester, and Graham Duncan, Dean Hardy, Sara Sherwood, Simon Tarr, Coy Gibson, Amelia Quint, Julie Hubbert, Federica Clementi, Saskia Coenen, Timothy Mousseau, Nükhet Varlik, Thomas Jones, Kevin Fogle, Breanne Grace, Ben Roth, Jane Przybysz, Marcia Yablon-Zug.

External Collaborations

Donna Goldstein, University of Colorado Boulder
Gabrielle Hecht, Stanford University
Joseph Masco, University of Chicago
Kate Brown, MIT
Barbara Rose Johnston, Center for Political Ecology, Santa Cruz
Susanne Bauer, University of Oslo
Nils Bubandt, Aarhus University
Rens Van Munster, Danish Institute for International Studies.
Dimitry Kalmykov, EcoMuseum Environmental Organization, Kazakhstan
Sonia Das, NYU
Tracy Betsinger, SUNY - College at Oneonta
Julia Beaumont, University of Bradford
Jane Buikstra, Arizona State University

Fabian Crespo, University of Louisville
Monica Green, Arizona State University
Janet Montgomery, Durham University
Rebecca Redfern, Museum of London Centre for Human Bioarchaeology
Katherine Van Schaik, Harvard University
Qian Wang, Texas A&M School of Dentistry
Molly Zuckerman, Mississippi State University
Susan Feiner, Professor, University of Southern Maine
Suzanne Bergeron, Professor, University of Michigan, Dearborne
Edith Kuiper, Associate Professor, SUNY New Paltz
Heather Gibson, SWCA Associates (CRM firm)
Diane Wallman, University of South Florida
Dorothy Peteet, NASA and Columbia University
Elizabeth Reitz, University of Georgia
Charles Cobb, University of Florida
Jarod Wood, Georgia Southern \University
Chet Walker, Archaeo-Geophysical Associates, LLC
William Judge, Bodhi Leaf Productions, NC
Rogerio Pinto, University of Michigan
Sunggeun Park, University of Michigan
William Lopez, University of Michigan
Jason De Leon, UCLA
Brittany Arsiniega, Furman University
Raul Paz Pastrana, Andar Films
Richland County Public Library
Nickelodeon Theater - Indie Grits Festival
Diane Lyons, the University of Calgary (Dept of Anth and Arc)
Rose Stremlau, Davidson College
Amy Kyratzis, UCSB
Department of History at Penn State University
Baker Street Irregulars
Megan Brickley, McMaster University
Saige Kelmelis, U. South Dakota
Amanda Wissler, Arizona State University
April Beisaw, Vassar College
Brad Lieb, The Chickasaw Nation, OK
Rex Garniewicz, Coastal Discovery Museum, Hilton Head Island, SC
Gullah Native Island Leadership, Hilton Head, SC
Catherine D'Andrea, Simon Fraser University, BC, Canada (Dept of Archaeology)
Alicia Hawkins, Laurentian University, ON, Canada (School of the Environment)
Victor Owen, St. Mary's University, NS, Canada (Department of Geology)
Elizabeth Alvarez, McMaster University
Stephanie Hopkins, McMaster University
Christopher Hill, University of South Wales
Barbados and the Carolinas Legacy Foundation, Charleston, SC
University of the West Indies, Cave Hill

Biological Sciences

Internal Collaborations

Internal Collaborations (within the University):

Tammi Richardson - with Michael Myrick (Chemistry & Biochemistry), proposal submission to the NSF (title)

Tammi Richardson - with Jamie Lead (ASPH); co-authorship; nanoparticle uptake by marine phytoplankton

Tammi Richardson - with Jay Pinckney, Josh Stone (BIOL), Annie Bourbonnais (SEOE) and Peter Berg (UVA); proposal submission to the NSF

Tammi Richardson - with Jeff Dudycha, continuing work on funded NSF proposal (Dimensions of Biodiversity)

Jeff Twiss - with Sofia Lizarraga, Norma Frizzell (School of Medicine) , & Sajish Mathew (College of Pharmacy) on "Intersection of Mitochondrial function and epigenetics in ASD" (EPSCoR Stimulus Grant Award)

Jeff Twiss - with Sofia Lizarraga, Jane Roberts (Psychology), Jessie Klusek, Guoshai Cai & FeiFei Xia (ASPH) David Mott & Fiona Hollis (School of Medicine) on "Autonomic and Sensory Dysfunction in FMR1 Conditions: Development, Mechanisms and Consequences" (NIH Grant application).

Jeff Twiss - via Provost's Excellence Initiative (USCAND) with Jane Roberts, Jessica Bradshaw, Jessica Green (Psychology), Jessica Kluzek, Suzanne McDermott (ASPH), Marlene Wilson, David Mott, Fiona Hollis (School of Medicine), Katie Woolf (School of Education), Sofia Lizarraga, Deanna Smith and Fabienne Poulain.

Jeff Twiss - with Fabienne Poulain on "Role of proteoglycan-mediated trans-axonal signaling in pre-target topographic sorting" (NIH Grant Award).

Jeff Twiss - with Kristy Welshhans on "Regulating axon guidance through local translation at adhesions" (planned NIH grant application).

Jeff Twiss - with David Mott, Fiona Hollis (School of Medicine) and Kristy Welshans on "Sensory Dysfunction in FMR1 Conditions" (planned ASPIRE grant application).

Jeff Twiss - with Deanna Smith on "Retrograde signals that control neuronal competence for axon elongation in the adult nervous system" (NIH grant application).

Jeff Dudycha- with Reginald Bain, USC School of Music. NSF-funded grant supports development of music-based genetics education tools, was foundation for a joint class.

Sofia Lizarraga - with Michael Shtutman (College of Pharmacy), Yen-Yi Ho (Statistics), Shannon Davis

Lydia Matesic - with Dr. Edie Goldsmith and Dr. Frank Spinale, both from the Department of Cell Biology and Anatomy at UofSC School of Medicine; published a Amer. J. Physiol. paper;

Lydia Matesic - with Dr. Carole Oskeritzian from the Department of Pathology, Microbiology, and Immunology at UofSC School of Medicine. Our collaboration centers around the role of ITCH in mast cells and how it contributes to homeostasis in the gut mucosa; manuscript and proposal in preparation.

Joshua Stone - with Maeve Snyder - Baruch Institute - NOAA grant submission - "Effects of climate change and extreme weather events on commercial shrimp survival and condition in the North Inlet-Winyah Bay NERR"

Joshua Stone - with Robert Dunn - Baruch Institute - NOAA grant submission - "Effects of climate change and extreme weather events on commercial shrimp survival and condition in the North Inlet-Winyah Bay NERR"

Johannes Stratmann- with Qian Wang in the Department of Chemistry and Biochemistry for a research project and submitted grant proposal to NSF

External Collaborations

Mihaly Czako - with John A. Porco Jr., Samour Family Professor of Chemistry, Center for Molecular Diversity, Dept. of Chemistry, Boston University & Mackenzie Marrs, graduate student, "Complete stereoselective synthesis of the natural product retusapurpurin B and homologues for translational science." Nonfunded advisor.

Jeff Dudycha - with Christoph Haag (Centre National de Recherche Scientifique, Montpellier, France) and Carla Caceres (University of Illinois). Data synthesis on drift, selection, and differentiation in *Daphnia*.

Bert Ely- Collaborations on *Caulobacter* enhancement of plant growth, with Angelica Cibrian Jaramillo, Unidad de Genomica Avanzada, Mexico

Sophie Goormachtig, Ghent University, Belgium

Brian Hollis- with Dr. Lauren Cator, Imperial College London, UK

BBSRC proposal (unfunded, will resubmit): Using experimental evolution to assess the role of laboratory selection on mosquito mating performance

Brian Hollis - with Prof. Tadeusz J. Kawecki, University of Lausanne, Switzerland

Brief project description: The role of sexual selection in the evolutionary genetics of adaptation to pathogens

Beth Krizek- with Ann Loraine; Univ of North Carolina at Charlotte; Co-PI on my current NSF grant "Regulation of floral growth and patterning in *Arabidopsis thaliana*" and Co-PI on a NSF proposal submitted last year "Regulation of early flower development in *Arabidopsis thaliana* by AIL/PLT proteins

Sofia Lizarraga - with Judy Liu (Brown University), Brett Pickett (Brigham Young University), and Chiara Manzini (Rutgers University)

Lydia Matesic - with Dr. Kevin Mollen and Dr. Heather Mentrup (my former grad student, now a postdoc) at the University of Pittsburgh. We are examining how *ITCH* contributes to mitochondrial dysfunction in inflammatory bowel disease.

Joe Quattro- with Walt Golet (U Maine), John Logan (Mass. FW) - collaborators, grant: Evaluating the Importance of Atlantic Chub Mackerel (*Scomber colias*) in the Diet of Highly Migratory Species in the Northwest Atlantic.

Joe Quattro- with Ken Oswald (U Northern Ohio) - collaborator, co-author, imperiled fishes, tree frogs

Joe Quattro - with Trey Driggers, Christian Jones (NMFS) - collaborators, fish age

Joe Quattro- with Glenn Zapfe (NMFS) - collaborator, fish larvae identification, grant: Evaluation of molecular analysis to identify fish larvae from the Gulf of Mexico Mexico

Marcel Reichert (SCDNR), Leo Rose (SCDNR) - collaborators, fish age

Nate Senner- with Dr. Juan Navedo, Universidad Austral de Chile. Juan and I have been collaborating for the past 7 years on investigations of the nonbreeding and migratory ecology of Hudsonian Godwits; currently have two pending proposals, one with the National Science Foundation and one with the U.S. Fish and Wildlife Service.

Nate Senner- with Dr. Zachary Cheviron, University of Montana, and Dr. Jonathan Velotta, University of Denver; study of high-elevation deer mice in the Colorado Rockies; currently have one proposal pending with NSF.

Nate Senner - with Ms. Felicia Sanders, SC Department of Natural Resources; were awarded a grant by the National Fish and Wildlife Foundation to study the stopover ecology in South Carolina of Whimbrel, a long-distance migratory bird.

Nate Senner - with Dr. Gustavo Danemann, Pronatura Noroeste de Mexico. Gustavo and I have a collaborative grant through the U.S. Fish and Wildlife Service to establish the first network of automated bird tracking sensors in northwest Mexico.

Nate Senner -with Dr. Ben Winger, University of Michigan. Ben and I are developing a proposal to study the effects of mating systems on the phylogeography and population dynamics of migratory shorebirds breeding in the Arctic. The proposal will be targeted at NSF.

Nate Senner - with Dr. Johnnie Moore, University of Montana, and Dr. Jorge Gutiérrez, Universidad de Extremadura. Jorge, Johnnie, and I have an ongoing project exploring the effects of Lithium mining on the population dynamics of flamingos in the Chilean Andes. We have a paper in revision at the Proceedings of the Royal Society B on the subject and have submitted an NSF proposal in the past.

Dan Speiser - The visual ecology of snapping shrimp with Sonke Johnsen, faculty, Department of Biology, Duke University, Alexandra Kingston, faculty, Department of Biological Science, University of Tulsa, Tom Cronin, faculty, Department of Biological Sciences, University of Maryland Baltimore County

Dan Speiser - Eye evolution in chitons with Todd Oakley (and lab), faculty, EEMB Department, University of California Santa Barbara, Doug Eernisse (and lab) faculty, Department of Biological Sciences, California State University Fullerton, Alexandra Kingston (for a second time), faculty, Department of Biological Science, University of Tulsa

Dan Speiser- Eye evolution in bivalves with Jeanne Serb, faculty, EEOB Department, Iowa State University, Jorge Audino, post-doc, EEOB Department, Iowa State University

Dan Speiser - on Eye function in scallops with Yakir Gagnon, post-doc, Vision Group, Lund University (Sweden), Sonke Johnsen (for a second time), faculty, Department of Biology, Duke University

Dan Speiser - on Biomineralization in chitons with Kevin Kocot, faculty, Department of Biological Sciences, University of Alabama, Rebecca Varney, graduate student, Department of Biological Sciences, University of Alabama, Julia Sigwart, faculty, Queens University Belfast

Dan Speiser, on Methods development for electroretinography (ERG), with Luke Havens, grad student, Department of Biology, UNC Chapel Hill

Dan Speiser, on eye evolution in ostracods with Todd Oakley (for a second time), faculty, EEMB Department, University of California Santa Barbara, Bryan Juarez, grad student, EEOB Department, Iowa State University

Josh Stone- with Leocadio Blanco-Bercial - Bermuda Institute of Ocean Sciences. NSF grant submission - "Collaborative research: Ecological and Biogeochemical Role of Rhizaria in the Oligotrophic Ocean"

Josh Stone - with Michael Kendrick - SC Dept of Natural Resources. NOAA grant submission - "Effects of climate change and extreme weather events on commercial shrimp survival and condition in the North Inlet-Winyah Bay NERR"

Josh Stone - with Steve Morton - NOAA National Centers for Coastal Ocean Science - Collaboration with the National Phytoplankton Monitoring Network for deployment of PlanktoScope instruments.

Johannes Stratmann- Collaborating with Dr. Daniel Matton at the University of Montreal, Canada for a research project.

Sofia Lizarraga, Jeff Twiss - with Linnea Freeman (Furman), Omar Bagasra (Claflin Univ), Kevin Champaigne (Clemson Univ), and Luigi Bucutto (Greenwood Genetics Center) on "Intersection of Mitochondrial function and epigenetics in ASD" (EPSCoR Stimulus Grant Award)

Jeff Twiss - with Nora Perrone Bizzozero (Univ NM) and Jennifer Dulin (Texas A&M Univ) on "Destabilization of axonal mRNAs by KHSRP controls axon regeneration" (NIH Grant Award and renewal application)

Jeff Twiss - with Mike Fainzilber (Weizmann Inst), Raj Ratan & Dianna Willis (Burke Med Res Inst/Cornell Univ), Al Burlingame (UCSF), Ahmet Hoke (Johns Hopkins Univ), Dan Geschwind (UCLA), Leif Havton (Mount Sinai), and Roman Giger (Univ MI) on "Targeting Axonal Mechanisms For Supporting Neural Repair & Function" (AMRF Grant Award)

Jeff Twiss - with John Houle (Drexel Univ), Art English & Patricia Ward (Emory Univ) on "Role of Stress Granule Protein Aggregation in Axon Regeneration" (NIH Grant)

Jeff Twiss - with Jessica Larsen & Modi Wetzler (Clemson Univ) on "Stimuli-responsive polymers to modulate peptide efficacy in axon regeneration" (Epscor GEAR grant proposal)

Jeff Twiss - with Qun Lu (Eastern Carolina Univ) on "Homeostatic Reset as a New Therapeutic Paradigm for Slow Progression Diseases" (NIH Grant application)

Jeff Twiss - with Jennifer Dulin (Texas A&M Univ) on "Axonal Stress Granules in Spinal Cord Injury" (Craig H Neilsen grant proposal).

Jeff Twiss - with Susan van Erp & Charles Ffrench-Constant (Univ Edinburgh), James Fawcett & Richard Eva (Cambridge Univ) on "Age-related loss of axonal regeneration is reflected by the level of local translation"

Carrie Wessinger - collaborating with Lena Hileman and John Kelly, both at the University of Kansas, on ongoing projects advancing our study system; "Quantitative genetics of parallel floral evolution in Penstemon".

Chemistry and Biochemistry

Internal Collaborations

1. Biochemistry and Molecular Biology Major program and courses (CHEM 550L, CHEM 555, CHEM 556) has many courses shared and crosslisted with Biology
2. Department Participates in the 'Integrated Biomedical Science Program' . This program is composed of faculty from across the University of South Carolina and includes departments from the School of Medicine, the College of Arts and Sciences and the School of Public Health. Students in this program take a common core curriculum in the first year of the Ph.D. The students subsequently select a mentor and join one of the participating departments.

Criminology and Criminal Justice

Internal Collaborations

School of Information Science
 School of Law
 School of Public Health
 College of Social Work
 Department of Languages, Literatures, and Cultures
 Department of Political Science
 Department of Psychology
 Department of Sociology
 Women's and Gender Studies Program

External Collaborations

Arizona State University
 Augusta University
 Austin Peay State University
 Australian National University
 Birkbeck University of London, UK
 California State University Sacramento
 Carleton University
 City University of New York (CUNY) - John Jay College of Criminal Justice
 Clemson University
 Cleveland State University
 College of William and Mary

Coventry University, UK
Dartmouth College
DePaul University
Duke University
Emory University
George Mason University
Georgetown University
Georgia Southern University
Georgia State University
Griffith University
Hollins University
Lander University
Michigan State University
Mississippi State University
Netherlands Institute for the Study of Crime and Law Enforcement
Netherlands Institute for the Study of Crime and Law Enforcement
North Carolina Central University
North Carolina State University
Northeastern University
Nottingham Trent University, UK
Ohio State University
Old Dominion University
Pittsburg State University
Prairie View A&M University
Radford University
Rutgers University Camden
Rutgers University Newark
Sacred Heart University
San José State University
Seattle University
St. Vincent University
State University of New York at Albany
College of New Jersey
Troy University
University of Arkansas Fayetteville
University of Arkansas Little Rock
University of California Irvine
University of Central Florida
University of Cincinnati
University of Colorado Boulder
University of Delaware
University of Florida
University of Georgia
University of Hertfordshire, UK
University of Iowa
University of Louisville
University of Maryland
University of Massachusetts Dartmouth
University of Miami

University of Montana
University of Nebraska at Omaha
University of New Mexico
University of North Carolina, Charlotte
University of Pennsylvania
University of South Florida
University of South Wales
University of Tasmania
University of Texas at San Antonio
University of Texas El Paso
University of Wisconsin Madison
Virginia Commonwealth University
Virginia Tech
York College of Pennsylvania

Earth, Ocean and Environment, School of Internal Collaborations

The SEOE is inherently multidisciplinary, with many collaborations baked into our structure in the form of joint appointments with Geography, Biology, Anthropology, and Political Science. Our MSCI degree programs have regularly attracted collaboration from Biology, and our MEERM degree involves faculty from Geography and the Arnold School of Public Health (ASPH). Prior larger collaborations with Civil Engineering, ASPH, and the Moore School persist in course requirements and cross listed courses. We hope to revitalize these collaborations and a now lapsed collaboration with the Law School.

