

Executive Summary

Blueprint for Academic Excellence College of Arts & Sciences AY2017-2018

Introduction

A strong and vibrant College of Arts and Sciences remains critical to the University's mission: the education of the state's citizens through teaching, research, creative activity, and community engagement. The College has 475 tenure-track faculty, 125 non-tenure-track faculty, 7,000 majors, and 1,000 graduate students in a wide range of disciplines, offering 50 Bachelor's & Master's Degrees and 20 Doctoral Programs, covering over 40 percent of all credit hours at USC and 95 percent of the Carolina Core. The College produced 110 PhDs in AY2016. The faculty hold 5 of the 7 annual Mungo Graduate Teaching Awards, 23 of the 28 Mungo Undergraduate Teaching Awards awarded (2010-16), and every Russell Research Award awarded from 2010-16.

Highlights

- EXCELLENCE IN TEACHING
 - Increasing emphasis on study abroad programs, public lectures, internships, student-faculty research opportunities, and other beyond-the-classroom opportunities
 - Top 100 graduate programs (US News World Report) - Sociology, Social Psychology, Criminology, Political Science, Earth Sciences, English, History, and Mathematics
- EXCELLENCE IN RESEARCH
 - Received approximately \$38M in research funding for FY16 and approximately \$24.4M for FY17 (YTD)
- VIBRANT COMMUNITY ENGAGEMENT
 - Public lecture series

Lacy K. Ford, Dean

Lacy K. Ford



UNIVERSITY OF
SOUTH CAROLINA
College of Arts and Sciences



Blueprint for Academic Excellence

College of Arts & Sciences

AY2017-2018

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Foundation for Academic Excellence

Mission Statement

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

Updated: 03/09/2017

Vision Statement

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

Updated: 03/09/2017

Values

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

Updated: 03/09/2017

Goals - Looking Back

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

Goal 1 - Educate Citizenry through Excellent Undergraduate Programs

Goal Statement	The College maintains a strong commitment to providing undergraduate education of the highest quality through excellent teaching and the enrichment of academic programs through innovative courses and programs.
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	<p>Implemented new undergraduate degrees: BS--Biochemistry and Molecular Biology; BA--Chinese Studies; BA--Environmental Studies; and BS--Environmental Science.</p> <p>Developed an interdisciplinary undergraduate degree in Global Studies and a minor in Leadership Studies.</p> <p>Provided over 95 percent of Carolina Core courses, with 9 additional courses added in 2015-2016</p> <p>Provided a full array of summer courses allowing students to enroll in 12-15 credit hours</p> <p>Increased instructional capacity in high-demand areas</p> <p>Transitioned to a new Orientation advising paradigm which assigns every incoming student to a First Year Advisor</p> <p>Coordinated with the Undergraduate Advising Center (UAC) to hire and train the first group of First Year Advisors</p>
Status	Completed successfully
Achievements	<p>Implemented new undergraduate degrees: BS--Biochemistry and Molecular Biology; BA--Chinese Studies; BA--Environmental Studies; and BS--Environmental Science</p> <p>Developed an interdisciplinary undergraduate degree in Global Studies and a minor in Leadership Studies</p> <p>Provided over 95 percent of Carolina Core courses, with 9 additional courses added in 2015-2016</p> <p>Provided a full array of summer courses allowing students to enroll in 12-15 credit hours</p> <p>Increased instructional capacity in high-demand areas</p> <p>Transitioned to a new Orientation advising paradigm which assigns every incoming student to a First Year Advisor</p> <p>Coordinated with the Undergraduate Advising Center (UAC) to hire and train the first group of First Year Advisors</p>

Resources Utilized	<p>Hired 18 tenure track and 13 non-tenure track faculty members</p> <p>Increased Graduate Allocation to support undergraduate teaching mission</p> <p>Increased the number of temporary faculty members (TFACs) hired to cover lower level courses</p> <p>Collaborated with the Offices across campus to expand the curriculum and provide greater student support (e.g. Office of Distributed Learning, Student Success Center, Center for Teaching Excellence)</p>
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Goal 2 - Develop Next-Generation Intellectual Leadership through Doctoral and Graduate Programs

Goal Statement	To develop the next generation of intellectual leadership through excellent doctoral programs and graduate programs at the master's and certificate levels.
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	The College recruits high-profile faculty members who provide excellent training for doctoral students. The College also provides support and initiatives to fund doctoral education, including dissertation fellowships and tuition abatements for full-time, College-supported graduate assistantships.
Status	Completed successfully
Achievements	Awarded 110 doctoral degrees, 156 masters degrees, and 27 post-baccalaureate certificates Awarded 9 Dean's Dissertation Fellowships and 7 Bilinski Fellowships Developed the Bridge Humanities Teaching Fellowship in collaboration with the Graduate School Continued Directors of Graduate Studies as a formal leadership group Re-opened Masters Degree in Art History
Resources Utilized	Supported more than 750 graduate students on Education and General Funds Awarded 10 Dean's Dissertation Fellowships Increased graduate student support in high-enrollment STEM courses

Goal 3 - Retain and Recruit Faculty to Foster Research, Scholarship, and Creative Activity

Goal Statement	To foster research, scholarship, and creative activity by supporting, retaining, and recruiting faculty members who are or will become nationally and internationally known as leaders in their fields.
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Spurring Knowledge and Creation Building Inclusive and Inspiring Communities Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	In order to provide a high quality education to both undergraduate and graduate students, it is imperative that the College recruit and retain faculty members who have made or will make a significant impact in their field of study. Recruiting exceptional faculty members is also necessary to build and sustain excellent doctoral, masters, and post-baccalaureate certificate programs.
Status	Completed successfully
Achievements	Hired 33 new faculty members (18 tenure track and 15 non-tenure track). Retained 5 faculty members Received approximately \$38M in research funding Published books by faculty members--40 in 2015-2016 Revised tenure and promotion criteria for all 19 tenure-granting departments Consolidated Earth and Ocean Sciences, Environment and Sustainability, and Marine Science into the School of Earth Ocean and Environment, a tenure-granting department
Resources Utilized	Salary and startup funds for new faculty Funding for Associate Professor Development Awards Lab space for new STEM hires

Goal 4 - Recognize and Support Essential Role of Staff

Goal Statement	To recognize and support the essential role of staff in fulfilling the College's mission.
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	The College recognizes the importance staff members play in the undergraduate teaching mission. This includes individuals in roles such as college advising, student services, facility coordination, and program coordination.
Status	Completed with mixed results
Achievements	Six staff members in the College received Classified Staff Excellence Awards in 2015-2016 (5 percent base salary increase) Implemented EPMS process for classified staff
Resources Utilized	Supported approximately 230 classified staff members on Education and General Funds

Goal 5 - Encourage Positive Change through Social Engagement

Goal Statement	To encourage positive change through engagement with the broader society.
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Building Inclusive and Inspiring Communities Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	As part of the College's commitment to undergraduate and graduate education, there are continued efforts to engage the community at large and improve the quality of life for citizens across the state. Providing outreach is not only part of educating our future leaders, but also enhancing the reputation of the College of Arts and Sciences and the University of South Carolina.
Status	Completed successfully
Achievements	<p>Provided study abroad service learning opportunities (USC in Costa Rica)</p> <p>Offered professional development opportunities to P-K teachers and outreach to P-K students</p> <p>Revised curricula in educator preparation programs to comply with Read to Succeed legislation</p> <p>Offered resources for regional arts through events sponsored by the McMaster Gallery, McKissick Museum, Theatre South Carolina, and the Open Book Series</p> <p>Hosted the Caskey Lecture, the Hall Lectureship, the Solomon Tenenbaum Lectureship in Jewish Studies, and the Joseph Cardinal Bernardin Lecture</p>
Resources Utilized	<p>High-profile speakers for public lectures</p> <p>Space and facilities in the McKissick Museum, the Department of Theatre and Dance, and the School of Visual Art and Design.</p> <p>Faculty and graduate student resources</p>

Goal 6 - Ensure College's Reputation, Unity, and Stability

Goal Statement	To ensure the reputation, unity, and stability of the College.
Linkage to University Goal	Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	The College's commitment to recruiting and retaining high-quality faculty and offering excellent graduate programs works to support the stability of the College of Arts and Sciences. Research productivity and national awards also support the reputation of the University as a whole, and aid the College's efforts to hire faculty members who are committed to research, teaching, and community engagement.
Status	Completed successfully
Achievements	Raised \$10.5M in private philanthropy and \$101M during capital campaign Secured major gift of \$10M for faculty development and appointed first three cohorts of McCausland fellows
Resources Utilized	The College of Arts and Sciences' Development Office

Goals - Real Time

Goals for the College of Arts & Sciences that are in progress for AY2017-2018.

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

Goal Statement	To provide innovative, inspiring, and effective instruction to both undergraduate and graduate students to prepare them for citizenship, future success, and fulfillment in a competitive world
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	This goal aligns with the College's mission of providing superb teaching to both undergraduate and graduate students; its vision of transforming the lives of our students and improving the world they will inhabit; and embracing the values embodied by a liberal arts education.
Goal Status	Progressing as expected (multi-year goal)
Achievements	<p>Formed Transformation With Innovative Strategies for Teaching (TWIST), a workgroup of College faculty members</p> <p>Partnered with the Center for Teaching Excellence on Focus on Learning, Innovation, and Pedagogy (FLIP). Continued to develop Carolina Core courses and modify existing courses for online delivery</p> <p>Expanded summer course offerings</p> <p>Collaborated with University Advising Center and other academic units to improve time to degree for all undergraduate students</p>
Resources Utilized	Partnered with other academic units like the Honors College, Center for Teaching Excellence, and On Your Time to provide sufficient instructional capacity
Continuation	On-going