Additional Collaborations:

Racial Justice and Equity Fund Grant (Dean Hardy (SEOE/Geography), Monica Barra (SEOE/Anthropology))

Girls Go for I.T. Coding Summer Camp (with Toni Williams, College of Education)

Climate Semester 2021 (PI Barra)

Joint colloquia: Anthropology

Multiple research and academic collaborations within the SEOE, including between the Baruch Institute and faculty on campus

Research collaborations:

Arnold Sch of Public Health: Mufaro Kanyangarara, Mohamed Baalusha

Biology: Joshua Stone, Dan Speiser, Alissa Armstrong

Engineering: Ioannis Rekleitis, John Regalbuto, Enrica Viparelli

Moore Sch of Business: Tamara Sheldon

SVAD: Sara Schneckloth

SCIAA: John Fisher, SCIAA, Castle Pinckney Field School, Charleston Harbor

School of Education: Muller

School of Law: Shelley Welton

Civil Engineering: Enrica Viparelli

External Collaborations

External Collaborations include participation in such research programs as the Georgia Coastal Ecosystems Long-Term Ecological Research Site (GCE-LTER) and the Rocky Mountain Biological Laboratory in Colorado, but are listed here in terms of individual collaborations:

Georgia Tech: Kim Cobb (Georgia Tech) +17 others,

University of Georgia: Jill Gambill +5 others

Savannah State University: Philip Omunga and Victoria Young
 Harambee House: Mildred McClain and Dawud Shabaka
 South Carolina Aquarium: Albert George (),
 Pin Point Betterment Association: Hanif Haynes (),
 Coastal Georgia Indicators Coalition: Lizann Roberts (),
 Simona Perry (c.a.s.e. Consulting Services)
 Randall Matthews (Chatham Emergency Management Agency)
 Nick Deflley (City of Savannah)
 Kate Orff, Alex de Sherbinin, Dorothy Peteet, Malgosia Madajewicz, and Radley Horton (Columbia University)
 Robin Bronen (Alaska Institute for Justice)
 Shavonne Smith (Shinnecock Nation)
 Twyla Aunnauruq Thurmond (Shishmaref, AK)
 Annauk Denise Olin (MIT graduate student and Native of Shishmaref, AK)
 Ron Johnson and Terrance Baker (Sapelo Island Cultural and Revitalization Society)
 Fred Hay (Georgia DNR)
 Doug Samson (Sapelo Island NERR)
 Alex Pullen, Clemson University
 Amy Weislogel, West Virginia University
 Francesco Berna, Dept. of Anthropology, Simon Fraser University, British Columbia, Canada Deborah Stewart, Special Collections Library, U Penn
 Linda Reininck-Smith, Kuwait Inst. of Scientific Research (Retired)
 Xinyuan Zheng, University of Minnesota
 Sarah Feakins, USC
 Sora Kim, UC Merced
 Matthew Huber, Purdue
 Steven Goldstein, Lamont-Doherty Earth Observatory
 Brian Haley, Oregon State Univ.
 Jo Whittaker, UTAS
 Steve Bohaty, University of Southampton
 Dr. VSN Murty, National Institute of Oceanography, India
 Dr. Anthony Arguez, NOAA
 Dr. AlexisChaigneau, LEGOS, France
 Dr. Richard Mulwa (Centre for Advanced Studies in Environmental Law and Policy (CASELAP) and School of Economics, University of Nairobi)
 Dr. Joseph Cook (School of Economic Sciences, Washington State University)
 Dr. Jamie Bartram (School of Civil Engineering, University of Leeds)
 Dr. Jonny Crocker (Department of Global Health, University of Washington)
 Dr. Guy Howard (Department of Civil Engineering, University of Bristol)
 Dr. Emily Mosites (US Center for Disease Control)
 Dr. Marc Jeuland (Sanford School of Public Policy, Duke University)
 Jennifer DeFrance (World Health Organization)
 Dr. Katrina Charles (School of Geography and the Environment, Oxford University)
 Dr. Edward Bbaale (School of Economics, Makerere University Uganda)
 Dr. Nicholas Kilimani (Makerere University Uganda)
 Dr. Timothy Thomas (Alaska Native Tribal Health Consortium)
 Ethan Baxter - Boston College
 Mark Caddick, Robert Bodnar - Virginia Tech
 Samuel Angiboust, Edward Inglis - IPGP

Michael Tappa - University of Wisconsin
Paul Starr - Boston College
Victor Guevara - Amherst College
Andrew Kylander-Clark - UCSB
Blair Schoene - Princeton
Scott MacLennan - University of Rochester
Chris G. Couëslan - Manitoba Geological Survey
Sarah Penniston-Dorland - University of Maryland
Lukas Baumgartner - Université de Lausanne
Anne-Sophie Bouvier - Université de Lausanne
Marco Scambelluri - University of Genova
Jay Ague - Yale University
Matt Kohn - Boise State University
Maureen Feineman - Penn State University
Ikuko Wada - University of Minnesota
Peter van Keken - Carnegie Institute of Washington
Timm John - Freie Universität - Berlin
Stephan König - University of Tübingen
Ronny Schoenberg - University of Johannesburg
John Schumacher - Portland State University
Andrew Smye - Penn State University
Anders McCarthy, University of Tasmania
Kaj Hoernle, GEOMAR & Kiel University, Germany
Peter Kelemen, Columbia University, USA
Richard Arculus, Australia National University, Australia
Osamu Ishizuka, Geological Survey of Japan
Jeffrey Vervoort, Washington State University, USA
Jeffrey Ryan, University of South Florida, USA
Kenneth W.W. Sims, University of Wyoming, USA
Mauricio Ibanez-Mejia, University of Arizona, USA
Scott MacLennan, University of Arizona, USA
Ivan Savov, Manchester University, UK
Sune Nielsen, Woods Hole Oceanographic Institution, USA
Rosemary Hickey-Vargas, Florida International University, USA
Aimee Classen, Ian Billick, Kristjan Niitepold, Rachel Steward, Christopher Wheat, Heiko Vogel, Yu Okamura, Rebecca Espanchin-Niell, Arnaud Martin, Joseph Hanley, Nicole Kish, Peter Andolfatto, Ojaswee Shrestha, Kristina Stinson, Rebecca Prather, Rebecca Dalton, David Inouye, Jeffrey Harvey
Todd LaMaskin (UNC-Wilmington),
Alex Pullen (Clemson),
Tarun Khanna (Nat'l Geophysical Research Institute, India),
Francisco Prevosti (Universidad Nacional de La Rioja, Argentina),
Josh Schwartz (CSU-Northridge),
Alan Chapman (Macalester),
William Jackson (Memphis)
M. Berke - U of Notre Dame
Jameal Samhuri, National Marine Fisheries Service
Marissa Baskett, Univ of California Davis Eric Montie, USC Beaufort
Matthew Jackson, Lukas Ackerman, Tomas Magna, Erin Todd, Andreas Stracke
Brazelton, William Utah University

Kelley, Deborah University of Washington
Rogers, Karyn Rensselaer Polytechnic Institute
Frank, Kiana University of Hawaii
Seewald, Jeffery Woods Hole Oceanographic Inst.
McCollom, Tom University of Colorado, Boulder
Holden, Jim UMass Amherst
Butterfield, David PMEL
Baldwin, Suzanne Syracuse University
Catalano, Jeffrey Washington University
Fox, Peter Rensselaer Polytechnic Institute Goldman, Aaron Oberlin College
Iwasa, Janet University of Utah
Korenaga, Jun Yale University
McGown, Linda Rensselaer Polytechnic Institute
Schaller, Morgan Rensselaer Polytechnic Institute
Shelley, Jacob Rensselaer Polytechnic Institute
Steel, Andrew Carnegie Institution of Washington
Watson, E. Bruce Rensselaer Polytechnic Institute
Trail, Dustin University of Rochester
Orcutt, Beth Bigelo Laboratory for Ocean Sciences
Steen, Drew University of Tennessee Knoxville
Osburn, Magdalena Northwestern University
Bernasconi, Stefano ETH-Zürich
Roumejon, Stephane ETH-Zürich
Morono, Yuki JAMSTEC
Cotterill, Carol ECORD
Green, Sophie ECORD
Escartin, Javier IPGP
John, Barbara University of Wyoming
McCaig, Andrew University of Leeds
Cannat, Mathilde IPGP
Schrenk, Matthew Michigan State University
Akizawa, Norikatsu Kanazawa University
Boschi, Chiara CNR
Dunkel, Kritina University of Oslo
Whattman, Scott Korea University
Mayhew, Lisa University of Colorado - Boulder
Harris, Michelle, Bayrakci, Gaye University of Southampton
Behrmann, Jan-Hinrich GEOMAR
Herrero-Bervera, Emilio University of Hawaii at Manoa
Hesse, Kirsten Friedrich-Alexander-University
Liu, Hai-Quan Chinese Academy of Sciences
Ratnayake, Amila Shimane University
Twing, Katrina University of Utah
Weis, Dominique University of British Columbia
Zhao, Rui University of Bergmen
Quemeneur, Marianne Univ. de Tulon
Guillermo Algaze, UC San Diego
Holly Pittman, U. Penn
Badir Al Badran, U. Basra

Liviu Giosan, WHOI
Justin Ridge, Duke University
Jenny Davis, NOAA NCCOS
Brandon Puckett, NC DEQ
Chris Kinkade, NOAA OCM
Jude Apple, Washington Dept of Ecology
Tom O'Halloran, Clemson University
Kendra Bottini - Riverbanks Zoo
Maarten Buijsman, USM, Stennis Space Center, MS
Yosuke Igeta, Sea of Japan National Fisheries Research Institute, Japan
Alexander Osadchiv, Institute of Oceanology, Russian Academy of Science, Russia

English Language and Literature

Internal Collaborations

Stanley Dubinsky

Language Conflict Project, in collaboration with colleagues in English (Chun, Gavin), Political Science (Starr, Tellez), and Computer Science and Engineering (Huang)

Wordification Project, collaboration with colleagues in Computer Science and Engineering (Buell) and Arnold School of Public Health (Werfel, Fitton)

Tony Jarrells and Patrick Scott

Co-Editors, Studies in Scottish Literature (English/UofSC Libraries)

Mark Minett

Collaborating with colleagues in English (Whitted), SVAD (Davis), Anthropology (Lewis), UofSC Sumter (Kunka), and University Libraries (Special Collections) around UofSC's comics and popular culture-related holdings to create opportunities for teaching, research, and community engagement.

Hannah Rule

Faculty Fellow, Center for Integrative and Experiential Learning

External Collaborations

Mark Cooper

Co-Author with John Marks (UC Davis), "Curricular Innovation and the Degree Explosion," *MLA Profession* (Winter 2020). <https://profession.mla.org/curricular-innovation-and-the-degree-program-explosion/> Solicited.

Paula Feldman

Co-Editor with Lisa Vargo (University of Saskatchewan, Canada), *The Collected Works of Anna Letitia Barbault, Vol. 2* (Oxford University Press, in press)

Greg Forter

Conference Organizing Committee, Marxist Literature Group/Cultural Studies Institute, 2020-21 (conference to be held June 2021)

David Greven

Co-Editor with Brenda Weber (Indiana University), *Ryan Murphy's Queer America* (Routledge, under contract)

Patrick Scott, Editor, Oxford Edition of Robert Burns (University of Glasgow)

Film and Media Studies

Internal Collaborations

Kelly Wolf and Mark Cooper, Summer Enhancement Initiative for Online Course Development

Kelly Wolf and Lauren Steimer, Summer Enhancement Initiative for Online Course Development
Lauren Steimer and Jennifer Tarr (MART), Course Design for Action Media Production Class

External Collaborations

Mark Cooper and John Marx, "Curricular Innovation and the Degree-Program Explosion."

Geography

Internal Collaborations

Jerry Mitchell (Geography) and Valinda Littlefield (History), African American Histories and Geographies Grant

Kirstin Dow (Geography), Ray Torres (SEOE), Enrika Viparelli (Civil Engineering) grant

Cuizhen Wang (Geography), Inthuorn Sasanakul (Civil Engineering), Alison Smith (History), Herrick Brown (Biology), ASPIRE-II grant

Conor Harrison (Geography), Shelley Welton (UofSC Law), ASPIRE-I grant

Dean Hardy (SEOE/Geography), Monica Barra (SEOE/Anthropology), Racial Justice and Equity Fund grant

Michael E. Hodgson (Geography), Michael Myrick (Chemistry), Nikolaos Vitzilaios (Mechanical Engineering), Tammi Richardson (Biology), NSF proposal

Zhenlong Li (Geography) and John Kupfer (Geography), ASPIRE-I grant

Susan Cutter (Geography), Jasim Imram (Civil Engineering), NSF Engineering Research Center (ERC) Grant

Zhenlong Li (Geography), Xiaoming Li (Public Health), Dwayne Porter (Public Health), NSF RAPID grant

Zhenlong Li (Geography), Xiaoming Li (Public Health), Bankole Olatosi (Public Health), Sharon Weissman (School of Medicine), Neset Hikmet (College of Engineering and Computing), Jianjun Hu (College of Engineering and Computing), Jiajia Zhang (Public Health), NIH COVID-19 grant

Zhenlong Li (Geography), Xiaoming Li (Public Health), Bankole Olatosi (Public Health), USC COVID-19 Initiative grant

External Collaborations

Jerry Mitchell (Geography) and Audrey Mohan (BSCS Science Learning), Natural Hazards Unit Development

Jerry Mitchell (Geography) and Stephen Corsini (South Carolina Department of Education), K-12 Social Studies Standards Alignment Guide

Jean Ellis (Geography) and Erik Smith (NOAA-NEERS), grant

Kirstin Dow (Geography/CISA), Sarah Watson and Landon Knapp (SC Sea Grant Consortium) CISA staff involved: Amanda Farris, Jory Fleming; Project: Sea Level Rise Adaptation Planning for Edisto Beach, SC

Kirstin Dow, Amanda Farris, Jory Fleming (Geography/CISA), Debra Knopman (RAND Corporation/MARISA), Maria Carmen Lemos (University of Michigan/GLISA), Art deGaetano (Cornell/Northeast Regional Climate Center) Funded research Co-Development of a Hazard Mitigation Planning Portal and Visualization

Kirstin Dow (Geography/CISA), Janice Barnes (Climate Adaptation Partners), Chip Konrad (UNC-Chapel Hill/Southeast Regional Climate Center) Maggie Suggs (App State), Jen Runkle (NCSU), Charleston Medical District Project: Heat-Health Planning with the Charleston Medical District

Kirsten Lackstrom (Geography/CISA), Matthew Petkewich (U.S. Geological Survey South Atlantic Water Science Center) Research project: Expansion of the real-time Coastal Salinity Index network, a tool for monitoring coastal drought and ecological response to changing salinity values

Greg Carbone (Geography/CISA), Kirstin Dow (Geography/CISA), Jory Fleming (Geography/CISA) Gregory Sprouse (Central Midlands Council of Government), Katie Ellis (McCormick Taylor)Project: Incorporating climate considerations into the Three Rivers Watershed Plan

Dean Hardy (SEOE/Geography), Kim Cobb (Georgia Tech) +17 others, Jill Gambill (University of Georgia) +5 others, Philip Omunga and Victoria Young (Savannah State University), Mildred McClain and Dawud Shabaka (Harambee House), Albert George (South Carolina Aquarium), Hanif Haynes (Pin Point Betterment Association), Lizann Roberts (Coastal Georgia Indicators Coalition), Simona Perry (c.a.s.e. Consulting Services), Randall Matthews (Chatham Emergency Management Agency), Nick Deflley (City of Savannah), grant proposal

Dean Hardy (SEOE/Geography), Kate Orff, Alex de Sherbinin, Dorothy Peteet, Malgosia Madajewicz, and Radley Horton (Columbia University), Robin Bronen (Alaska Institute for Justice), Shavonne Smith (Shinnecock Nation), Twyla Aunnauruq Thurmond (Shishmaref, AK), Annauk Denise Olin (MIT graduate student and Native of Shishmaref, AK), Ron Johnson and Terrance Baker (Sapelo Island Cultural and Revitalization Society), grant proposal

Dean Hardy (SEOE/Geography), Nik Heynen (University of Georgia), Maurice Bailey, Jasper Watts, Ron Johnson, and Terrance Baker (Sapelo Island Cultural and Revitalization Society), Fred Hay (Georgia DNR), Doug Samson (Sapelo Island NERR), grant

Michael E. Hodgson (Geography), Silvia Piovan (University of Padova), Paolo Mozzi (University of Padova), geomorphic change detection

Michael E. Hodgson (Geography), Silvia Piovan (University of Padova), sUAS instructional materials

John Kupfer (Geography), Adam Terando (USGS / NC State), Kevin Hiers (Tall Timbers), Jaime Collazo (NC State), Brian Reich (NC State), grant development

John Kupfer (Geography), Adam Terando (USGS / NC State), Kevin Hiers (Tall Timbers), Peng Gao (UNC-Wilmington), grant development

Susan Cutter (Geography), Walter Silva (U Puerto Rico), Mecit Cetin (Old Dominion Univ), Jonathan Goodall (UVA), NSF Engineering Research Center Grant proposal

Susan Cutter (Geography), Jorge Gonzalez (CUNY), Jay Banner (U Texas), E. Bou-Zeid (Princeton), and R. Rodriguez (U Puerto Rico), NSF Large-scale CoPE Hub grant proposal

Susan Cutter (Geography), Ertugrul Taciroglu (UCLA), Hamed Ebrahimian (U Nevada-Reno), Jean Carlson (UCSB), Branko Kosovic (NCAR), NSF Engineering Research Center Planning Grant proposal

Zhenlong Li (Geography), Nancy Stone (Missouri University of Science and Technology), Fiona Nah (Missouri University of Science and Technology), Guirong Yan (Missouri University of Science and Technology), NSF EAGER proposal

Zhenlong Li (Geography), Xinyue Ye (Texas A&M University), Chengbin Deng (Binghamton University), NSF MMS proposal

Zhenlong Li (Geography), Nasir Gharaibeth (Texas A&M University), Niyogi Dev, (Texas A&M University),Xinyue Ye (Texas A&M University), NSF SRS RN proposal (CCT4 group)

Cuizhen Wang (Geography), Shuying Zang (Harbin Normal University), China National Natural Science Foundation grant

Cuizhen Wang (Geography), Joseph Burgett (Clemson University). Federal Highway Administration/SCDOT grant proposal.

Cary Mock (Geography) and Erika Wise (University of North Carolina) (NSF), grant

Caroline Nagel (Geography) and Elizabeth Mavroudi (Loughborough University, UK), 2nd edition of Routledge textbook, Global Migration: Patterns, Processes, and Politics.

Global Studies

Internal Collaborations

We collaborate with a number of departments within CAS: Geography, Anthropology, English, History, SEOL, and Political Sciences. Outside of the College, we collaborate with the Darla Moore School of Business, the Arnold School of Public Health, and the College of Nursing. We established a new internship for students who speak Spanish and who will receive internship credit in Global Studies for helping train bilingual health opportunities.

External Collaborations

Columbia World Affairs Council
CAS Board of Visitors
University Board of Visitors
York County School District and Superintendent

History

Internal Collaborations

Tom Lekan: joint position with SEOE (completed 6/2020)
Jessica Elfenbein: chaired CAS search for faculty founder of new Humanities Collaborative
Saskia Coenen Snyder: Associate Director, Walker Institute
Matthew Childs: Walker Institute/Latin American Studies
Lauren Sklaroff: DGS for WGST
Faculty teaching cross-listed and contributing courses in AFAM, RELG, and Islamic World Studies
Mark Smith: Director, Institute for Southern Studies (beginning 1/2021)
Bobby Donaldson: Director of the Center of Civil Rights History and Research
Colin Wilder: Assistant Director of Center for Digital Humanities
History Center events in collaboration with Political Science, Jewish Studies
Joe November: CAS Medical Humanities Minor Committee
Andrew Berns and Saskia Coenen Snyder: Jewish Studies
Dinyar Patel: Global Studies (through 6/2020) •
Val Littlefield: Co-chair, Presidential Commission on University History
Allison Marsh, Co-Director: Ann Johnson Institute for Science, Technology, and Society
Jessica Elfenbein, Tom Lekan, Adam Schor: Initiative on REACH Act mandate
David Snyder: Principal, Maxcy College
Allison Marsh: Graduate School, Graduate Civic Scholars Program

External Collaborations

Kathryn Edwards and Carol Harrison: Editors, French Historical Studies
Nuhket Varlik, Editor, Journal of the Ottoman and Turkish Studies Association
Kent Germany: Presidential Recordings Program of the University of Virginia's Miller Center
Tom Lekan: Max Planck Institute for the History of Science (Munich, Germany) Working Group
"Shifting Baselines, Altered Horizons"
Lauren Sklaroff: Senior Editor, Society of Americanists Review (Penn State)
Bob Weyeneth: South Carolina State Parks and Historic Columbia as community partners for teaching-practicum courses
Jessica Elfenbein: Director, Urban History Association
Gabi Kuenzli: Aiken (SC) Thoroughbred Racing Hall of Fame

Institute for African American Research

Internal Collaborations

1. Monday, August 31, 2020 (IAAR Event, Justice Theme Semester Event)

Hurricane Katrina and the Artwork of JRenee: Race, Injustice, and Memories of Home

On August 29, 2005, the levees broke in New Orleans, LA following Hurricane Katrina, and flooded much of the city. What unfolded over the next few days was a national catastrophe involving destruction and displacement. Jennifer "JRenee" Johnson is an internationally renowned reverse glass artist from New Orleans. She left New Orleans in the aftermath of Katrina and eventually settled in the Columbia, SC area. Some of her artwork reflects life in New Orleans, history and culture, and the impact the hurricane had on people as they were displaced. She will discuss memories of home, the significance of Hurricane Katrina, and how she keeps New Orleans culture and traditions alive in her work.

Part of the CAS Justice Theme Semester (Extra-Curricular Events)

Co-Sponsors: College of Arts and Sciences and the African American Studies Program

2. IAAR Lunch and Learn

Thursday, October 22, 2020, 12:30 p.m. - 1:30 p.m.

"The Election and the Black Vote"

Dr. Todd Shaw, Political Science and African American Studies

3. IAAR Lunch and Learn

Thursday, January 28, from 12:00 p.m. - 1:00 p.m.

Dr. Scott Trafton, Associate Professor of English

"Frottoir; Or, A Racial History of Clutter"

4. IAAR Spring Lecture with Dr. Lee D. Baker, Duke University

"Du Bois, Boas, and the Real Race Problem"

Thursday, 2/25, 6:00 p.m. - 7:30 p.m.

Co-Sponsored by the Department of Anthropology, the African American Studies Program, and the Collaborative on Race

Co-Sponsored Events with Other Units:

1. Robert Smalls Lecture (African American Studies)

Thursday, Oct. 29 from 6-7:30pm via Zoom.

Dr. Fredrick C. Harris, Columbia University

"Anti-Blackness, Contentious Politics, and the 2020 Presidential Elections"

2. CEEAAS Conference, UofSC

4th Annual Equity in Education Conference

January 14-15, 2021

3. Co-Sponsored events with the African American Studies Program, the Center for Civil Rights History and Research, and the Collaborative on Race

External Collaborations

1. IAAR Lunch and Learn

Tuesday, September 29, 2020 at Noon

Dr. Ramon Jackson and Alada Shinault-Small

"COVID-19 and the African American Community"

South Carolina African American Heritage Commission (SCAAHC) - Black Carolinians Speak: Portraits of a Pandemic Project

2. November 13-14, 2020 (IAAR Event)

Carolina-Barbados Connection: Commemorating 350 Years

Collaborators: Barbados and the Carolinas Legacy Foundation, Charleston, SC, University of the West Indies, Cave Hill, Gullah Geechee Cultural Heritage Corridor, The Slave Dwelling Project

Link to Program:

https://sc.edu/study/colleges_schools/artsandsciences/centers_and_institutes/iaar/documents/carolina_barbados_connection_symposium_program.pdf

The panelists were scholars and professionals from South Carolina and Barbados. We also partnered with independent tour guides (South Carolina and Barbados), a chef (Barbados), and artists (South Carolina and Barbados).

Institute for Southern Studies

Internal Collaborations

Jennifer Gunter worked with African American Studies, Institute for African American Research, Center for Civil Rights History and Research, School of Social Work, School of Law.

Mindi Spencer Published with faculty from the School of Nursing: Dr. Liam Hein (School of Nursing) and I served as co-mentors for a funded Magellan Scholars Award for Undergraduate Student Research (A. Nanna and L. Dickson, Scholars). This resulted in one student-led publication (below) with a second publication currently in preparation: Dickson, L., Bunting, S., Nanna, A, Taylor, M., Hein, L., & Spencer, M. (in press). Appointment of a healthcare power of attorney among older Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) adults in the Southern United States. American Journal of Hospice & Palliative Medicine. doi:

<https://doi.org/10.1177/1049909120979787>

Matt Simmons has actively pursued digital developments with Political Science faculty member, Joshua Myer-Gutbard; worked with Melissa DeVelvis (History) on setting up and hosting a digital mapping project she hopes to grow into something that will be a cornerstone of her future research; worked with Giordano Angeletti of McKissick Museum to test out different tools for digital displays of their collections. Simmons also worked with Christian Cicimurri, also of McKissick Museum, to support the further growth and evolution of McKissick's Historic Southern Naturalists project, which lives within DUSS's cloud infrastructure.

External Collaborations

Jennifer Gunter worked with South Carolina Restorative Justice Initiative, Historic Columbia, Serve and Connect, Sisters of Charity Foundation, SC Human Affairs Commission, Eat Smart Move More, Wandersman Institute, Justice 360, Richland County, Episcopal Diocese of Upper South Carolina to name just a few. Her position as Director of the SC Collaborative on Race and Reconciliation means she is deeply involved in many different organizations and in the past six months alone has hosted dozens of meetings with a variety of stakeholders throughout the state to encourage and promote the values embodied in DEI.

Mindi Spencer Conducted research with colleagues in the Department of Epidemiology and Prisma Health, Greenville.

With Maggi Miller (Department of Epidemiology), Professor Spencer leads the Program Evaluation Team for a project that provides coaching services for caregivers of persons with Alzheimer's disease. This program (PH-REACH) is based on a collaborative partnership between the Memory Health Program at the Center for Success in Aging, Meals on Wheels Greenville, and a local free

medical clinic - AccessHealth. It is funded by the Administration on Aging (2019-2021; Total = \$76,328; 10% effort). This has been an extremely valuable partnership, particularly given the expansion of USC activities in the Greenville area, and has resulted in two scholarly presentations: Miller, M., Spencer, M., Jahries, D., & Davis, J. (2020, November). Adapting Resources for Enhancing Alzheimer's Caregiver Health for dementia-capable services. Poster presented at the Annual Meeting of the Gerontological Society of America, Virtual; Spencer, M., Miller, M., Jahries, D., & Davis, J. (2020, November). Working with communities to support minority caregivers: The PRISMA Health REACH Expansion Project. Paper presented in the symposium, Insights gained from developing academic-community partnerships for minority aging, community-engaged research, at the Annual Meeting of the Gerontological Society of America, Virtual.

Professor Spencer also applied for an R-25 grant and received funding for a collaborative project with colleagues in the School of Social Work and the Department of Biology. She serves as the Professional Development Coordinator for the SC-ADAR Program, which is an R25 grant funded through the National Institutes on Aging, National Institutes of Health. She worked on the grant renewal application with colleagues from across the campus (Co-PIs reside in the College of Social Work and Biology, respectively). They received renewal funding that will cover 10% of her salary for the duration of the grant (2020-2025; Total = \$1,689,633).

Courtney Lewis served as a member of the Tsalagi Conference Planning Committee with the Department of History at Penn State University; was co-organizer with Rose Stremlau on Indigenous Food, Community, and Sustainable Farming Symposium, Davidson College, NC (three panels) and was co-organizer with Rose Stremlau on Resilience Recipes: Native Food-preneurs Cooking Demonstrations and Covid-19 Discussions, Davidson College, NC (seven events)

Mark Smith continued his editorship of several book series including Cambridge Studies on the American South, Perspectives in Sensory history (Penn State), and Liverpool Studies in Slavery (Liverpool University Press, UK); served as evaluator for Leibniz Competition 2021 (Germany) 870,000 Euros, project on Sensing Conflict. A Sensory History of Contemporary Challenges (June 2020); and evaluated tenure and promotion cases for Texas A&M (2020) (Associate Professor; ethnomusicology) and Newberry College (2020) (Associate Professor).

This spring, ISS designed and established its SHARE Consortium initiative. The SHARE Consortium (Southern History Archives Research and Education) is headed by ISS and is made up of a group of universities and colleges dedicated to student generated learning and the dissemination of knowledge about the American South. Students from around the world conduct archival research in order to educate themselves and others about the South. Composed of local, regional, national, and international college and university partners, SHARE is hosted by the Institute for Southern Studies at the University of South Carolina. SHARE disseminates primary documents from various archives in the South, grants students from Consortium members access to these documents, and educates students on how to accurately transcribe the documents. Faculty and staff at Consortium colleges and universities help students curate the material and ensure accuracy. Searchable transcriptions are then uploaded on the University of South Carolina SHARE website and made available to scholars interested in southern studies from around the world. In the past several weeks, ISS has secured letters of commitment and interest from the following institutions who want to serve as founding members of SHARE: South Carolina State University, Orangeburg; Mercer University, Macon, Georgia; University of Copenhagen, Copenhagen, Denmark; University of South Carolina, Columbia, South Carolina; University of Warwick, Warwick, United Kingdom.

Robert Brinkmeyer maintained his contacts with faculty in Spain and Poland for collaborative colloquia and for panels at conferences.

Languages, Literatures and Cultures

Internal Collaborations

Shared faculty with Linguistics

- Amanda Dalola
- Lara Ducate
- Kurt Goblirsch
- Eric Holt
- Jiang Liu
- Lara Lomicka Anderson
- Paul Malovrh
- Nina Moreno

Shared faculty with Global Studies

- Rebecca Janzen
- Agnes Mueller
- Krista Van Fleit
- Ashley Williard

Shared faculty with Philosophy

- Heike Sefrin-Weis

CIEL Director, Lara Ducate

Teaching Incubator, Interim Director Nina Moreno

Cross Listed Courses with WGST, PHIL, HIST, LING

Collaborations with Darla Moore School of Business - core language programs and faculty for International Business students

Collaboration with College of Education (MAT & Teaching Certificate Programs)

Shared faculty with Honors College

Latino Faculty Caucus

Fulbright Committee

Faculty Manuscript Collaborations

- Nina Moreno & Paul Malovrh
- Yvonne Ivory & Ed Madden (WGST)

External Collaborations

Eleanor Beardsley Invited Lecture Spring 2020 (cancelled)

UofSC Visiting Scholar series (virtual) - Anatoly Liberman (U of Minnesota) Fall 2020

Vergilius (Classics) - peer-reviewed academic journal hosted at USC

Confucius Institute (closed December 2020)

Research Collaboration with Faculty at University of Bristol, UK

Research Collaboration with Faculty at University of Bristol, UK

The Chronicle of Higher Education

Participation in IPHE Sweden program

Collaboration with faculty at Hochschule für Technik, Wirtschaft, und Kultur in Leipzig (Germany).

Collaboration with Institute für Musiktheater, Univ. of Bayreuth (Germany)

Linguistics

Internal Collaborations

Amit Almor (Associate Professor)

- Experimental pragmatics projects on Appositive Relative Clauses (ARCs) -- With Anne Bezuidenhout (Philosophy) and Alli Granger (undergraduate neuroscience major and Magellan Apprentice Scholar)
- Developing A Socio-Cognitive-Computational Approach for Understanding Persuasion through Misinformation and its Diffusion across Social Communications Platforms. Fiscal Year (FY) 2020 Department of Defense Multidisciplinary Research Program of the University Research Initiative (MURI). With Amit Sheth (Artificial Intelligence Institute; CSCE), Doug Wedell (Psychology), Marco Valtorta (CSCE), Huan Liu (Arizona State University), Nitin Agarwal (U Arkansas) and Stephan Lewandowsky (University of Bristol UK).

Anne Bezuidenhout (Professor)

- Experimental pragmatics projects on Appositive Relative Clauses (ARCs) -- With Amit Almor (Psychology) and Alli Granger (undergraduate neuroscience major and Magellan Apprentice Scholar)

Amanda Dalola (Assistant Professor)

- with Qiandi Liu (English and Linguistics). Liberté, égalité, virtualité: The acquisition of L2 French in virtual worlds via Mondly.
- with Mila Tasseva-Kurtkchieva (Linguistics), a study of generic expressions in L2 French.

Jiang Liu (Assistant Professor)

- with Prof. Seth Wiener (Carnegie Mellon University) lexical development of L2 Chinese learners.
- with Prof. Wenshan Li (South West University, China) dynamic syntax and pragmatics research.
- with Dr. Eric Pelzl (Pennsylvania State University) and Prof. Chunhong Qi (Yunan Normal University, China) a study of Vietnamese speaking L2 Chinese learners' tone acquisition.

Qiandi Liu (Assistant Professor)

- with Amanda Dalola. Liberté, égalité, virtualité: The acquisition of L2 French in virtual worlds via Mondly.

Nina Moreno (Associate Professor)

- with Mila Tasseva-Kurktchieva (Linguistics) and Roumen Vesselinov (University of Maryland), the effects of online vs face-to-face instruction in the foreign language classroom.
- With Angelina Rubina (Linguistics), the use of technology in a Spanish language class

Mila Tasseva-Kukrtchieva (Research Associate Professor):

- with Nina Moreno (DLLC and Linguistics) and Roumen Vesselinov (University of Maryland), the effects of online vs face-to-face instruction in the foreign language classroom,
- with Amanda Dalola (DLLC and Linguistics), a study of generic expressions in L2 French.
- With Roumen Vesselinov (University of Maryland) and John Grego (Department of Statistics), longitudinal, multi-platform study of the efficacy of language learning apps

External Collaborations

Amit Almor (Associate Professor)

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- With Roumen vesselinov (University of Maryland) and John Grego (Department of Statistics), longitudinal, multi-platform study of the efficacy of language learning apps

Mathematics

Internal Collaborations

•Wolfgang Dahmen, Professor:

In collaboration with Associate Professor Hexin Chen, Department of Biological Science at UofSC, working on NSF grant-funded project in mathematical modeling and computational and experimental investigation of the dynamics of heterogeneity in breast cancer.

Prof. Jochen Lauterbach (school of engineering), Prof. Pooyan Jamshidi Dermani (Computer Science Department), ongoing collaboration on machine learning approaches to material discovery.

•Lili Ju, Professor:

In collaboration with Professor Song Wang, Department of Computer Science and Engineering at USC, currently working on deep learning and neural network-based methods for stereo matching and image segmentation, and co-supervising two Ph.D. students.

•Xinfeng Liu, Professor:

In collaboration with Associate Professor Hexin Chen, Department of Biological Science at UofSC, continues to work on NSF grant-funded project in mathematical modeling and computational and experimental investigation of the dynamics of heterogeneity in breast cancer.

•Qi Wang, Professor:

Working with Profs Chuanbing Tang, Sophya Garaschuk, Linda Shimitz, Jianjun Hu on data driven approach to study electrolytic copolymer membrane.

Working with Profs Qian Wang of Chem on cell-substrate interaction using machine learning methods.

•Linyuan Lu, Professor:
Working with Prof. Marco Valtorta, Department of Computer Science and Engineering on Bayesian Hypergraph models. Working on RTG proposal with Pooyan Jamshid Dermani, Department of Computer Science and Engineering, and others.

Professor and Current Undergraduate Director, Xinfeng Liu: In collaboration with Associate Professor Hexin Chen, Department of Biological Science at UofSC, continues to work on NSF grant-funded project in mathematical modeling and computational and experimental investigation of the dynamics of heterogeneity in breast cancer.

External Collaborations

•Eva Czabarka, Professor:
Conducts ongoing external collaboration with Prof. Zoltan Toroczka from Notre Dame on network science

Conducts ongoing external collaboration with Prof Peter Dankelmann of University of Johannesburg, South Africa on distance problems in graphs

•Wolfgang Dahmen, Professor:
Prof. Ron DeVore, Department of Mathematics, Texas A & M University, College Station, Texas (Uncertainty Quantification, model reduction, state and parameter estimation, high dimensional approximation) Prof. Jochen Lauterbach (school of engineering), Prof. Pooyan Jamshidi Dermani (Computer Science Department), ongoing collaboration on machine learning approaches to material discovery.

Prof. Leszek Demkowicz (UT Austin, Texas), Prof. Jay Gopalakrishnan, (Portland State University) (stable variational formulations, especially Discontinuous Petrov Galerkin methods, they are listed as collaborators in a pending grant proposal).

Prof. R. Nocketto, (College Park, University of Maryland) (collaboration together with P. Binev on adaptive hp-methods).

Prof. Markus Bachmayr, (University of Mainz, Germany) (high-dimensional tensor- and low rank methods, stable variational formulations for kinetic models).

Prof. Claudio Canuto (Politecnico of Torino, Italy) (optimal preconditioning for hp discretizations, hp adaptive methods).

Prof. Albert Cohen (Sorbonne University, Paris, France) (Uncertainty Quantification, model reduction, state and parameter estimation, high dimensional approximation).

Prof. Olga Mula, (Universite Paris Dauphine) (Nonlinear methods for state and parameter estimation, error-controlled methods for kinetic models).

Prof. Rob Stevenson (University of Amsterdam, Netherlands) (DPG methods for transport equations, data assimilation for parabolic problems) (these collaborations concern work on joint papers).

•Lili Lu, Professor:
With Professor Max Gunzburger of Florida State University on the DOE funded project "Efficient and Scalable Time Stepping Algorithms and Reduced Order Modeling for Ocean System Simulations" (2019-2022).

•George McNulty, Professor:
Ralph Freese (University of Hawaii), Ralph McKenzie (Vanderbilt University), and Walter Taylor (University of Colorado) on the books Algebras, Lattices, Varieties volume II and volume III.
Ross Willard (University of Waterloo) on the project "Inherently nonfinitely based finite algebras that generated congruence permutable varieties."

Irina Mel'nichuk (Omsk, Russia) on the project ``Bounding the avoidability of strings of symbols."

• Douglas Meade, Professor:

In collaboration with Professor Philip Yasskin, Texas A&M University, working on Maplets for Calculus

In collaboration with Professor Philip Yasskin, Texas A&M University, working on MYMathApps Calculus (to be independently published)

In collaboration with Professor Sherman Stein, UC-Davis (retired), working on Calculus in the First Three Dimensions (to be published by AMS)

•Laszlo Szekeley, Professor:

Conducts ongoing external collaboration with Prof. Zoltan Toroczka from Notre Dame on network science.

Conducts ongoing external collaboration with Prof Peter Dankelmann of University of Johannesburg, South Africa on distance problems in graphs.

•Qi Wang, Professor:

Gurcan Comet of Benedict college, Yi Sun of Math, Yi Sun of Math, on math modeling of 3D biofabrication.

Jia Zhao, Utah State, Greg Forest of UNC, on liquid liquid phase separation in animal cells.

Ruhai Zhou, Greg Forest of UNC, on modeling membrane materials made of liquid crystal polymers and graphenes.

Ricardo Nochetto, UMD on active liquid crystals on surfaces.

•Linyuan Lu, Professor and Chair:

collaborating with Mark Ellingham, Vanderbilt University, wrote a joint paper on the maximum spectral radius of outplanar 3-uniform hypergraphs

collaborating with S-T. Yau, Harvard University, Yong Lin, Tsinghua University, on Ricci curvatures of graphs.

•Joshua Cooper, professor,

recently collaborated with Prof. Rekleitis on a project involving one of his graduate students (Md Modasshir), several researchers from UNC-Chapel Hill and UTHSC-Memphis, and a number of undergrads in CSCE at USC and Biochem at UNC.

•Xiaofeng Yang :

Guodong Zhang, Yantai University, China

Xiaoming He, Missouri S&T, USA

Jun Zhang, Guizhou Financial and economics University, China

Xi Li, Shenzhen University, China

Qi Li, Changan University, China

Liqun Mei, Xi'an Jiaotong University, China

Chuanjun Chen, Yantai University, China

Kejia Pan, Zhongnan University, China

Zhen Xu, Beijing University, China

Z. Xia, Electric and Science University, China

Feng Bai, Univ of South Carolina

Daozhi Han Missouri S&T, USA

Chen Xu, Shenzhen University, China

J. Shen Purdue University, USA

Jiangxing Wang, Hunan Normal University, China

Tongmao Li, Shenzhen University, China

Rungting Tu, Shenzhen University, China

McKissick Museum

Internal Collaborations

The Historic Southern Naturalists (HSN) project HSN is an ongoing cross-unit collaboration (through September 2021) with UofSC units (Digital Collections, SCL, Herbarium, and Southern Studies) and the Charleston Museum.

With CAS funds supporting justice-themed fall semester public programs, McKissick Museum collaborated with the Women and Gender Studies Program, the Department of Athletics, and the Office of Multicultural Student Affairs to develop and cross-promote a robust online public program series linked to the the Museum's A Woman's Right exhibit.

Since March 2020, McKissick has partnered with the Koger Center to support the podcast series it created in response to COVID, and to host a Quarrantunes performance by Instinto Norteno (virtual) on February 26, 2021.

Curator of Exhibitions Giordano Angeletti has worked with College of Education faculty Elif Karsli Calamak and Sherrie Dueno to incorporate an online version of the current in-person Child's Play exhibit into the spring 2021 curricula for two undergraduate courses on "Play." Students will submit an image of a beloved toy from their childhood, along with an object label describing the toy (in accordance with best museum practices), to be incorporated in the online exhibit. Calamak will present a virtual public program in conjunction with the exhibit; and Angeletti will be making a presentation to the Play course students.

Angeletti also has been working with Amanda Noyes at UofSC's Student Disability Resource Center to arrange for an exhibit of student artwork created in response to COVID at McKissick in spring 2021. This is also an external collaboration, as the exhibit titled Resilience, Reflection, Rebuilding: Students Respond to COVID-19 includes work by students from Columbia College and Midlands Tech, as well as UofSC.

McKissick is in conversation with CAS faculty Dr. Lori Ziolkowski and Dr. Jenny Pournelle, as well as student leaders of the newly formed on-campus Sierra Club and of the Student Government's Sustainability Committee to explore the possibility of building a "climates" exhibit for fall 2020's themed semester building on Honors College student research/fieldwork in connection with replanting the A. C. Moore Garden.

McKissick will be working with Courtney Lewis, Associate Professor with joint appointment in the Department of Anthropology and the Institute for Southern Studies, and Stephen Criswell, director of the Native American Studies Center, UofSC, Lancaster, to guide a group of students doing research in summer 2020 that will inform the content of an Indigenous Discovery Tour of UofSC's Horseshoe. This is also an external collaboration with Roo George-Warren, a member of the Catawba Indian Nation.

The Museum is close to finalizing a Publishing Agreement with USC Press to publish a 4th edition of Row Upon Row, an exhibit catalog from the 1980s, with a essay by guest curator Dr. Dale Rosengarten bringing the scholarship on Low Country sweetgrass baskets up to date. The full manuscript and all photos have been submitted to the Press.

External Collaborations

The HSN project continues with the Charleston Museum as an external partner.

FOLKFabulous@theFair continues with the South Carolina State Fair and the Wassamasaw Tribe of Varnertown Indians as external partners in planning and executing a 12-day folklife festival at the Fair.

Over the past two years, we have been in conversation with the leadership of the South Carolina Association of Knifemakers to develop content for an exhibit that will open in summer 2021 called Carolina Knives.

The Indigenous Discovery Tour that McKissick will facilitate will involve working with Roo George-Warren of the Catawba Indian Nation, whose experience creating a similar program for the National Portrait Gallery in Washington, DC will be critical to the project's success.

The effort to stabilize, maintain and preserve Pearl Fryar's topiary garden in Bishopville, SC involves the WeGOJA Foundation (formerly the South Carolina African American Heritage Foundation), the Atlanta Botanical Garden, and The Garden Conservancy of NY.

In 2020, the Museum reconfigured its Collections Committee to include people with collections and preservation expertise from Historic Columbia Foundation, and ReNewell, Inc.

Participation in Midlands Gives and Giving Tuesday is effectively a collaborative effort with the Central Carolina Community Foundation. The Foundation offers training in how to effectively use social media to build and execute a fund development campaign. And the Museum's participation supports the Foundation's goal of increasing philanthropic giving in the South Carolina Midlands.

Philosophy

Internal Collaborations

Anne Bezuidenhout collaborates on an ongoing basis with Amit Almor (PSYCH, IMB, and LING); Michael Stoeltzner with members of the Physics department; Brett Sherman has given a presentation with members of LING: "Regulative Generics in English and Bulgarian," with Mila Tasseva-Kurktchieva (Linguistics) and Stanley Dubinsky (Linguistics), and collaborated on a submitted but unfunded ASPIRE II grant: Ethics and Trust in Artificial Intelligence (AI) Systems. Role: Key Personnel; with Lead PI: Shannon Bowen (Journalism & Mass Comm).

External Collaborations

Michael Stoeltzner held a two month Mercator Fellowship at the University of Bonn as part of his role as Co-PI of the 4M \$ DFG-FWF Research Unit "Epistemology of the Large Hadron Collider." Together with his Co-PI Peter Maettig he worked on Experimental Virtues and (with other Co-PIs and postdocs) on the recently much discussed Effective Field Theories, submitting a paper to a top journal. Christopher Tollefsen co-edited a book with John Liptay, of the University of Saskatchewan, which was published in August 2020: Natural Law Ethics in Theory and Practice: A Joseph Boyle Reader (Catholic University of America Press, 2020). Matt Kisner is a regular participant in a monthly workshop on Spinoza, hosted by Cornell University and attended by global and national experts.

Physics and Astronomy

Internal Collaborations

1. Chemical Engineering
2. Center for Teaching Excellence
3. Honors College
4. Chemistry

External Collaborations

1. MUSE
2. CLAS
3. CUORE
4. BaBar
5. Belle II
6. DUNE

7. MINOS
8. NOvA
9. NOMAD
10. Majorana
11. LEGEND
12. RELICS
13. BUFFALO
14. WFIRST
15. JWST
16. LSST
17. RAISIN
18. ORNL
19. Gravitationally Lensed Supernovae
20. NOPTREX
21. Nab at the SNS
22. Department of Defense
23. Duke University
24. University of North Carolina
25. Yale University
26. Harvard Medical School
27. Naval Research Laboratory
28. UT Austin
29. CUNY
30. University of Florida
31. Indiana University
32. IBS, Korea
33. Nagoya University, Japan
34. Institut Laue-Langevin, France
35. IIT - Guwahati, India
36. Ruhr University, Bochum, Germany
37. University of California, San Diego
38. Opole University, Poland
39. Institute of Inorganic Chemistry, Novosibirsk, Russia
40. Benedict College

Political Science

Internal Collaborations

Walker Institute for International and Area Studies

Darla Moore School of Business

Global Studies

Rule of Law Collaborative

College of Social Work

African American Studies

Women's and Gender Studies

Department of Philosophy

Leadership Studies Minor

External Collaborations

Many/Most of our faculty publications and research projects are collaborations with individuals at other universities (too numerous to list).

Psychology

Internal Collaborations

- Dr. Amanda Fairchild (Co-PI) Defining the Language Phenotype of the FMR1 Premutation & Dr. Jessica Klusek (PI), Arnold School of Public Health. (04/01/2019 - 03/31/2022)
- Dr. Rutvik Desai (PI) Core Semantic Systems of the Human Brain, and Julius Fridriksson (Co-PI), Arnold School of Public Health. (05/15/2020 - 04/30/2025)
- Dr. Kate Flory, (Co-PI) Impact of Disparities in Food Security on Glycemic Control and Health Care Utilization Among Youth and Young Adults with Diabetes, and Dr. Angela Liese (PI), Arnold School of Public Health (04/01/2018-03/31/2023)
- Dr. Kate Flory (Co-I) US Centers for Disease Control and Prevention/National Network of Public Health Institutes (subaward #G1418), \$120,761, Creating small area estimates using weighted, multilevel prediction models: An application for the National Survey of Children's Health, 9/9/19-7/30/20. With Drs. Alex McLain and Jan Eberth, Public Health
- Dr. Sayward Harrison (PI) A Tailored School-Based Intervention to Increase Vaccine Uptake Among Adolescents in the Rural South & Dr. Jan Ostermann (Co-PI) Arnold School of Public Health (09/01/2018-08/31/2021)
- Dr Sayward Harrison (Co-PI) Transportation Vulnerability as a Barrier for People Not Engaged in HIV Medical Care & Dr. Divya Ahuja (PI), USC School of Med. (08/23/2019-12/31/2021)
- Dr. Ron Prinz and Dr. Rosemarie Booze are Co-Directors of the Behavioral-Biomedical Interface Program which is an interdisciplinary research training program supported by NIH. BBIP is designed for select doctoral students in Epidemiology, Exercise Science, & Psychology. Collaboration with Dr. G. Thomas Chandler (Environmental Health Sciences), Dr. Sara Wilcox (Exercise Science), Dr. Susan Steck (Epidemiology) etc. (07/01/2008-06/30/2023)
- Dr. Ron Prinz is the PI and Director of the COBRE-NIH Research Center for Child Well-Being, in collaboration with Dr. Michael Beets (Exercise Science), Dr. Marco Geraci (Epidemiology & Biostatistics), Dr. Kristen Seay (College of Social Work), Dr. Ali Brian (College of Education), and others. (03/15/2020-02/28/2025)
- Dr. Jane Roberts, recipient of the Excellence Initiative on Autism and Neurodevelopmental Disorders with Dr. Jeff Twiss, Biology
- Dr. Christopher Rorden (Co-PI) Brain Connectivity Supporting Language Recovery in Aphasia & Dr. Julius Fridriksson (PI) Arnold School of Public Health (06/01/2019 - 05/31/2024)
- Dr. Christopher Rorden (Co-PI) Center for the Study of Aphasia Recovery (C-STAR) & Dr. Julius Fridriksson (PI) Arnold School of Public Health (04/01/2016 - 03/31/2021)
- Dr. Dexin Shi (Co-PI) Investigating Psychometric Properties of BASC-3 Flex Progress Monitoring Forms with Preschool Students & Dr. Christine DiStefano (PI) College of Education (07/01/2019-06/30/2023)
- Dr. Jennifer Vendemia (Co-PI) Linking Altered Cortical Sensorimotor Integration with Movement Impairments in Back Pain & Dr. Sheri Silfies (PI), Arnold School of Public Health. (09/10/2018 - 05/31/2022)
- Dr. Mark Weist - LiveWell Kershaw is a population-based health approach to improving health outcomes in Kershaw County. This is a collaboration with the USC School of Public Health. Dr. Nicole Zarrett (PI) Connect through P.L.A.Y: A staff-based physical activity intervention for middle school youth, & Bethany Bell (Co-PI), College of Social Work. (06/11/2018-05/31/2023)

External Collaborations

- Dr. Rosemarie Booze- HivCocaine Neurotoxicity In Females has subcontract with Dr. Kamel Khalili (Temple University). (09/01/2002-02/28/2022)
- Dr. Rutvik Desai - Naturalistic language processing with simultaneous fMRI and eye-tracking with Dr. John Henderson, UC Davis
- Dr. Ron Prinz and Dr. Rosemarie Booze are Co-Directors of the Behavioral-Biomedical Interface Program which is an interdisciplinary research training program supported by NIH. The External Review Board consists of Dr. Thomas Kelly (University Kentucky), Dr. Pamela Schreiner (University of Minnesota), Dr. Zili Sloboda (NIH/NIDA Director of Prevention and Epidemiology) and Dr. Deborah Young (Kaiser Permanente Southern California).
- Dr. Ron Prinz collaborates with Dr. Diana Fishbein (University of North Carolina, Chapel Hill) on the board of directors for the National Prevention Science Coalition for Improving Lives.
- Dr. John Richards - Heart-defined sustained attention in infant siblings of children with Autism; collaborating with Dr. Jane E. Roberts, Psychology and Bridgette Tonnsen, Purdue University. (09/01/1997-05/31/2022)
- Dr. John Richards - Development and functions of the Mirror Neuron System; collaborating with Amanda Woodward, University of Chicago and Nathan Fox, University of Maryland.
- Dr. Jane Roberts- Development of an Autism Spectrum Disorder Screening Test Based upon Metabolic Profiling of Fresh Blood Samples is a collaboration with Circa Bioscience. (11/01/2018-09/30/2020)
- Dr. Jane Roberts- Subrecipient in Exposure and Emotion Regulation as Predictors of Adjustment to Trauma, a collaboration with Dr. Yolanda Jackson at University of Kansas Center for Research. (04/01/2016-01/31/2022)
- Dr. Jane Roberts- Emergence and Stability of Autism in Fragile X Syndrome. Consultants are Jamie McPartland (Yale School of Medicine), Somer Bishop (University of California, San Francisco) & the Institute for Basic Research in Developmental Disabilities (IBR) in New York. (05/27/2011-02/28/2022)
- Dr. Jane Roberts- Emergence, Stability and Predictors of Anxiety in Fragile X Syndrome, consultant is Dr. Alice Carter, University of Massachusetts, Boston & Subaward with Dr. Fred Shic, Seattle Children's Hospital. (09/01/2016-08/31/2021)
- Dr. Chris Rorden - P50 Center for Aphasia Recovery; Collaborating with Dr. Leonardo Bonilha, Medical University of South Carolina, researchers from Johns Hopkins University and University of California, Irvine.
- Dr. Chris Rorden - Euro Deutsche Forschungsgemeinschaft (DFG) Individual recovery of cognitive defects after stroke. Dr. Hans-Otto Karnath, University of Tuebingen.
- Dr. Mark Weist - USC School Behavioral Health Team is collaborating with the South Carolina Department of Mental Health in efforts to improve the quality of their school based mental health services.
- Dr. Mark Weist - Southeastern School Behavioral Health Community; USC School Behavioral Health Team is collaborating with State Department of Education; State Department of Mental Health, Federation of Families, Department of Juvenile Justice, Internal collaborations for this effort include the Research consortium for children and families, departments of Psychology, Nursing, Social Work, and Education.
- Dr. Mark Weist - Southeastern School Behavioral Health Conference (SSBHC) Youth Summit; USC School Behavioral Health team is collaborating with Federation of Families of South Carolina and the Waccamaw Center for Mental Health.
- Dr. Mark Weist - Project about school safety; USC School Behavioral Health Team is collaborating with the University of Florida, Medical University of South Carolina, Charleston County School District, Marion County Public Schools, The Centers, Charleston Dorchester Mental Health Center and

Midwest PBIS. Co-investigators also include Flory from Psychology and Seaman, Distefano from department of Education.

Religious Studies

Internal Collaborations

Faculty in RELG have had collaboration with the following units: AFAM, HIST, JSTU, PSYC, SOCY, WGST; collaborations included research and teaching

External Collaborations

Faculty in RELG collaborated with faculty from other universities, institutes, and organizations including: the Society of Biblical Literature, the North American Association for the Study of Religion, the Study of Religion as an Academic Discipline, the Institute for Advanced Study, the Center for the Study of Apocalyptic and Millenarian Movements, the Middle East Studies Association, the Mediterranean Studies Group at UC Boulder, Diaspora to Afrika Initiative for Arts and Sciences.

ROTC, Navy

Internal Collaborations

Athletics

Department of Exercise Science

Campus Recreation

External Collaborations

Tunnels to Towers

SC JUNIOR SCIENCE & HUMANITIES SYMPOSIUM

Project GO

Corridor to Possibilities

Science Education

External Collaborations

The director is a Co-PI on several grants with faculty members in the College of Education. We collaborate on providing training for K-12 teachers

Sociology

Internal Collaborations

Simpson is collaborating with Chris Yenkey (International Business) on study of corruption in Africa. Simpson and Matt Brashears co-edited Social Psychology Quarterly (flagship journal for social psychology in sociology).

Simpson and Matt Brashears collaborated on proposal to NSF.

Simpson collaborated with Sei-Hill Kim (Journalism) on white paper for MURI proposal.

Brashears is collaborating on ASPIRE grant with John Rose (computer science) and Colin Wilder (History).

Leal collaborating on grants with Jim Thrasher in school of public health.

Wong, Henderson, and Hartnett collaborated on ASPIRE project.

Augustine currently collaborating with Jaeseung Kim (School of Social Work) on R21 proposal to NICHD

Pfeffer is Director of Women's and Gender Studies Program

Pfeffer Chaired the Film and Media Studies Program Director search

Pfeffer and Laura Brashears participated in CAS Justice Theme Semester

Several faculty are members of CHIP (Carolina Consortium on Health, Inequalities, and Populations), an interdisciplinary workgroup on campus.

External Collaborations

Simpson is collaborating with faculty at Stanford, University of Toronto, Ohio State, University of Groningen (Netherlands), Stockholm University, Institute for Future Studies (Sweden) as a group of 57 scholars from all over the world on a large project on international norms (forthcoming in Nature Communications), and another large collaborative project with researchers in Sweden, the Netherlands, Italy, and MIT.

Pfeffer collaborated with a large international team from the US, UK, Italy, and Australia

Augustine collaborated with faculty at the Roy McKenzie Centre for the Study of Families and Children and the Wellington School of Business and Government.

Henderson collaborated with faculty at Rice.

Leal has collaborated with faculty at UMass.

Matt Brashears has collaborated with faculty at Northeastern, Northwestern, and the University of Amsterdam

South Carolina Institute of Archaeology and Anthropology

Internal Collaborations

NSF grant, "Algorithm Development for Reconstruction of Design Elements," Colleges of Engineering and Computing, Center for Digital Humanities, College of Arts and Sciences (Karen Smith)

Department of Anthropology, Master's Program in Archaeological Sciences Program Development (Adam King, Steven Smith, Jonathan Leader)

ESRI, proposals submitted to NSF (Jonathan Leader)

Detecting Alcohol Residues in Ancient Containers, with Susan Richardson and Wayne Outten, Department of Chemistry (Adam King)

Mulberry Site Excavations with, Gail Wagner and Chris Judge, Department of Anthropology and USC Lancaster Native American Studies (Adam King)

External Collaborations

Department of Energy, Savannah River Site, 5 year collaboration for archaeological services (Keith Stephenson)

National Science Foundation, Grant (Karen Smith)

U.S. Army, Fort Jackson, CESU (Stacey Young)

U.S. Army, Fort Bragg, CESU (Stacey Young)

FEMA, Disaster Response Network, support assistance (Jonathan Leader)

South Carolina Department of Parks, Recreation and Tourism, research/contract (Stacey Young)

South Carolina Department of Natural Resources (Stacey Young, Steven Smith)

South Carolina Department of Transportation, Archsite (Steven Smith, Stacey Young)

U.S. Marines, Parris Island, Santa Elena Site, support assistance (Chester DePratter)

National Park Service, Southeastern Region Revolutionary War Parks, CESU (Steven Smith)

National Park Service, American Battlefield Protection Program, research/grant (Steven Smith)

South Carolina Battleground Trust, support assistance (Steven Smith, James Legg)

The Chickasaw Nation, research/contract (Steven Smith, James Legg, Chester DePratter)

Catawba Indian Nation, repatriation assistance (Jonathan Leader)
 University of Georgia, Santa Elena Research, support assistance (Chester DePratter)
 University of Florida, Chickasaw Research, support assistance (Steven Smith, James Legg, Chester DePratter)
 Terry Powis at Kennesaw State University, Kent Reilly at Texas State University, Greg Wilson at University of California at Santa Barbara, and Jon Spenard at California State University at San Marco. (Adam King)
 Greg Wilson, University of California, Santa Barbara, research (Adam King)
 University of Washington, research (Christopher Moore)
 NOAA-OER (James Spirek)
 Clemson University, Warren Lasch Conservation Center, research assistance (James Spirek)
 Wofford College, University of Wisconsin, East Carolina University, University of North Carolina, University of California Santa Cruz, Texas A & M, University of Chicago, College of Charleston, Earth Observatory of Singapore and Asian School of the Environment, Nanyang Technological University Singapore, research on Younger Dryas Impact Hypothesis (Christopher Moore)
 James Feathers, University of Washington, research (Christopher Moore)
 Jame Dunbar and Andy Hemmings, Aucilla Research Foundation, research (Christopher Moore)
 Steve Forman, Baylor University, research, (Christopher Moore)
 Sarah Sherwood, College of the South, (Christopher Moore)

Statistics

Internal Collaborations

We are very active in collaboration; here is a list of departments we have collaborated with in the past year:

1. Mathematics
2. Computer Science
3. Neurology
4. Geography
5. Environmental Health Sciences
6. Earth, Ocean, and Environment
7. Epidemiology and Biostatistics
8. Cell Biology and Anatomy
9. Pathology, Microbiology, and Immunology
10. School of Library and Information Sciences
11. Physics
12. Psychology
13. Education
14. Biology
15. Biomedical Engineering

External Collaborations

Colleagues in the Department of Statistics have engaged in research activities (grants/papers) with individuals at the following institutions:

1. University of Nebraska
2. Clemson University
3. University of Texas-Dallas
4. Radford University
5. University of Nevada

6. University of Louisville
7. Emory University
8. University of Memphis
9. University of Southampton
10. Northern Illinois University
11. University of Nottingham
12. University of New York
13. North Carolina State University
14. Harvard University
15. University of Pennsylvania
16. Texas AM University
17. University of Ottawa
18. Washington University
19. Boston University
20. University of Florida
21. Florida International University
22. Florida State University
23. University of Maryland
24. University of Minnesota
25. Oklahoma State University
26. University of Maryland-Baltimore County
27. Pennsylvania State University
28. Medtronic, Inc.
29. UCLA
30. George Washington University
31. Bentley University
32. Indian Statistical Institute
33. West New England University
34. MIT
35. University of Torino
36. University of California-Berkeley
37. Columbia University
38. University of Chicago

Theatre and Dance

Internal Collaborations

Below is a select list of some of the internal collaboration activities completed by our faculty members in the past year.

- Bourne, Robert - Fulbright Advisory Committee (Country Representative)
- Davis, Thaddeus - Humanities Collaborative Faculty working group- created the mission and guideline for new CAS Huminites Institute.
- Davis, Thaddeus - Humanities Hub Leadership Search Committee- Search committee to select the new director of Humanities Collaborative.
- Duffy, Peter - continuing my work with Dr. Dirk den Ouden from Communication Sciences and Disorders Arnold School of Public Health. They are collaborating on a weekly project where we use drama with speakers with aphasia as a way to encourage communication and positive social bonds with others who have the same condition. They created a play last year and are working on another new project this year.
- Kiselica, John - Over hire stagehand at Koger Center, Colonial Life Arena- Columbia, SC

- Pruett, Valerie - CAS Online Academic and College Fairs (Summer)
- Whitehead, Dustin - Visited Northrop Davis' screenwriting course to discuss filmmaking opportunities.
- Whitehead, Dustin - Collaboration with Media Arts Faculty - Creating a semesterly audition archive for student films with the purpose of providing a system for casting student actors in Media Arts films
- Whitehead, Dustin - Tour of the Band - Short Student Mockumentary Film - Advisor / Producer
- Wideman-Davis, Tanya - Presented "Talking About Dance as Radical Labor" for the College of Arts and Sciences 2020 Equity Summit Conference

External Collaborations

Below is a select list of some of the external collaboration activities completed by our faculty members in the past year.

- Bourne, Robert - Continuing design and concept meetings with creative team for Folger's production of A Midsummer Night's Dream
- Davis, Thaddeus - Town Hall Meeting at Cape Fear Community College presented by The Wilson Center for the Performing Arts.
- Deckert, Jennifer - Crestwood High School Arts In Basic Curriculum (ABC) Grant Steering Committee
- Duffy, Peter - Collaborated with professors from Newcastle University in Australia, Royal Central School of Speech and Drama in London, The Hochschule für Musik und Theater in Rostock, Germany, and the University of Lomé in Togo on a combined digital applied theatre project during the start of quarantine last year. The students formed collaborative groups where they worked together to create a new piece of digital theatre that explored either mental health or putting something positive out into the world.
- Duffy, Peter - 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.
- Gross, Sam - Advisor to local high school and middle school drama teachers on production program
- Hall, Kristy - Theatre Design Workshop at Irmo High School
- Hall, Kristy - Assisted Definition Theatre Company with Covid Compliance practices for AMPLIFY Festival, Filmed in December 2020, aired February 2021
- Megerdichian, André - Live on Lincoln - restaged a solo on Theatre & Dance student Lydia Acker that was presented as part of an evening of Columbia arts hosted by the Koger Center (OCT 2020)
- Megerdichian, André - Limón South. Director and Faculty. Collaboration between the internationally recognized Limón Foundation and the University of South Carolina Department of Theatre and Dance. Limón Technique, Repertory, and Contemporary application for high School and college age, advanced dancers. Columbia, South Carolina (June 2020) Cancelled Due to COVID
- Pruett, Valerie - Hosted Online Workshops for High Schools: Animal Makeup Design, Special Effects, Dyeing and Distressing, Easy Updo's
- Pruett, Valerie - Member of Columbia Mask Makers: made 100+ masks for Lexington Medical Healthcare Professionals during the PPE crisis in April. Continued making mask for elderly, childcare providers, and caregivers for the homeless.
- Whitehead, Dustin - Local Cinema Studios (Non-profit Film Incubator) - Co-Executive Director
- Whitehead, Dustin - Calliope Stage Company (Theatre Company) - Advisor, Collaborator
- Whitehead, Dustin - "The Case for Reparations" Co-produced a short documentary focusing on the recently proposed reparations in Asheville NC.

Visual Art and Design, School of

Internal Collaborations

MEDIA ARTS

Media Arts faculty Jen Tarr (MFA) and Lauren Steimer (PhD) are developing an Action Design production course that unites their skills in media production and theories of action design; the result will be a team-taught course (post-COVID). Evan Meaney continues his affiliation with the McNAIR Aerospace team as a Research Affiliate. He is also at work on the Virtual Piranesi project with faculty in the College of Information and Communication and USC Libraries. He also collaborates with UofSC Computer Vision Lab and the Moving Image Research Collections on research on "deep fakes". Northrop Davis collaborates regularly with Erica Tobolski (Theater) to conduct live reads of student scripts.

ART HISTORY

Lana Burgess was a recipient of a College of Arts and Sciences co-curricular "Justice" themed semester grant to offer programming in conjunction with the McKissick Museum's exhibition A Woman's Right, co-curated by Dr. Jennifer Gunter, Director, Collaborative on Race; undergraduate SC Honors College senior, Hannah Magraw; and Clinical Professor and Faculty Curator, Lana Burgess. The programs were cross-promoted collaborations with the Women and Gender Studies Program, the Department of Athletics, and the Office of Multicultural Student Affairs.

ART EDUCATION

Olga Ivashkevich collaborates with faculty through the Women's Well-Being Initiative, Women's and Gender Studies; there are multiple, collaborative community-based efforts with colleagues from various disciplines across UofSC.

External Collaborations

MEDIA ARTS

Carleen Maur is working with EDIT Media to develop their fundraising and grant based projects. <https://www.editmedia.org> EDIT Media is: Equity, Diversity, and Inclusion in Teaching Media-- an initiative that developed out of the Gender Caucus and Diversity and Inclusion Caucus of the University Film and Video Association. It is a consortium of media production faculty dedicated to researching, developing, and educating about best practices in inclusive teaching. Evan Meaney collaborated on software development with artist and professor Jon Cates, School of the Art Institute of Chicago.

ART HISTORY

Lydia Brandt collaborated with Historic Columbia to develop in-person tours, an online tour, and a podcast about the SC State House grounds. She also worked with Philip Herrington, Asst. Professor at JMU, on a book manuscript on southern architecture. She co-authored a book chapter with Katharine Allen, historian for Historic Columbia, that will be published in a volume by UofSC Press in fall 2021. Andrew Graciano will collaborate on a cooperative effort with the Walker Institute, The Citadel, the Monuments Men Foundation, and the US military to create a joint degree (BA/MA) in Art History to facilitate the training of civilian and military members of a revived 'Monuments Men' initiative for the protection of cultural heritage sites and objects.

STUDIO ART

Meena Khalili co-led a steering committee of designers and design educators in August of 2020 to develop and present a 5-day summit aimed at design educators who were about to head back to virtual teaching. With her colleagues she hosted nationally renowned practitioners and researchers and developed a living archive of content and continue to host all videos from this summit for free on a YouTube channel. They collectively reached 1,200 participants around the globe. This work was nominated for an International Service Award from Design Incubation. <https://educators.aiga.org/shift-2020/>

Naomi Falk created a new Art and Design pedagogy website with Professor Stacy Isenbarger (U of Idaho): www.WhatDoWeDoNow.art. The Southeaster College Art Association recognized this achievement with its annual Teaching Award in fall 2020. Falk is also organizing and facilitating Collect-i-Vision, an upcoming art and design educator symposium hosted by her and professional artists and teachers at www.WhatDoWeDoNow.art team.

ART EDUCATION

Olga Ivashkevich submitted a co-edited book manuscript for publication with a Penn State University colleague, Michelle Bae-Dimitriadis (forthcoming 2021) "Engaging youth civic participation: Critical approaches to teaching digital media in art classrooms and communities" Reston, VA: National Art Education Association Press.

Walker Institute of International and Area Studies

Internal Collaborations

Palmetto Forum, collaboration with the CIBER Center for International Business Education and Research at the DMSB.

co-sponsored several events with units across the College of Arts and Sciences.

External Collaborations

co-sponsor Palmetto Forum with Columbia World Affairs Council. 4 sessions in Fall 2020, 4 Session in Spring 2021.

Robert Cox serves on the executive Board of the Columbia World Affairs Council.

Women's and Gender Studies

Internal Collaborations

As an interdisciplinary program with 7 jointly-appointed core faculty, 6 interdisciplinary adjunct faculty, and over 150 affiliate faculty across the university and at regional campuses, WGST is constantly working to facilitate cross-unit collaborations of teaching, research, and service. WGST Program core and teaching faculty routinely collaborate with the Honors College to offer Honors sections of WGST courses and to supervise Honors College student theses (without faculty compensation). We collaborate with OMSA to ensure that our events and programming are listed in the Beyond Diversity events calendar. Our major annual lectures are co-sponsored by the College of Arts and Sciences. Recent events connected to the Justice Theme Semester or DEI initiatives were co-sponsored with units such as English, Sociology, the Honors College, TRIO, School of Visual Art and Design, Rhodos Fellows, Institute for African American Research, and African American Studies. We collaborated with Special Collections at the Hollings Library to procure a sculptural donation for our new Close-Hipp space from a feminist art collector and to offer a considerable donation of antique art prints featuring South Carolina nurses. While most of our events went virtual due to the COVID pandemic, we used our listservs, social media, and virtual resources to share invitations to various DEI-related programs and events happening across the university with our affiliates, partnership council, community members, core faculty, adjunct faculty, graduate students, and undergraduate students.

KATHRYN LUCHOK

Teach cross listed courses with Anthropology/WGST and Honors College that attract students primarily from across CAS, Public Health, Social Work, and Nursing. Most of my classes count as electives for Global Studies and Medical Humanities.

Guest speaker on mentoring and career development in Lauren Skarloff's grad history course.

Guest lecture on reproductive justice in Dawn Campbell's WGST 112 (fall and spring)

Work with an interdisciplinary team on publications from the Uof SC Campus Climate Survey.

Worked with nursing colleagues on publications from a doctoral dissertation.

EMILY MANN

Served as the WGST Representative on the CAS Dean's Academic and Curricular Planning Group (ACPG)

LEAH MCCLIMANS

Co-Director of the Ann Johnson Institute for Science, Technology, and Society

STEPHANIE MITCHEM

Committee Chair, Bernardin Lecture, Department of Religious Studies

CARLA PFEFFER

Chaired the Film and Media Studies Program Director search

Filmed scenes for the "I am the College of Arts and Sciences" promotional video

Wrote a letter of support on behalf of the Women's and Gender Studies Program for a faculty member in CAS completing a post-tenure review

Wrote letters of support, annual reviews, and tenure and promotion letters for WGST jointly-appointed faculty

Member of the Provost's Working Group to Develop an All-Campus Interdisciplinary Course on COVID-19

Co-sponsored programming and events in collaboration with the College of Arts and Science, Department of Sociology

Worked with university archivists to organize a major contribution of WGST Program materials on South Carolina women to the university archives

SUZANNE SWAN

WGST & Department of Psychology

WGST & Criminal Justice & Sociology (Justice lecture series, fall 2020)

External Collaborations

As an interdisciplinary program with 7 jointly-appointed core faculty, 6 interdisciplinary adjunct faculty, and over 150 affiliate faculty across the university and at regional campuses, WGST is constantly working to facilitate cross-unit collaborations of teaching, research, and service. WGST core faculty serve as editors, special issue editors, and editorial board members for a number of interdisciplinary journals (e.g., Drue Barker for *Rethinking Marxism*; Carla Pfeffer for *Sociological Forum*, *Socius*, *Fat Studies*, *International Journal of Transgender Health*, *Journal of Homosexuality*, and *Journal of Marriage and Family*; Leah McClimans for *Philosophy of Medicine* and *Journal of Medicine and Philosophy*; Suzanne Swan for *Psychology of Violence*, and *Journal of Family Violence*; and Stephanie Mitchem for *CrossCurrents*). WGST core faculty serve as elected members of national organizations across a number of disciplines (e.g., Emily Mann and Carla Pfeffer in the American Sociological Association, Drue Barker in the Association of Economic and Social Analysis, Emily Mann for *Sociologists for Women in Society*, Stephanie Mitchem for the Association for Public Religion in Intellectual Life). Members of the WGST Program also serve as reviewers for national grant and fellowship competitions domestically and internationally (e.g., Carla Pfeffer for the Health Research Council of New Zealand). Our faculty are asked to deliver talks, based on their areas of expertise, at other universities both local and across the globe (e.g., Emily Mann at University of Colorado-Denver and Texas A&M; Carla Pfeffer at Michigan State University and Newberry College; Stephanie Mitchem at Northern Arizona University and Rice University; Leah McClimans at University College Cork, McGill University, and University of Liverpool). WGST faculty also serve as faculty mentors to students beyond the University of South Carolina. For example, Emily Mann serves as an informal faculty mentor to graduate students at UCSB, Vanderbilt, and the University of Wisconsin who focus on the sociology of reproduction. Carla Pfeffer served on the dissertation committees of graduate students at four different external universities in 2020. Stephanie Mitchem traveled to Ibadan, Nigeria, as part of

the Diaspora to Afrika Arts and Sciences Exchange, to teach writing to middle and high school students. In addition to these faculty-led initiatives, WGST is also an institutional co-sponsor for the Duke Feminist Theory Workshop at Duke University and is an institutional member of the National Women's Studies Association.

EQUITY AND INCLUSION ACTIVITIES (BY UNIT)

African American Studies

Improve Under-Represented Minority (URM) Student Enrollment

AFAM Studies faculty took part in Admitted Student Day Recruitment events.

Improve the Number of Full-Time URM Faculty Across Academic Units

AFAM Studies faculty took part in three faculty searches, each that resulted in URM hires in Psychology (2) and History (1).

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

None

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

None

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

AFAM Studies faculty took part in numerous Equity and Inclusion activities, including the CAS Diversity Academy workshops and the Welcome Table.

Improve the Sense of Inclusion Amongst All University Community Members

N/A

Anthropology

Improve Under-Represented Minority (URM) Student Enrollment

We have faculty who engage in a number of public and outreach events directly germane to the recruitment of K-12 and URM graduate students. These include efforts directed at recruitment among First Nations (even those who do not have federal recognition), African Americans both rural and urban (Graduate students coming from Northern states as well as from Southern ones), as well as students who identify with the African Diaspora outside the US as it intersects with Latinx populations. Many faculty, like Kim Simmons, Courtney Lewis, John Doering-White, Monica Barra, Magda Stawkowski have high profile media presence to expose and challenge the forms of discrimination and racialization that various groups endure pertaining to representation in popular culture, access to health care, economic opportunities, and control over non-polluted land and resources. Monica Barra was the PI of the Justice Theme CAS initiative and UG students were able to take justice themed courses across all four fields with subfield specialization (biological anthropology, archaeology, linguistic anthropology, cultural anthropology and medical anthropology) addressing a range of topics.

Improve the Number of Full-Time URM Faculty Across Academic Units

Seven of our 16 FTE faculty self-identify as an URM. Our Department has always taken seriously all procedures and measures to recruit and retain URM Faculty with great success. The only URM faculty losses we have experienced over the past ten years were due to debilitating health issues that could not be resolved and interfered with the faculty's ability to conduct research and/or teach. Last year one preemptive performance raise was very helpful, but this will not always be something that works across all subfields because of hiring trends in anthropology where some jobs cluster in biological and medical anthropology.

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

Faculty have provided research opportunities for URM UG and Grad students on NSF grants to make them competitive applicants for post-graduate work. Our Department has successfully used the Grace Jordan McFadden Professors Program and the SREB Fellowship to enhance outcomes for those students, though there are significant financial barriers to units take full advantage of SREB Fellowships.

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

Our faculty have prioritized hands on mentorship with our URM and Graduate students and our students have been very successful in being accepted into Post-Graduate programs and finding full-time employment after the PhD. One first PhD in Linguistic Anthropology was invited to give three job talks before graduating and landed a Tenure Track Assistant Professorship in a college that will enable her to continue her goals of making Anthropology more visible to URM students in a Chicago-area community college.

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

Many members of the Department of Anthropology - faculty and students (both UG and Grads) have been very active serving on the CAS Diversity Committee. 2000 the Department also collectively decided to make anti-racism, anti-bias, equity and inclusion training an on-going part of departmental culture. Each year two full faculty meetings are being allocated to unit level workshops on these issues and faculty will be incentivized to participate in webinars provided through CTE, CAS, and student services. Three faculty have either completed or near completed TTIE certification. A number are Safe Zone Allies. Two as of 2/19/2021 are now Green Zone Allies. One has completed all 6 of the Welcome Table sessions and the Chair is currently taking advantage of the CAS sponsored Welcome Table for Chairs and Directors.

Improve the Sense of Inclusion Amongst All University Community Members

The Department has on its webpage a longstanding statement to critical approaches to global citizenship and multicultural understanding that does not elide structural and racial inequalities. It is reflected in the kind of teaching and research we do as well as the kinds of public outreach we undertake. When conflicts arise in classes between students and even between students and instructors, the Department has taken action to provide resources and recommend training to GIAS and faculty who struggle or need to retool to provide a more inclusive environment as well as have put measures in place to protect students as well. For example, an advanced URM graduate student felt comfortable reminding faculty to be cognizant of ensuring that even departmental colloquia should be geared toward not only focusing on justice oriented/decolonizing talks, but also ensuring that we are recruiting diverse faculty to deliver some of those talks so that URM students can see themselves also reflected in the speaker series. So while faculty do not always get it right, it appears that our students feel included. In fact graduate student elected leaders attend all faculty meetings and have a voice in these matters. Overall, the Department reports a high level of collegiality even when there are differences of opinion and many of our students send emails of gratitude about feeling heard and cared for by faculty in courses and in how they are being mentored during these especially challenging times.

Biological Sciences

Improve Under-Represented Minority (URM) Student Enrollment

Our department recently initiated organized efforts towards improving all possible aspects of EDI. We formed an "EDI Committee", which consists of three subcommittees tasked with efforts of 1) recruitment, 2) education and outreach, and 3) student success.

In our recruitment subcommittee, our long-term goal is to increase recruitment and inclusion of diverse scholars at all academic stages to the programs and research labs of our department. As a first step towards this goal, we will add content to our departmental website that highlights our graduate students and undergraduate researchers, particularly those from diverse backgrounds. We believe that by putting their faces and their words on our website, we will promote and reflect a culture of inclusiveness and equity. This advances our goal of improving graduate student recruitment, promoting enrollment by undergraduates from underrepresented backgrounds, and promoting awareness of undergraduate

research opportunities for those undergraduates that may not be aware such opportunities exist. Specifically, we are creating a graduate student profile page for each student, that contains profile photos and research interests. We also will streamline information about the graduate program and undergraduate research funding opportunities. In addition, each semester we will highlight individual undergraduate researchers, particularly those from underrepresented backgrounds, providing important representation of success in research to students from diverse backgrounds.

Improve the Number of Full-Time URM Faculty Across Academic Units

The recruitment subcommittee is tasked with this (see above), along with efforts by each individual search committees when we are able to hire again. For all position advertisements, we of course include language to encourage applications from minority and female candidates, and we advertise on web sites that are specifically for URM scientists. We typically have a more diverse applicant pool for staff positions and graduate student positions than for faculty, which makes future efforts even more important.

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

The student success sub-committee is focused on enhancing outcomes. This year, we focused on determining 1) what the biggest needs for students success were and 2) what needs could be uniquely met by the department for Biology students. Major recommendations are:

-There is a large need for research and outside-the-classroom opportunities for undergraduate students, as these experiences lead to letters of recommendation critical to job and graduate school opportunities. As it is now, research opportunities are preferentially given to students who can afford to seek out work in professors' labs in their free time or first volunteer in unpaid positions. This means that students who have little disposable time outside of classes, due to the need to work, are unable to get their foot in the door in labs. Additionally, we are doing a poor job communicating to students the necessity to conduct research or get extramural biology experience early in their undergraduate career. Many students say they only heard about the possibility to do research in their junior or senior years. To address this problem we propose Creating a "Research experience and internship in biology" database (similar to Cornell's), where undergraduate Biology students at UofSC can look for Biology-specific opportunities during the summer or the school year. These can include:

- i. REUs, internships, and society webpages for summer opportunities
- ii. Local internship opportunities outside of UofSC. We have the opportunity to making connections with local businesses and organizations who we can funnel students to during the school year. Examples include greenhouses, local parks, hospitals and clinics, non-profit environmental and health organizations, etc.

-We also would like to increase our usage of the Federal Work-Study program. This funding mechanism to have paid undergraduate students working in our labs already exists but is underutilized by our department. Instead of getting students into our labs and then asking if they qualify for federal work study, we should encourage all faculty to create job ads to be advertised by the university's Federal Work-Study program to solicit applications specifically from this underserved population within our department.

-Creating a more equitable process for undergraduate students to find and apply for research opportunities in departmental faculty labs. As it is now, many research opportunities are given to students who happen to approach faculty, which is often those with disposable time (and income), and can be a self-selecting process. We propose creating a database of undergraduate students who are interested in research that faculty can pull from. This would include a common application the students can fill out, with information on year, interests, goals, applicable classes, work-study status, etc., that will allow faculty to increase the pool (and thus diversity) of applicants they can pull from. Faculty can also advertise their research opportunities to this large pool of applicants.

-Make a concerted effort to communicate these research and job opportunities to undergraduate students early and often. By having biology-specific extramural and intramural research and job opportunities aggregated on the department's webpage, there will be one specific place students can go to for those opportunities. These opportunities (as well as the career advice in section 3) should be shown to students during BIOL 100 and 300 level courses to hammer it home.

Providing support for new graduate students. Many students struggle with the transition to grad school, and this is especially true for underserved minorities and international students in the department. The culture of the department and expectations for graduate students is often unspoken and assumed, and navigating this new environment can be difficult. To help with this issue we propose:

-Providing incoming graduate students with a senior graduate student mentor, similar to what we do for new faculty.

-Improving the interconnectedness of the department. While this is difficult to do during COVID, we propose having more opportunities for graduate student and faculty-student interactions. Examples include after-seminar cookouts at the greenhouse, incoming student orientation weekend at Baruch, monthly departmental dinners or potlucks, chili-cook off competition, yearly graduate student-only research symposium, international food dinner, cornhole tournament, a designated lunch space for the department, etc.

-Hiring a greater diversity of faculty.

-Encourage faculty to promote between-lab student collaborations.

-Providing Biology-specific career counseling to undergraduate students. Many students have little idea of the diversity of jobs that are available to them with a Biology degree, and thus are not properly prepared for pursuing a career in biology after graduation. To help with this issues we propose:

-Creating an interview series (to be hosted on our website) highlighting the diversity of jobs available to students with a biology degree. These interviews would be with a diversity of people in all stages of their careers across all aspects of biology, and would consist of text answers to a standard set of questions (e.g. How did you get your first experience in the field? What is an average day like for you? What are the best parts of your job? What are the worst parts of your job?) as well as a ~5-minute video interview with them. We would preferentially seek out interviews with departmental alumni.

-Create a standardized table of career opportunities for Biology students describing things like salary, independence, competitiveness, degree requirements, mobility, hours/week, etc. for the top 20 most common biology jobs.

-Improve undergraduate students connectedness to science societies for minority students.

While we understand there are many additional issues that minority and underserved students face, we felt that these were ones that we could more easily address as a department, as other parts of the university may be better suited to address other issues. We also know that we are not the first to recognize these issues in the department and many others have been working tirelessly for the past decades to help address them. We look forward to carrying their work forward and building off of the work our colleagues have already done."

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

The education subcommittee within the Department of Biological Sciences' Diversity & Inclusion committee are working to generate resources for students and faculty to utilize both inside and outside of the classroom. This includes gathering resources, training, and opportunities provided by the university whose focus is inclusion and accessibility to improve student experience and interactions with faculty as instructors, researchers, and advisors. We are also working to produce and test instructional material which can be easily incorporated into coursework by embedding it in the Blackboard Learning Management System, making it a highly accessible and obtainable source of information. The goal is

making biology more inclusive and personalized helping students to embody course material by including texts which supplement courses (ex. highlighting disparities in research and healthcare OR contributions of non-European scientists), student led projects to investigate current and historical scientists which are part of under-represented groups (individualized mentors/aspirations), and faculty interviews (increase perceived accessibility of faculty and academia, CIEL funding to initiate in BIOL303L).

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

Much of this has been accomplished simply by forming our EDI Committee, and providing faculty, staff, and graduate students the opportunity to get involved in these efforts.

Improve the Sense of Inclusion Amongst All University Community Members

Please see the text above. By increasing our URM at all levels we aim to improve the sense of inclusion amongst our community as a whole.

Chemistry and Biochemistry

Improve Under-Represented Minority (URM) Student Enrollment

1. Chuanbing Tang has been running an outreach program ACS Project which targets high school students from economically disadvantaged families giving them the opportunity to work alongside researchers in the lab over the summer. Unfortunately, we were not able to bring high school students to UofSC for this summer
2. 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. This past year the program was only able to visit 5 schools. In most years they visit 12-15 schools.

Improve the Number of Full-Time URM Faculty Across Academic Units

1. The department participates in the Bridge to Doctorate program for URM graduate students. This year we sponsored 3 students in the program.
2. Mark Berg is the department's representative in the National Graduate Degrees for Minorities in Engineering (GEM) consortium run through the College of Engineering

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

1. We have reestablished the student chapter of NOBCCChE in the department with a faculty mentor

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

None

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

1. The Graduate Director (Sheryl Wiskur) hosted a Diversity Workshop run by Jennifer Gunter and Latesha Murray for our graduate students and faculty.

Improve the Sense of Inclusion Amongst All University Community Members

None

Criminology and Criminal Justice

Improve Under-Represented Minority (URM) Student Enrollment

Members of the CRJU faculty served on the CAS Diversity Committee, and several faculty participated in additional workshops on diversity and inclusion. The Department received funding from NSF as a Research Experiences for Undergraduates site with a focus on disparities in the criminal justice system. Initiation was delayed by the pandemic, but we anticipate that this REU will attract URM students.

Improve the Number of Full-Time URM Faculty Across Academic Units

none

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

none

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

none

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

none

Improve the Sense of Inclusion Amongst All University Community Members

none

Earth, Ocean and Environment, School of

Improve Under-Represented Minority (URM) Student Enrollment

Several faculty-led efforts to recruit qualified, diverse students stand out for their longevity and level of institutional commitment. The first is the GeoScholars Program, a National Science Foundation (NSF) program headed by Dr. Claudia Benitez-Nelson. The GeoScholars program aims to increase the diversity of students earning undergraduate degrees in the geosciences. The program has awarded 28 scholarships to date based on financial need, first in family to attend college, and ethnic background. Notable successes include students who have received the Outstanding Student in Geology and Marine Science Awards, Outstanding McNair Research Award, a NOAA Hollings Scholarship, and a NSF Graduate Research Fellow. Several students are now pursuing geoscience doctoral degrees. Dr. Benitez-Nelson also headed ScienceQuest, a program designed to increase the number of minority students who consider geoscience a possible career. Since inception in 2012, over 450 K-8 students and 160 undergraduate and graduate students participated.

Another K-12 effort (Girls Go for IT summer camp) was prevented from meeting this year due to the pandemic. This coding summer camp, founded in 2014, is designed to recruit middle-level girls to STEM careers. The camp has hosted more than 180 girls. Recent cohorts have been ~50% Black girls, with another 20% Asian girls.

The SEOE offers a TRIO introductory course every fall. The SEOE has also formed an Diversity Committee to begin addressing these issues. Obvious opportunities are to begin mobilizing to increase recruitment through our other introductory classes, direct communication with prospective students, and the provost's planned Postdoctoral program.

Improve the Number of Full-Time URM Faculty Across Academic Units

The SEOE formed an Diversity Committee in August 2020 to begin addressing these issues. Our previous strategies have been unsuccessful over decades, so we are developing new strategies.

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

The SEOE formed an SEOE Diversity Committee in August, 2020 to begin addressing these issues.

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

The SEOE formed a Diversity Committee in August, 2020 to begin addressing these issues.

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

The SEOE formed a Diversity Committee in August, 2020. A diversity statement was drafted and posted on the SEOE website in the fall. Spring efforts will produce (1) planning for an SEOE faculty workshop designed to improve faculty ability to fully integrate DEI considerations into SEOE faculty teaching, research, and service (2) compile and post on the SEOE website resources to support students from underrepresented groups and (3) develop plans to enhance SEOE outreach efforts.

Improve the Sense of Inclusion Amongst All University Community Members

The SEOE participated strongly in the CAS Justice Theme Semester, including Dr. Monica Barra, an SEOE Assistant Professor (joint with Anthropology) who was the lead proposer for the Justice theme; a workshop led by Dr. Jessica Barnes on environmental justice; and courses that supported the theme semester.

English Language and Literature

Improve Under-Represented Minority (URM) Student Enrollment

DEPARTMENT

- Targeted the need/priority to expand our efforts to recruit URM students (e.g., in SC high schools and HBCUs), a major challenge that will require the support of university infrastructure, as well as work with CAS development office to explore raising scholarship funds at the undergraduate and graduate level.
- Continued to develop UofSC English website and social media presence to welcome diverse students with diverse interests and career goals into our programs. Launched a new Instagram account (@uofscenglish) featuring the diverse faces, pathways, and accomplishments of our undergraduates.

FACULTY

- Tracey Weldon: Organizer, Student Recruitment Campaign, "I am the College of Arts and Sciences"

Improve the Number of Full-Time URM Faculty Across Academic Units

DEPARTMENT

- Proposing multi-year hiring plan to diversify faculty ranks across all disciplines and programs in the department with lines in: Children's and YA literature with particular interest in multicultural literature; Creative Writing (fiction), jointly appointment in AFAM; Technical and Professional Communication with emphasis on social justice; race and Shakespeare/Early Modern literature and culture; and Global/non-Western Media Studies, jointly appointed in FAMS.
- Began discussions of developing a post-doc program targeting URM scholars
- Initiated a more formalized mentoring structure for untenured assistant professors and encouraged all faculty to take advantage of the college's membership in the National Center for Faculty Development and Diversity.

FACULTY

Qiana Whitted: Co-Facilitator, CAS Faculty Development Program

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

DEPARTMENT

- Continued to develop our website and social media presence as platforms for supporting current as well as prospective students (undergraduate and graduate): trying to anticipate their needs and concerns with relevant information; showcasing the diverse career pathways English students pursue; and celebrating the accomplishments of our students and alumni.
- Undergraduate Student Services Coordinator: completed training in/as Safe Zone Ally; Trans Advocacy; Advising Students with Disabilities
- Graduate Student Services Coordinator: undertaking the 21-Day Equity Challenge
- First-Year English Program Coordinator: participated in University 101's Anti-Racism Forum

FACULTY

Tracey Weldon

- Teaching Towards Inclusive Excellence Certificate Advisory Committee, Center for Teaching Excellence, UofSC
- Display Name/Pronoun Advisory Group, UofSC

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students DEPARTMENT

- Continued developing our website (alumni page and alumni spotlights) and social media as spaces to help students identify career pathways in which the skills of an English degree are utilized and valued.

FACULTY

Susan Courtney: Mentorship of Guillaume Coly (Comp Lit PhD, 2020), working closely with him on the preparation of job materials as well as the dissertation, helped him secure a tenure-track job at Wake Forest.

Tracey Weldon

Chair, Committee on Ethnic Diversity in Linguistics, Linguistic Society of America

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion DEPARTMENT

- Voted to add a new diversity requirement for the undergraduate English major (under review for approval by Faculty Senate). As part of their coursework, majors will be required to take a course from a list of classes whose topics are inclusive of diverse writers. The course can also satisfy a pre- or post-1800 literature requirement or serve as an elective.
- Began discussion of whole faculty devoted to developing new, concrete initiatives towards our strategic goal to "create and promote diversity, equity, and inclusion throughout our programs to strengthen the work, experiences, and community of all our faculty, students, and staff."

FACULTY

- Mark Cooper: CAS Diversity Committee
- Susan Courtney: CAS Diversity & Inclusion Academy
- Dianne Johnson-Feelings: CAS Diversity Committee
- Mark Minett: CTE "Teaching Towards Inclusive Excellence" Certificate of Completion program (required workshop and 6 of 7 electives completed)
- Rebecca Stern: Green Zone & Safe Zone Ally training, 21-Day Equity Challenge
- Gretchen Woertendyke: CAS Diversity Committee

Improve the Sense of Inclusion Amongst All University Community Members

Tracey Weldon

- Interim Chief Diversity Officer, UofSC
- Council of Academic Diversity Officers, UofSC
- Associate Dean for Diversity, CAS
- Organizer and Participant, CAS Diversity and Inclusion Academy
- UofSC President's Diversity and Inclusion Advisory Committee
- Diversity and Inclusion Advisory Committee, UofSC
- Diversity Training Advisory Group, UofSC
- Equal Opportunity Programs Liaison for CAS, UofSC
- Future Planning Groups (COVID-19), UofSC: Core; Academics and Research; Diversity, Equity, and Inclusion; Mental Health
- COVID Relief Fund Review Committee, UofSC
- 2020 Revision Working Group, UofSC
- Series Participant, UofSC Alphabet Soup Workshop
- Civility and Ethics Task Force, Linguistic Society of America

Film and Media Studies

Improve Under-Represented Minority (URM) Student Enrollment

FAMS is committed to making all URM students feel at home on the UofSC campus. Susan Courtney participated in the CAS Diversity Workshop, Sept 18, 2020. Laura Kissel is a member of SVAD's Antiracism/Equity Committee and helped to craft SVAD's anti-racism pledge. She organized SVAD's Diversity, Equity, and Inclusion Student Forum. Lauren Steimer also helped to craft SVAD's anti-racism pledge. She was scheduled to be one of the faculty moderators of SVAD's Diversity, Equity, and Inclusion Student Forum before the event was canceled due to the pandemic. Mark Cooper served on the CAS Diversity Committee.

Improve the Number of Full-Time URM Faculty Across Academic Units

FAMS has requested a tenure-track position jointly appointed with MART in Race and Media Industries as their #1 request in their hiring plan.

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

Kissel and Steimer have been active in SVAD's Anti-racism policy efforts and are hoping to host student forums on the topic post-pandemic.

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

None.

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

Steimer and Kissel are participating in the Welcome Table.

Improve the Sense of Inclusion Amongst All University Community Members

Susan Courtney and Laura Kissel participated in the Virtual Public Forum on Renaming Buildings, Oct 13, 2020.

Geography

Improve Under-Represented Minority (URM) Student Enrollment

April Hiscox (Geography), College Diversity Committee

Kirstin Dow (Geography), Director of Graduate Studies

Jean Ellis (Geography), Graduate Fellowships and Scholarships Chair and Member

Conor Harrison (Geography), Director of Undergraduate Studies

Dean Hardy (SEOE/Geography), SEOE Diversity Committee

Improve the Number of Full-Time URM Faculty Across Academic Units

April Hiscox (Geography), College Diversity Committee

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

Meredith DeBoom (Geography), Advising for first generation college students in geography

Jean Ellis (Geography), Presidential Fellows Program Director

Conor Harrison (Geography), facilitated creation of TRIO sections in geography

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

None specific for URM students

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

April Hiscox (Geography), College Diversity Committee

Improve the Sense of Inclusion Amongst All University Community Members

Meredith DeBoom, Robert Kopack, & Jerry Mitchell (Geography), Safe Zone Ally Program

Global Studies

Improve Under-Represented Minority (URM) Student Enrollment

Collaboration with York County Schools and their school superintendent -- this kind of local outreach targets minority students to recruit them into our Global Studies program.

Improve the Number of Full-Time URM Faculty Across Academic Units

We are not a hiring unit.

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

Our Global Cafe activities focus on bringing in mentors from URM as speakers.

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

N/A

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

We are focusing on hosting events that highlight equity and inclusion. For Global Health, we hosted an African American medical professional who talked about the dangers of diabetes around the world.

Improve the Sense of Inclusion Amongst All University Community Members

The Global Cafe events as well as all of our outreach activity focus on inclusion and are open to community members beyond students, faculty and staff.

History

Improve Under-Represented Minority (URM) Student Enrollment GRAD

- Assessment conducted to measure applicant demographics
- Networking/promotion by alumni at HBCUs
- Nomination of minority applicants for Grace Jordan McFadden Professors Program
- Application fee waived and GRE requirement dropped to create greater access

Improve the Number of Full-Time URM Faculty Across Academic Units

Converted Myisha Eatmon from Post Doc/Research Fellowship to Assistant Professor, August 2020

Hired Vernon Mitchell as Research Assistant Professor, January 2021

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

Electing student ambassadors in coordination with the College of Arts and Sciences

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

N/A

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

- * Adam Schor served as founding convener of Jewish Faculty and Staff and on DIAC through 2020
- * Bobby Donaldson directs the Center for Civil Rights History and Research
- * Lauren Sklaroff is teaching UofSC first LGBTQ history class, Spring 2021
- * Saskia Coenen Snyder is developing first UofSC course in American Jewish History for delivery Fall 2021

Improve the Sense of Inclusion Amongst All University Community Members

Our self-study in anticipation of our program review has pinpointed some concerns in this area. We are looking forward to the input of our external reviewers in helping us to plot an effective path for the coming years.

Institute for African American Research

Improve Under-Represented Minority (URM) Student Enrollment

IAAR doesn't have any programs or classes where students can enroll, but partnering with TRiO, and creating the two IAAR-TRiO Liaison positions, has helped create awareness about the Institute and has increased overall involvement in IAAR events and activities.

Improve the Number of Full-Time URM Faculty Across Academic Units

IAAR doesn't have Full-Time faculty, but faculty are involved in different ways. We have an Advisory Board and partner with the Black Faculty Caucus to have our Lunch and Learn Series. This partnership helps create a community where URM faculty members can be involved and share their work. We hope to have postdoctoral fellowships that could be used to recruit URM faculty members.

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

In terms of enhanced outcomes for URM undergraduate and graduate students, this would happen through mentoring in the office with IAAR staff.

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

This could be achieved by keeping in touch with graduates via email, messaging, and social media (mentoring and keeping in touch beyond graduation).

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

We keep equity and inclusion in mind in our programming (in terms of themes and invited

speakers/guests as well as attendance/participation). The events focus on issues relevant to diversity and inclusion.

Improve the Sense of Inclusion Amongst All University Community Members

When we have programs and events, we advertise broadly in an attempt to be inclusive.

Institute for Southern Studies

Improve Under-Represented Minority (URM) Student Enrollment

Courtney Lewis redesigned courses to a "specs grading" model, design to improve student outcomes and completed CITI training.

Improve the Number of Full-Time URM Faculty Across Academic Units

Courtney Lewis, was an Association of Indigenous Anthropologists Mentor and improved the number of Full-time URM Faculty and served as an Association of Indigenous Anthropologists Mentor.

Mark Smith served as Mentor, Professor Myisha Eatmon, faculty writing and book preparation; nominated his colleague in History, Nicole Maskiell, for a Breakthrough Award, which she won

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

Mindi Spencer serves as Faculty Mentor for the Carolina Center on Alzheimer's Disease and Minority Research (CCADMR); is Professional Development Coordinator for the South Carolina - Advancing Diversity in Aging Research (SC-ADAR) Program; is Departmental Representative (Health Promotion, Education, and Behavior) on the Diversity, Equity, and Inclusion Committee for the Arnold School of Public Health

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

None

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

Robert Brinkmeyer negotiated a complicated but very important visit to ISS and UofSC by Ibram X. Kendi to speak on campus on the topic of his book, How To Be an Antiracist, but had to cancel the visit because of COVID-19.

ISS has partnered with South Carolina State University, Orangeburg, South Carolina, as part of its SHARE Consortium initiative.

Improve the Sense of Inclusion Amongst All University Community Members

Mark Smith served as Mentor, Professor Myisha Eatmon, faculty writing and book preparation; nominated his colleague in History, Nicole Maskiell, for a Breakthrough Award, which she won

ISS started work on a project with Professor Val Littlefield of History/Africa American Studies to help profile the history of the First SC Volunteers. Mark Smith and Val are project directors on this important effort to restore the history of the first African American regiment of the Civil War and are drawing on a broad range of scholars and students at USC and in ISS to achieve that awareness.

Languages, Literatures and Cultures

Improve Under-Represented Minority (URM) Student Enrollment

Recruitment activities (Languages Day, Admitted Students Day)

Student Admission Presentation for potential Hispanic students

Improve the Number of Full-Time URM Faculty Across Academic Units

EEO representatives on every hiring committee

Faculty forums to discuss TT hires

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

Training & workshops provided by the department, Graduate School, Learning Center, and Career Center

Tutoring activities made available by graduate students

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

Training & workshops made available by department, Graduate School, and Career Center

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

Special Faculty Committee on Social and Racial Justice

Diversity & Inclusion Training

CAS Diversity & Inclusion Committee

Diversity and Inclusion Task Force, Society for Interdisciplinary French Seventeenth-Century Studies (Dr. Ashley Williard)

Improve the Sense of Inclusion Amongst All University Community Members

Diversity & Inclusion Training

"town hall" style meetings

Social Media outreach

Linguistics

Improve Under-Represented Minority (URM) Student Enrollment

We actively recruit and nominate students from underrepresented minorities for all available grants and fellowships

Improve the Number of Full-Time URM Faculty Across Academic Units

Our unit is among the more diverse in the college. Among the 15 core faculty members we have 1 African-American, 3 Asian-American and 2 Hispanic-American faculty

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

Our faculty and students are very supportive of the URM students in the program. We work individually with them from the time they enter the program until graduation and beyond.

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

We have professional development workshops and colloquia which although not targeted directly and only at URM students prepare them for the profession. Our faculty work with URM students individually to enhance their preparation

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

Our faculty and students actively participate in the college equity and inclusion initiatives

Elaine Chun (Associate professor)

- CAS Diversity and Inclusion Academy Fall Session on Antiracism (September 18, 2020)
- Teach-In Leader. Intersectionality and cross-racial solidarities, Room at the Table: Locating Asian Identity in Linguistics and the LSA, Linguistic Society of America (LSA) 2021 Annual Meeting, Zoom, organized by Anusha Anand, Andrew Cheng, Cheryl Lee, and Joyhanna Yoo Garza, January 2021.

Amanda Dalola (Associate professor)

- Equity Challenge, USC CAS, 2021

- SafeZone Ally Training, USC, 2016, 2020
- Queer and Trans Sociophonetics, LSA, 2020

Sherina Feliciano-Santos (Associate Professor)

- Structural Racism and Implicit Bias Workshop moderated by Jennifer Gunter, through Anthropology. November 10, 2020.

Jiang Liu (Assistant Professor)

- Meeting with international graduate students in DLLC (Department of Languages, Literatures & Cultures) with other faculty members to show my support after the federal government initialized new rule in the summer 2020 that required the international students to leave the U.S. if they do not have in-person instruction or do in-person teach.

John McCullough(student)

- UofSC LGBTQ Safe Zone Training
- CAS Diversity Committee: Student Caucus Co-Chair

Nina Moreno (Associate Professor)

- 21-Day Equity Challenge (2021)

Jennifer Reynolds (Professor)

- Most of the equity and inclusion activities I participated in took the form of CTE workshops, namely webinars under the Teaching Towards Inclusive Excellence, a departmental workshop on Antiracism, and am currently participating in the Welcome Table. Our Department also drafted an Anti-Racism position statement for our website which I contributed to.

Angelina Rubina (student)

- Diversity Committee (College of Arts and Sciences): Member (Aug. 2020 - current)
- Teaching towards Inclusive Excellence Certificate (Center for Teaching Excellence UofSC, 2020-2021 in progress)

Mila Tasseva-Kurkchieva (Research Associate Professor)

- Serves on the ACAQ committee for the International Accelerator program, a consortium between USC and Shorelight,

Tracey Weldon (Associate Professor)

- Linguistic Society of America Civility and Ethics task force
- Linguistic Society of America, Committee on Ethnic Diversity in Linguistics, Chair
- UofSC Interim Chief Diversity Officer
- UofSC Council of Academic Diversity Officers
- UofSC College of Arts and Sciences Associate Dean for Diversity
- UofSC Display Name/Pronoun Advisory Group

Improve the Sense of Inclusion Amongst All University Community Members

We don't have specific initiatives that would apply here

Mathematics

Improve Under-Represented Minority (URM) Student Enrollment

Due to the pandemic, the Director of Graduate students was unable to attend some of the recruitment fairs aimed at students from underrepresented groups that he attended in the past.

Improve the Number of Full-Time URM Faculty Across Academic Units

Faculty Recruitment in 2019-2020

- During recruiting the ACM tenure-track position, the hiring committee had Skype-interviewed 8 candidates. Among them, 2 were White, 5 Asian, 1 Hispanic; 4 of them is Female and 4 were Males. Among the four candidates campus-interviewed, one is female.

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

Before the pandemic, the Undergraduate Director and Mrs. Ronda Sanders presented a Math High School Contest hosted by Math department trying to recruit students from underrepresented groups. During the Pandemic, the undergraduate director and other faculty members actively attended virtual admission events aiming at students from underrepresented groups.

Director of Graduate students reached out to students he met in previous years but those who listed graduation date for 2021 he encourage them to apply.

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

The Undergraduate Director has been reaching out for graduated Math alumni for new updates, interviewing some alumni and posting their information on website and Math news with their permission.

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

At the faculty meeting on August 25th 2020, Math Department invited Dr. Carl Wells, the Director of Training and Development, and Deputy Title IX Coordinator, to give faculty and staff a training session on civility and inclusion.

Improve the Sense of Inclusion Amongst All University Community Members

None.

McKissick Museum

Improve Under-Represented Minority (URM) Student Enrollment

N/A

Improve the Number of Full-Time URM Faculty Across Academic Units

N/A

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

N/A

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

N/A

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

Faculty Curator Dr. Lana Burgess is currently completing the College of Arts and Sciences' Diversity and Inclusion Academy (fall 2020-spring 2021).

Having served as a member of the CAS Diversity Committee for the past several years, Executive Director Jane Przybysz is currently participating in the CAS Welcome Table training offered to Directors and Chairs in Spring 2021.

Improve the Sense of Inclusion Amongst All University Community Members

In developing exhibits and programs, McKissick's curatorial team regularly uses an equity and inclusion lens. "A Woman's Right," Parts 1 and 2, commemorating the centennial anniversary of the passage of the 19th amendment, explicitly documented how women at UofSC fought for a variety of rights. "Piece by Piece: Quilts from the Permanent Collection" explores how Native American, African American and Euro-American women in the Southeast took up quilting as a form of expressive culture. "A Laughing Matter?" an exhibit showcasing objects from the museum's political collection, calls out the sometime misogynist and homophobic undertones of attempts at political humor in decades past. "Child's Play" chronicles how toys historically have constructed gender roles. This exhibit points up how dolls, for example, have changed over time to reflect the changing roles of women and the cultural diversity of our communities.

Since March 2020, the Museum's Quarantunes music and meet-the-artist series has featured the music and story-telling traditions of the state's Native American, African American, Euro American and Latino communities. Presenters have included the the Edisto Natchez-Kusso Tribe of SC performing traditional drumming and dance; Ron and Natalie Daise's renditions of Gullah songs and stories; Andy Brooks playing old time fiddle tunes; and Instinto Norteno's performing regional music from northern Mexico with roots in Texas. Similarly, 2020 Quilt Documentation Day FaceBook Live programs took a deep dive into evidence of Euro American, African American and Native American quilting traditions in the Southeast.

Philosophy

Improve Under-Represented Minority (URM) Student Enrollment

The department supports a Minorities in Philosophy student group, which is open to majors and non majors. In Spring 2020 the department agreed to fund a group of MAP members for travel to the SC/NC joint philosophy meeting which was then cancelled. The department also had agreed to fund travel to Paris for a member of MAP who had a paper accepted at a conference on James Baldwin; that also was cancelled because of covid. In Fall 2020 the department offered a publicly available talk on the thought of Viola Cordova, the first Native American woman to receive a PhD in Philosophy, and a talk by Naftali Weinberger titled "Measuring Racial Discrimination: A Case Study in Causal Methodology"

Improve the Number of Full-Time URM Faculty Across Academic Units

The department had a designated Diversity officer on its 2019-2020 search for a faculty member in the philosophy of science (hired: Agnieszka Bolinska)

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

Department mentoring for MAPs also serves this purpose.

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

Leah McClimans and Agnes Bolinska both serve as mentors for the Philosophy of Science Association's Underrepresented Scholar Program.

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

The department supports the efforts of its Graduate Program Coordinator Tilda Reeder as a member of the CAS Diversity Committee.

Improve the Sense of Inclusion Amongst All University Community Members

The department maintains a welcoming and collegial environment for all faculty, staff and students, both graduate and undergraduate.

Physics and Astronomy

Improve Under-Represented Minority (URM) Student Enrollment

1. Enhance financial offers to URM graduate students
2. Development of Diversity, Equity, and Inclusion committee with student representation

Improve the Number of Full-Time URM Faculty Across Academic Units

1. EEO representative on faculty search committees
2. Development of Diversity, Equity, and Inclusion committee

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

1. Newly formed Diversity, Equity, and Inclusion committee is developing survey to determine climate and identifying potential DEI issues among students

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students None

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

1. Development of Diversity, Equity, and Inclusion committee

Improve the Sense of Inclusion Amongst All University Community Members

1. Development of Diversity, Equity, and Inclusion committee

Political Science

Improve Under-Represented Minority (URM) Student Enrollment

Our faculty attend recruitment events at area high schools and colleges, such as South Carolina State University and Claflin College.

Improve the Number of Full-Time URM Faculty Across Academic Units

Our faculty recruitment efforts have produced a relatively diverse pool of junior faculty. In our most recent searches (all prior to March 2020) we have hired 2 caucasian males (one of whom is a military veteran), 4 caucasian females, 1 latino male, 1 latino female, and 1 Asian female.

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

We provide faculty mentoring to students, often based on diversity/demographic characteristics. These assignments are led by the students themselves so that they are paired with faculty with whom they feel the most comfortable.

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students No specific program

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

We provide multiple opportunities for individuals to engage in conversations on equity and inclusion. Additionally, we have a Diversity Committee charged with assessing our diversity efforts and identifying new opportunities for increased engagement.

Improve the Sense of Inclusion Amongst All University Community Members

We have not specifically assessed whether university community members feel a sense of improved inclusion.

Psychology

Improve Under-Represented Minority (URM) Student Enrollment

Recruiting and retaining URM graduate students is a key objective of the Department and the DI committee. The DI committee collaborates with the Black Psychology Graduate Student Association (BPGSA) to develop ways to recruit and retain both undergraduate and Graduate URM students. In addition, Dr. Sayward Harrison recruited numerous students from racial and ethnic minority backgrounds into the SC SmartState Center for Healthcare Quality Junior Scholar Program--a rigorous mentored research program for doctoral students at USC. For many years, the Department has had a relationship with the Southern Regional Education Board's doctoral scholars program. We currently have three students who are recipients of the SREB dissertation award (providing one year of funding), or the SREB three year fellowship. We have had a number of students successfully awarded this funding in the past as well. We have had faculty members and students attend the SREB's Annual Institute on Teaching and Mentoring, which provides mentoring and support for students and faculty who are working to promote DI issues within their academic institutions.

In January 2021, the Clinical-Community program held an online informational session for the doctoral graduate program. This was our first time doing so. The session was attended by 120 students. With this session, we were able to conduct outreach with many students, included URM students, who were interested in learning more about our program. We collected demographic data on the attendees and 18% were African American, 12.6% were Hispanic or Latino/a/x. The session was highly successful and we will be repeating it in future years.

During our 2020 visiting day for prospective graduate students for the Clinical-Community program, for the first time we held a session for the prospective students on diversity, equity, & inclusion climate issues for graduate students. The session was led by several URM graduate students in the program. It was well-attended. We repeated it for our virtual visiting day in January 2021.

Improve the Number of Full-Time URM Faculty Across Academic Units

Dr. Meeta Banerjee joined our faculty in Fall of 2020 and while she might not strictly qualify as URM, she does add to the ethnic diversity of our department. More importantly, she has been instrumental in spearheading issues of URM mentoring within the department. Dr. Pamela Martin has joined the Psychology Department in January of 2021 and she has a joint appointment with African American studies. We are highly committed to retaining both of these new faculty members. Dr. Martin's aim is to strengthen her research skills and she has already met with the Director of Research in the Psychology Department in order to get support in this area. We have also successfully recruited Dr. Daniel Cooper who will be joining the department in Fall of 2021. He is mixed race and will be working with Dr. Ron Prinz in the Center for Child Well Being. We are excited by these hires and we are making concerted efforts to ensure that the applicant pools for all of our current faculty hires have diverse members. We also encourage these faculty members to collaborate with others outside of our unit and form partnerships with faculty members in African American Studies or other departments so that they form a solid social network here at USC.

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

The Psychology Department's Diversity Committee works closely with the Black Psychology Graduate Student Association as well as the Student Advisory Board to ensure that feedback from the recent student survey is used to guide decisions for the enhancement of URM outcomes and satisfaction with the program overall. The Psychology Department is also striving to take advantage of opportunity hires in order to increase URM faculty hires. URM graduate students have indicated that having more URM faculty members as mentors would enhance their experience and potentially help with retention rates and satisfaction levels.

The Psychology Department has successfully recruited Dr. Pamela Martin to join our faculty as a full professor. Her research program addresses examines African American church-based health interventions that support a continuum of health services from prevention to linkage to care with church members and community members using church outreach services. We are hopeful that her hire will draw more URM students into the Ph.D. program and foster research productivity in this area.

The BPGSA, together with the Department, has hosted the annual Multicultural Symposium for the past 36 years. This event brings in prominent researchers in the field of diversity in psychological science and is open to the USC community. At the Multicultural Symposium in February, 2021, Dr. Steven O Roberts from Stanford University gave a talk entitled, "Racism: A Developmental Story." Events like this heighten awareness of racial inequity issues and Dr. Roberts serves as a role model for URM students interested in careers within academia.

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

As mentioned above, we often have at least one student enrolled in the SREB Doctoral Scholars Program. A wonderful benefit of being an SREB-DSP fellow is that students can stay involved with SREB throughout their careers. They are invited to attend the annual Institute for Teaching on Mentoring held by SREB, which is the largest annual gathering of graduate students of color in the United States. The networking opportunities available through the SREB-DSP include a jobs database that many institutions post positions on, accessible for SREB-DSP fellows and alumni.

Also faculty continue to do extensive mentoring with students during their internship year and after they graduate. This can include dissertation support (if the student did not defend their dissertation prior to leaving for internship), continuing to collaborate on research and publications, and writing many letters of reference for postdoctoral and other positions that students seek for after internship. In many cases, faculty members continue to support their former graduate students for many years after graduating.

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

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. On February 8th, 2021, we held our Annual Multicultural Symposium which is organized by the Black Psychology Graduate Student Association & The Department of Psychology Diversity Committee. This symposium was virtually attended by students, faculty, and staff and the guest speaker was Dr. Steven O Roberts whose research focuses on identifying and dismantling the psychological bases of racial inequality. Each year at the symposium, the BPGSA awards the Dr. Roland E. Haynes award to a faculty member in the Department, in appreciation of that person's exceptional commitment to cultural diversity and awareness.

The department has also encouraged all faculty and staff to sign up for the College of Arts and Sciences 21 day Equity Challenge which is currently taking place this February, 2021. This exercise has helped us to build strategies to engage in meaningful dialogue about race and racism and expand our knowledge of key ideas and the history of inequity.

Some faculty are also working on completing the Teaching Towards Inclusive Excellence certificate through the Center for Teaching Excellence.

The Diversity and Inclusion (DI) Committee of the Psychology Department has nine faculty and three student members. The committee has engaged in a number of activities to promote diversity & inclusion, including:

In 2020, the faculty voted to add a new item to the faculty annual reports asking the faculty to report on DEI activities.

Developing a website for posting diversity and inclusion upcoming events, as well as activities of the committee

After the killing of Mr. George Floyd sparked a resurgence of Black Lives Matter activism, in June 2020 the committee sent a Letter to our graduate students expressing our support for the movement, and for them, particularly our students of color.

The DI committee developed a "road map", essentially a strategic plan, for enhancing DEI in the Department. This plan was presented to the Department at the August 2020 Department retreat.

The DI committee dedicated themselves to increasing the inclusion of diversity, equity, and inclusion (DEI) content in Psychology courses. To this end, the committee held several meetings during summer and fall 2020 with faculty to develop ideas for how to support faculty in incorporating DEI into their teaching. These ideas were discussed at the Department retreat in August 2020. Faculty indicated that they would appreciate support in this endeavor, so the DI committee created a Teams resource that contains a plethora of helpful information on incorporating DEI into the teaching of psychology, including example lectures, slides, videos, and readings from our own faculty; guidelines from the American Psychological Association on DEI; a database of published psychology students by BIPOC psychologists; a database of important BIPOC psychologists in the history of psychology; and many others.

To continue to provide support for faculty interested in incorporating DEI into their teaching, the committee holds ongoing "Incorporating DEI into teaching supportive coffee hours", in which faculty can talk about their successes and challenges in doing DEI work in the classroom and brainstorm with each other about ideas. We held the first coffee hour in December 2020. There are two scheduled for spring 2021, in March and April.

The DI committee was given an hour at the January 2021 Department retreat to discuss DEI issues. The DI committee asked Julian Williams, Vice President for Diversity, Equity, & Inclusion, to speak at the retreat about his vision for DEI work at USC. Then, we returned to our theme of incorporating DEI into teaching by showing the results of a survey with faculty assessing their interest and comfort level in discussing DEI in their courses. We then had three of our faculty give brief presentations on how they have incorporated DEI into their own teaching.

The DI committee, along with others, helped Department Leadership commission art for the lobby of the building. [could a link to a picture of the artwork] The individuals working on the art project made sure that the artwork, particularly the Founders of Psychology piece, represented the diverse individuals who were founders in the field of psychology.

Improve the Sense of Inclusion Amongst All University Community Members

A key USC community outreach effort which includes students, faculty, staff and others is the Multicultural Symposium, described above. This event doesn't target just one group but is all-inclusive.

Religious Studies

Improve Under-Represented Minority (URM) Student Enrollment

None

Improve the Number of Full-Time URM Faculty Across Academic Units

RELG has requested two faculty diversity hires; we have requested one position focus on "Faith Traditions of the American South and their Global Heritage" to address traditions underrepresented by our department.

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

None.

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

None.

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion
We offer courses at all levels that include critical analysis of and discourse about topics related to inclusion and diversity.

Improve the Sense of Inclusion Amongst All University Community Members

We offer courses at all levels that include critical analysis of and discourse about topics related to inclusion and diversity.

ROTC, Navy

Improve Under-Represented Minority (URM) Student Enrollment

Developed an agreement with Benedict College for cross-town enrollment (already have an agreement in place with Allen University)

Corridor to Possibilities

Improve the Number of Full-Time URM Faculty Across Academic Units

N/A - determined by the Department of the Navy

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

Provide dedicated tutors and counselors/advisors. Regular advising sessions and face-to-face observation feedback by staff instructors and leadership.

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

Provide a guaranteed job as an officer in the United States Navy and Marine Corps upon graduation/commissioning.

Dedicated financial training for all hands by external financial experts

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

1. Hold regular training/discussion sessions during drill periods with students and staff.
2. Execute a yearly command climate survey with members of staff and all students participating in the program. Results debriefed to entire organization and higher headquarters. Action teams formed to address any issues or concerns. These actions teams form a Plan of Action and Milestones for execution/delivery.

Improve the Sense of Inclusion Amongst All University Community Members

None

Science Education

Improve Under-Represented Minority (URM) Student Enrollment

- 1) CSE provide sprofessional development to K-12 science teachers from schools with high URM enrollments.
- 2) We host the Midlands regional Science ad Engineering Fair and the Junior Science and Humanities Symposium.
- 3) CSE helps promote the South Carolina Middle and Elementary School Academy of Science (MESAS) and Metric Week

Improve the Number of Full-Time URM Faculty Across Academic Units

None

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

CSE has helped organize relevant science courses for College of Education majors who plan to teach middles or elementary school science.

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students None

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion None

Improve the Sense of Inclusion Amongst All University Community Members None

Sociology

Improve Under-Represented Minority (URM) Student Enrollment

We are currently discussing ways of improving (and improving the experiences of) under-represented minority students enrolled in sociology.

Improve the Number of Full-Time URM Faculty Across Academic Units

We were unable to hire this year but have long emphasized diversity and our hiring plan to be submitted this week places a strong emphasis on diversity and inclusion.

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

We have discussed ways of improving outcomes for URM students. We have taken a more proactive role in nominating URM graduate students for GJMFPF and other awards and opportunities.

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

Our faculty regularly collaborate with URM students on research projects. Further, following our commitments to URM (see below), our colloquium committee has begun inviting scholars primarily from URM backgrounds to get talks, in order to feature their work.

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

Our faculty are very active in initiatives related to equity and inclusion offered by the college and university.

Improve the Sense of Inclusion Amongst All University Community Members

In the summer of 2020, we developed a set of commitments we would make as a department to improve the diversity and inclusion of our department.

South Carolina Institute of Archaeology and Anthropology

Improve Under-Represented Minority (URM) Student Enrollment

Jewish Faculty and Staff Council (Jonathan Leader)

USC Committee on Religious Affairs (Jonathan Leader)

College of Arts and Sciences, Diversity and Inclusion Committee (Jonathan Leader)

Member, South Carolina Commission on Minority Affairs (Jonathan Leader)

Improve the Number of Full-Time URM Faculty Across Academic Units

0

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

Hiring URM undergraduates as temporary employees providing hands on training in Cultural Resource Management

Developing Claflin College and South Carolina State archaeological field school

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students
none

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion
none

Improve the Sense of Inclusion Amongst All University Community Members
none

All inclusion and equity matters from the university are followed

Statistics

Improve Under-Represented Minority (URM) Student Enrollment

NA

Improve the Number of Full-Time URM Faculty Across Academic Units

NA

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

NA

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

We had one AA female earn her PhD in Statistics in December 2020. She had multiple job opportunities.

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

Dr. Gunter serves on the Diversity Committee.

Improve the Sense of Inclusion Amongst All University Community Members

NA

Theatre and Dance

Improve Under-Represented Minority (URM) Student Enrollment

Recruitment outreach in the Department of Theatre and Dance has regularly consisted of faculty workshops and outreach to local high schools within the state of South Carolina. This year, we have developed virtual workshops for high school students and have attended several virtual recruiting events in the region. As a result, there has always been a focus on ensuring that schools with significant URM student populations are reached through these interactive activities. The department has a strong commitment to not only propagating early exposure to the arts and advocating for arts education, but also to increasing access to arts education for diverse or underrepresented populations.

The department also offers regular matinees for local area high school programs along with provided teaching materials for the students and teachers to provide context and engage the students in the experience. Before COVID, we were able to offer these matinees for our production of Eurydice in Spring 2020. By making these performances free or greatly discounted, students are able to have access to theatrical performances and talk backs with the cast and crew about training, arts education, and careers in the arts. Many of these invited schools are those with high URM populations. In fact, the department uses its extensive connections with teachers in high schools statewide who are frequent

graduates of the department's MAT program, which has a 100% placement rate (often instate) to help continue outreach activities.

Improve the Number of Full-Time URM Faculty Across Academic Units

In the past academic year, the Department of Theatre and Dance has not completed any faculty searches due to the hiring freeze. Our department has had several recent discussions surrounding our hiring practices and strategic goals in this area, including exploring future diversity-centered initiatives and the importance of representation. When such searches do occur, the department follows all EOP hiring protocols and makes a special effort to target a portion of the position advertising to appropriate publications and forums that would encourage applications from URM candidates. URM candidates that are deemed to meet the qualifications for a position are also often invited to apply by search committee members. In addition, the department makes a concerted effort to communicate the public candidate forums from wider university searches in order to encourage faculty to listen and engage with all candidates, including those of URM.

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

The Department of Theatre and Dance offers scholarships to increase recruitment and to relieve the financial burden that is placed on our students. In the dance program, there are scholarships that are based specifically on need. We have also awarded scholarships to students in the program who are URM.

There are also summer programs that serve as a gateway for recruitment for theatre and dance students into the field. The Summer Drama Conservatory and the Summer Dance Conservatory target high school students from the area, which has a high population of URM students. The dance program has also had USC Gateway students as majors. Due to COVID, we were unable to offer these programs this summer, but we are committed to their continuation in the future. Our department has also had faculty members serve as mentors in the Gateway program.

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

In our MFA classes, ensuring that we have a diverse group of students is a priority in our recruiting process. As a result, our MFA classes have always consisted of diverse populations and a high population of URM members. In our MFA program, the terminal degree for our field, a key part of the coursework involves a professional internship in their final year. As a result, we regularly support URM students find internships to help them with employment after graduation. We also have URM populations in our MAT and Dance Education programs, which have an internship component in which students take on multiple student teaching opportunities at a diverse range of institutions, ranging from elementary school to high schools of all socioeconomic statuses and demographics. As a result, our MAT program and dance education concentration that contain URM has a 100% placement rate upon graduation.

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

Several of our faculty members have been deeply involved in the diversity and inclusion efforts of the university. Our department took part in a special Welcome Table activity that focused on equity, diversity, and inclusion within our department. Faculty and staff met together twice a week for six weeks. These conversations were instrumental in developing our current strategic direction and has led to a special initiative to revisit our department's governance document to make it reflect our current identity and goals in these areas. Associate Professors Thaddeus Davis and Tanya Wideman-Davis have also promoted African American and minority voices through the development of their dance work *Migratuse Ataraxia*, which has toured throughout the region with educational talkbacks to open the

conversation about race and the legacy of slavery, particularly in the South and the physical reclamation of the black body and black spaces.

Improve the Sense of Inclusion Amongst All University Community Members

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. We are highly cognizant in our season programming regarding the representation in casting and in the play selection itself. We aim to produce works where women and people of color are represented onstage and whose voices are heard through their works. For example, in our current season, our productions have addressed issues LGBTQ+ identities and relationships, the representation and role of women in society, as well as other pertinent issues of class, economics, racism, slavery and social justice.

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.

Visual Art and Design, School of

Improve Under-Represented Minority (URM) Student Enrollment

Andrew Graciano is a member of the Latinx/Hispanic Faculty Caucus, who are interested in the University's increased efforts to recruit Latinx/Hispanic students and faculty.

Meena Khalili is engaged in exploratory conversation with Jacinda Walker of designexplorr, a K-12 design-focused workshop program to address the diversity gap in design fields.

Many faculty engage in different kinds of recruitment activities, such as speaking to high school students or volunteering to judge or give feedback to high school student artists. These efforts work in general to support recruitment of students of color. When SVAD recruits students to participate in recruitment events we strive for equitable representation across gender and race.

While I haven't yet parsed the data from our latest NASAD (National Association of Schools of Art and Design) survey for the entire School of Visual Art and Design, Media Arts and Film and Media Studies' majors, when combined, are 40% non-white. There is always room for improvement, but on the whole the SVAD is fairly diverse. Faculty broadly recognize that BIPOC youth aren't encouraged to enter art, design and media fields and on the whole express an eagerness to improve the culture and climate of the SVAD to be more welcoming to prospective and current students of color.

Improve the Number of Full-Time URM Faculty Across Academic Units

The top hire on the School of Visual Art and Design's hiring plan is a proposal for an Assistant Professor of Art History with a specialty in African American art and art of the African Diaspora. The SVAD faculty are also in support of a proposal to hire another joint appointment with the Film and Media Studies Program for a media studies scholar with a focus on black media industries and black entertainment.

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

Andrew Graciano, as Director of Graduate Studies for SVAD, nominates URM graduate students for fellowships offered through the Graduate School.

Carleen Maur (Media Arts) is actively guiding students towards film festivals and media communities that support women and queer artists; this commitment enables URM students to know that there is a place for their voice and vision in creative fields. She also serves the profession through her board work with EDIT Media -- Equity, Diversity, and Inclusion in Teaching Media <https://www.editmedia.org/>

Byeongwon Ha utilizes a variety of media art examples from around the world to break the Western-centric art references across all of his classes.

Three SVAD faculty attended the Academics 4 Black Lives conference where they learned how they can improve support for BIPOC students and faculty. Meena Khalili overhauled her course syllabi to incorporate language that further supports: land acknowledgment; pronouns; accessibility; mental health; and diversity and inclusion. Evan Meaney worked collaboratively with BIPOC alumni in Media Arts to "decolonize" three of his course syllabi. With alumni guidance, he authored land statements, revised his classroom culture, integrated Title IX statements, and revised course content to reflect majority of media art work by BIPOC artists.

Naomi Falk taught and assisted BIPOC students preparing for post-graduate life via her ARTS 501 Art Business course offered in spring 2020. She also developed and taught a new course: Art Making Change: Art and Activism -- that is cross-listed between ARTS 529 / MART 490 / AFAM 398 / WGST 398 and directly engages students in DEI issues through their art works and media productions.

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

Andrew Graciano, as Director of Graduate Studies for SVAD, leads a professional development seminar each semester for all graduate students where he covers topics related to the academic job market, and how artists and scholars can find and apply for grant funding. In this work he specifically uses examples of grants for women and minorities.

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

A few SVAD faculty are participating in the 21 Day Equity Challenge, and two are participating in the Welcome Table. Individual faculty submitted the following examples of the additional training and/or engagement in diversity and inclusion they sought beyond UofSC, and of the actions they've undertaken in their classrooms in 2020/21.

Three faculty attended Academics for Black Survival and Wellness (June 2020)

Studio Art graphic design professor Meena Khalili sought additional training: Anti-Bias Training, Facilitator Ericka Huggins (former political prisoner, leader black panther movement) Ericka Huggins - World Trust (October 2020). Emotional Intelligence training: Emma Seppälä, Ph.D - Yale School of Management (October 2020). Where Are The Black Designers? (June 2020)

Media Arts professor Carleen Maur: "Last fall we were able to invite Boots Riley to talk about his film. Boots Riley's work directly discusses systemic racism and classism in the United States, which allowed our class to both listen to his experiences as well as have conversations about media representations in the class. In addition, I make sure my syllabus has writing and screenings from folks from a variety of voices and experiences. I make sure not to shy away from discussions on race, gender, classism and ableism in class and encourage respectful conversations about these issues and allow students to explore these topics in their work. Additionally, I am openly and visibly queer in my department and as a professor. I've noticed by including my pronouns on my syllabus and asking students for theirs, students feel more comfortable discussing identity in my class."

Studio Art photography professor Kathleen Robbins: "I've thought quite a bit this year about how to work to support POC in critique, our labs, and our teaching practices. I've attended online panels and lectures on how to support students of color or first gens in photography education. One notable thing is I've changed the roster of artists I introduce to students to not only include more artists of color, but I prioritize and highlight those artists first and foremost."

Media Arts professor Northrop Davis: "I attended the diversity meetings over the summer that much of SVAD faculty participated in. I have continued to take a close look to make sure I am addressing these issues both in my classes and my mentoring."

Art Education professor Olga Ivashkevich: "I reworked a graduate course for art education students to include issues of intersectionality (race, class, gender) and critical pedagogy."

Studio Art professor Naomi Falk: Constructed and taught a new course: Art Making Change: Art and Activism crosslisted between ARTS 529 / MART 490 / AFAM 398 / WGST 398.

The School of Visual Art and Design faculty met two times in the summer of 2020 as the nation was protesting and in mourning after the murders of more black citizens. We met to discuss what our work as artists, educators and scholars should be against racism, how to work towards greater inclusion, and to share ideas about the work we will undertake to confront the legacies of racism in our founding as a department of art, in the name of our building, and in the ways in which our curriculum has excluded artists of color or privileged the history of western, white art.

From these conversations, six faculty collaborated to write what we are calling SVAD's Antiracism Pledge to students. Lydia Brandt wrote a history of the name associated with our building, McMaster College. SVAD started a Diversity, Equity and Inclusion Committee that will become a standing committee and written into SVAD Bylaws by the end of the 2020/2021 academic year. Our aspiration is for the committee to include student membership. SVAD created a place on its website under ABOUT for information on SVAD, College and University DEI initiatives and with links to offices and resources where students can find support. The McMaster building history was shared at a public forum of the Presidential Commission on University History in fall 2020. Faculty are unsure how to make this history visible to students, because we also understand it will be upsetting to many to learn about our building's name.

Faculty on the SVAD DEI Committee are working their way through a few ideas and proposals for the full faculty to consider for AY2021/22. Committee members are participating in the 21 Day Equity Challenge this spring and have invited faculty to DEI conversation on each scheduled Wellness Day from 4 - 5 PM. These DEI conversations are an open forum for SVAD faculty and staff to share ideas for future actions and plans, and reflect on any progress we may have made individually or collectively towards inclusion and diversity.

Below is the SVAD Antiracism Pledge to students. It was shared with about 5 students who signed up to attend SVAD's Diversity and Inclusion Student Forum in fall 2020, but only two students ended up participating in the forum the day it was held. We believe there is interest, we just believe the pandemic has made it impossible to convene in ways that help students to feel safe and supported. We are also aware that the general public and our campus community now has a poor image of the School of Visual Art and Design due to the very high profile sexual harassment lawsuit against the university and a member of our faculty.

August 2020

School of Visual Art and Design

Faculty Pledge to Students on Antiracism and Inclusion

Written and edited by Lydia, Laura, Minuette, Evan, Lauren, Meena

The faculty and staff of the School of Visual Art and Design stand with our students as allies against racism. This pledge is a living document, the starting point of a larger conversation we will hold with you this year. This pledge also keeps us accountable as we strive for greater diversity, equity, and inclusion in the School of Visual Art and Design at the University of South Carolina.

To achieve a more inclusive and supportive environment for all students, we know our first action must be to elevate the voices of students across our school, listen and learn from you. What are your concerns in this moment, and how can we better support you? What actions do you want to see from faculty and staff? How can we work with you to build a more inclusive environment across our school? Many of you are marching, protesting and working for social and political change in your communities at home and on our campus. We support you, and we want to work alongside you to address and rectify systemic exclusion, social violence, and systems that harm.

UofSC Vice President for Diversity and Inclusion, Julian Williams, has invited us to create action plans that address the unique needs of our academic communities at UofSC. This is serious work to which SVAD faculty and staff are called through our collective conscience as a community of artists, educators and scholars resolved to address racism and challenge exclusionary practices within our community and professional fields.

The faculty of the School of Visual Art and Design condemn all physical, psychological, and emotional forms of violence perpetrated against and suffered by people of color. As we do our work to bring these conversations into our classrooms, we also stand with students who want to use their skills as artists, media makers and educators to bring about a more just and equitable world.

In the year ahead, and in collaboration across our community, these are the values we are led by and the actions we propose to pursue.

In our work as artists, scholars and educators, we resolve to address racism within our community and professional fields and expose the systems that support it. We know that images and media can reinforce and circulate racist ideologies through social, cultural, and political institutions of all kinds. Part of our responsibility, then, as artists, educators, and scholars of art and media include exposing, debating and dismantling deep-seated perspectives and systems that are racist, exclusionary, cause harm, and perpetuate the subjugation of others.

SVAD faculty aspire to teach more directly across our curriculum to the ways that images can do harmful work on us, as a society and as individuals. While we interrogate and explore harmful images that promote exclusion, we also aspire to teach that images can also liberate, and speak truth to power and authority. There is no greater example of the necessity for this than our present moment. Society is galvanized by an ongoing and relentless accumulation of visual evidence of so many murders-of Jacob Blake, Breonna Taylor, and George Floyd--his last minutes of life captured by a teenage girl with camera in hand, who stood to witness the brutality of unchecked power. Images demand so much from us, and so it is imperative that we teach about their power.

Faculty will seek ways to redress our collective and inherited history as a school of art.

We recognize that our School of Art and Design (SVAD) has an exclusionary past. SVAD was founded as a department of art in 1925 by and for white people; Jim Crow segregation ensured that it, UofSC, and other institutions of higher learning across the South excluded African Americans from admission until 1963. SVAD is currently housed in McMaster College, a building named for Confederate colonel and defender of the Ku Klux Klan, Colonel Fitz William McMaster. We applaud the calls from students, alumni, President Caslen, and other campus leaders to rename Sims Hall. We call for other campus building names to be changed, including that of McMaster College. We see such actions as statements of institutional values and movements against historical racism, while pushing for further and perpetual action against other facets of current systemic harm.

We will listen to students.

The School of Visual Art and Design faculty are committed to building a more diverse, equitable, and inclusive environment for all students. We want to know what's on your mind right now. How do you experience our art, media and design classrooms at UofSC? We invite students to ask what we are doing to address and ameliorate social concerns through our research, teaching and service. We support our students to also lead their peers in actions that will hold us accountable. We will not turn away from hard conversations because we know they make our community stronger.

We will host a SVAD Student Forum on Inclusion and Diversity in Fall 2020.

We have heard, and continue to hear, your calls for a more diverse faculty and for more mentors who reflect the diversity of our student body. We will listen, learn from you, and transparently share current and future plans-of-action. A student forum will empower you to hold us responsible as we work to create a more inclusive environment for all students.

We will establish a SVAD standing committee on Diversity and Antiracism with faculty and student representation from all areas of the SVAD.

SVAD will make this a permanent committee with faculty and student representation. Its work will be decided collectively but would include: discussions about the issue of explicit and implicit bias in our community of scholars and artists; active engagement with UofSC and College of Arts and Sciences diversity and inclusion initiatives; active listening to student concerns and guidance that directs students to Equal Opportunity resources, and campus support.

We will support students to pursue art and media work, scholarship, and community activism that challenges forms of exclusion and racism, wherever they experience it.

We will promote a culture of mutual respect and tolerance as we explore the diverse perspectives of students across SVAD programs. A spring 2021 course-Art Making Change-will be offered; this course guides students to study and create work at the intersection of art, media, activism and social justice; students will collaborate together across disciplines on socially engaged project work.

Continue our focus to hire and retain a more diverse faculty.

As we have for many years, continue to advocate strongly to the College and Provost for the approval of a faculty position, jointly appointed with the African American Studies Program, in African American Art and African Diasporic Art.

Faculty pledge to review course syllabi to ensure they incorporate substantial images/media, readings, perspectives, and histories of diverse visual cultures, including work by artists of color. When appropriate to the context of their learning environment, faculty will lead and support students to question the systems that have made the work of diverse artists and media makers inaccessible or invisible. Towards this work, faculty will seek student feedback to both confirm inclusivity and ensure that all students can discover that their unique voice, perspective and/or identity has a place in the art, culture, design, education, and media fields.

Train and support faculty and staff.

Faculty among our ranks are already engaged in leadership and service on the UofSC campus and in their research to address long-standing inequities of all kinds and to promote social justice. Faculty and staff who seek more antiracism training will be supported to acquire it so that they can lead more productive classroom discussions about whiteness, race, and power in the context of their work as image makers, educators, scholars and advisors.

Explore more ways to engage SVAD alumni.

Host conversations with our diverse alumni to explore how we can strengthen their engagement with the School of Visual Art and Design-including ways they might contribute their support as mentors to current students, wherever they live and work.

The School of Visual Art and Design will need financial resources and support to fully realize this work. We ask that the administrations of the University of South Carolina and College of Arts and Sciences support our goals with financial and other resources. We request transparency and campus-wide conversations that create opportunities to engage in hands-on ways in the actions our university will invest in to bring about greater inclusion, diversity, and racial reconciliation.

Improve the Sense of Inclusion Amongst All University Community Members

Lauren Steimer and Laura Kissel are participating in the Welcome Table in spring 2021. While personal development is assured, we are also participating as campus administrators (program / department chair) to determine if we would like to bring the program to the faculty in our units and encourage participation as a collective experience.

Walker Institute of International and Area Studies

Improve Under-Represented Minority (URM) Student Enrollment

None

Improve the Number of Full-Time URM Faculty Across Academic Units

None

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

None

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

NONE

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

NONE

Improve the Sense of Inclusion Amongst All University Community Members

Programming of the Walker Institute seeks to raise awareness of cultures from around the world.

Women's and Gender Studies

Improve Under-Represented Minority (URM) Student Enrollment

WGST faculty regularly serve on campus committees and task forces tied to issues of equity and inclusion. We recently redesigned recruitment materials to ensure equitable representation of underrepresented minority students. Our undergraduate students are disproportionately underserved racial or ethnic minorities, with 41% of our undergraduate majors indicating a race or ethnicity other than Caucasian and 23% indicating African-American specifically. 37% of our undergraduate minors indicate a race or ethnicity other than Caucasian, with 29% indicating African-American specifically. Of our graduate certificate students, 48% indicated a race or ethnicity other than Caucasian, with 32% of those students indicating Latino and/or African-American. We centrally include and feature BIPOC feminist perspectives in our curricula, programming, and events, along with those from LGBTQIA+ communities.

Improve the Number of Full-Time URM Faculty Across Academic Units

WGST faculty regularly serve on campus committees or task forces tied to issues of equity and inclusion. Unfortunately, WGST has not had the opportunity to hire full-time faculty (URM or otherwise) since 2014. We continue to advocate for the need to replenish our depleted faculty and our intention to focus on increasing our diversity as we do so to make it more reflective of our diverse undergraduate and graduate student population. Some of our faculty have also received training and served as Affirmative Action Representative on various university hiring committees.

Enhance Outcomes for URM Undergraduate and Graduate/Professional Students

WGST faculty regularly serve on campus committees or task forces tied to issues of equity and inclusion. A number of WGST faculty (Emily Mann, Stephanie Mitchem, Carla Pfeffer, and Suzanne Swan) have long-standing commitments to primarily work with under-represented minority undergraduate and graduate students in a mentorship and supervisory capacity. We work with undergraduate and graduate students to co-publish and co-present research and have been quite successful in doing so. Our students have gone on to obtain graduate school and job placements following their work with us.

Improve Post-Graduate Outcomes for URM Undergraduate and Graduate/Professional Students

WGST faculty regularly serve on campus committees or task forces tied to issues of equity and inclusion. A number of WGST faculty (Emily Mann, Stephanie Mitchem, and Carla Pfeffer) have long-standing commitments to primarily work with under-represented minority undergraduate and graduate students in a mentorship and supervisory capacity. We work with undergraduate and graduate students to co-publish and co-present research and have been quite successful in doing so. Our students have gone on to obtain coveted graduate school and job placements following their work with us. We routinely preserve two spaces on our Partnership Council for an undergraduate and a graduate WGST student. Currently, these two spaces are occupied by LGBTQIA+ students. Their connection to prominent leaders across numerous community organizations may serve to enhance their post-graduate outcomes.

Increase the Engagement of Students, Faculty, Staff, Administrators in Equity and Inclusion

The WGST Program sponsors and co-sponsors 10-20 campus events and programs each year, all focusing on issues central to equity and inclusion. Our annual lectures largely feature women of color leaders. In 2020, our Freeman lecture featured award-winning African American documentary film producer, Sandra Rattley (UNLADYLIKE2020). Other lectures and events featured a transgender journalist, a Latina scholar of global reproductive justice movements, and focus on human trafficking, reducing sexual assault, and feminist films. WGST faculty regularly serve on campus committees or task forces tied to issues of equity and inclusion. In 2020, the WGST Program issues a statement in support of the Black Lives Matter movement and issues a series of commitments, with action items, for working concretely toward greater equity and inclusion within the WGST Program. We have been consistently working toward and achieving many of these aims over the past year, which involves curricular review, course change proposals, advocacy for hiring and enhancing the diversity of our faculty, programming and events centering Black feminist voices, and maintaining the diversity of and support for our undergraduate and graduate student populations.

KATHRYN LUCHOK

Built online version of WGST 304: Race, Class, Gender and Sexuality

Covers diversity and inclusion issues in all classes taught

Publicizes and offers extra credit for diversity/inclusion speakers and events on and off campus

Member, CAS Diversity and Inclusion Committee, August 2019 to present (3 year appointment)

ED MADDEN

Steering Committee, LGBTQ Columbia History Initiative, Historic Columbia, 2020-present.

EMILY MANN

Member, Strategic Planning Committee on Diversity, Equity, and Inclusion

Co-Interim Director, Carolina Consortium on Health, Inequalities, and Populations

CARLA PFEFFER

Served as Director of the Women's and Gender Studies Program

Member of the President's Commission on University History

Completed Fall 2020 and Spring 2021 sessions for the CAS Diversity and Inclusion Academy

SUZANNE SWAN

Co-chair of Diversity & Inclusion committee, Department of Psychology

Planned and led Diversity, Equity, & Inclusion learning activities for Department of Psychology faculty, staff, students at retreats and meetings

Interfaced with VP for Diversity, Equity, & Inclusion Julian Williams

Interfaced with Dean of Graduate School Tracey Weldon re: Diversity, Equity, & Inclusion issues among graduate students

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Interfaced with Southern Regional Education Board Doctoral Scholars Program. The goal of the Doctoral Scholars Program is to increase the number of minority students who earn doctorates and choose to become faculty at colleges and universities.

Improve the Sense of Inclusion Amongst All University Community Members

Improve URM Student Enrollment:

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Enhance Outcomes for URM undergraduate and graduate students:

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Improve Post-Graduate Outcomes for URM undergraduate and graduate students:

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Increase the engagement of students, faculty, staff and administrators in equity and inclusion:

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KATHRYN LUCHOK

Still working with the former Campus Climate Survey team and may be doing focus groups with identity groups on campus to get more in-depth information.

CARLA PFEFFER

Created the WGST Program statement in support of #BlackLivesMatter and have overseen progress made toward fulfilling the commitments made in that statement

Invited internal research grant reviewer for the Racial Justice and Equity Fund research grant program at the University of South Carolina

Participated in the CAS Justice theme semester through curricular (WGST 300 /SOCY 301) and programmatic engagements (Lewis Raven Wallace, Sandra Rattley, Jody Clay Warner, and Justine Tinkler talks)

Invited faculty panelist on an OMSA workshop for graduate students focusing on "Being LGBTQ+ in Academia"