<p>Action Plan for Achieving the Goal</p>	<p>Formed Transformation With Innovative Strategies for Teaching (TWIST), a workgroup of College faculty members to develop strategies for pedagogical innovation and enhanced student learning, and devised action plans for 2017-2018</p> <p>Partnered with the Center for Teaching Excellence on Focus on Learning, Innovation, and Pedagogy (FLIP). This is a faculty discussion group, ideas lab, and learning community focused on the topics related to the theory and practice of teaching and learning</p> <p>Continued to develop Carolina Core courses and modify existing courses for online delivery in order to give students an array of curricular choices and provide sufficient capacity in high-demand, required courses (increased courses fulfilling Speech requirement by 44 percent between 2015-2016 and 2016-2017)</p> <p>Expanded summer offerings to offer more online course options</p> <p>Launched the Global Studies Bachelor of Arts degree</p> <p>Collaborated with the University Advising Center (UAC) in order to improve advisor training and integrate UAC advisors into the College advising system</p> <p>Collaborated with other Colleges and Schools across the University (i.e. College of Engineering and Computing, College of Nursing) to provide necessary courses for their curriculum and improve time to degree</p> <p>Expanded articulation of Carolina Core equivalent courses to ensure a smooth transition for transfer students from regional campuses and other technical colleges</p> <p>Completed assessment of the Carolina Core curriculum</p>
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<p>Upcoming Plans</p>	<p>Implement recommendations from TWIST working group</p> <p>Continue collaboration with FLIP</p> <p>Continue developing Carolina Core courses and online course options to meet student demand, and work to expand the articulation of Carolina Core equivalent courses to serve transfer students</p> <p>Continue working with UAC advisors and career counselors while also providing training to high school guidance counselors to communicate the value of a liberal arts education and career options available for liberal arts majors</p> <p>Collaborate with UAC and other Colleges and Schools to cover the necessary summer curriculum</p> <p>Promote the Global Studies major in departments and programs across the College and in collaboration with Global Carolina</p> <p>Continue collaboration with other Colleges and Schools to effectively schedule key courses so as to allow students to stay on track and make timely progress to degree</p> <p>Focus on building and embracing diversity in current and incoming students</p>
<p>Resource Needs</p>	<p>Instructional capacity to reduce class size in subjects such as English, Foreign Languages, and Speech</p> <p>Support for implementing pedagogical innovations developed by TWIST</p> <p>Support for teaching and learning beyond the classroom, particularly in research, internships, and experiential learning opportunities</p> <p>Enhanced resources to expand communication of the College's vision and value</p> <p>Additional resources for collaboration with SC guidance counselors to educate prospective students about the value of an Arts and Sciences' degree</p>

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

Goal Statement	To build and nurture a diverse faculty that will demonstrate excellence in teaching, research, scholarship, creative pursuits, and community engagement.
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Spurring Knowledge and Creation Building Inclusive and Inspiring Communities Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal aligns with the College's mission of producing the quality of research, scholarship, and creative activity characteristic of an institution of highest research activity, the Carnegie Foundation's highest rating. This goal also represents the College's vision of creating and sharing knowledge and at the frontiers of inquiry through excellent teaching, research and community engagement.
Goal Status	Progressing as expected (multi-year goal)
Achievements	Hired 31 faculty members for 2016-2017 (1 Associate Professor, 10 Assistant Professors, 1 Research Assistant Professor, 17 Instructors, and 2 Lecturers) Retained 8 faculty members with support and competitive counter-offers
Resources Utilized	Recurring and non-recurring funding for salaries, fringe benefits, and start-up packages to include equipment purchases, professional development, renovations, and student employment
Continuation	Multi-year

<p>Action Plan for Achieving the Goal</p>	<p>Partnered with the Office of the Provost to recruit and hire high-profile faculty members in key, high-demand areas</p> <p>Hired 31 faculty members for 2016-2017 (1 Associate Professor, 10 Assistant Professors, 1 Research Assistant Professor, 17 Instructors, and 2 Lecturers)</p> <p>Retained 8 faculty members with support and competitive counter-offers</p> <p>Garnered approximately \$24.4M in research funding for FY17 (numbers current as of March 15, 2017)</p> <p>Supported faculty members in seeking national fellowships and awards</p> <p>Formalized application process and invited nominations for McCausland Fellows</p> <p>Formed College work group on non-tenure track instructional faculty members and devised policies to examine, address, and enhance the experience of this cohort</p> <p>Engaged the assistance of the College's Associate Dean for Diversity and Inclusion in the recruitment and hiring process</p> <p>Encouraged faculty participation in PULSE campus climate surveys</p> <p>Encouraged faculty participation in the Collaborative on Race and Reconciliation Welcome Table SC initiative</p> <p>Launched the Bridge Humanities Teaching Fellowship so as to provide teaching experience (SAEL 200) and professional development for advanced graduate students and newly-minted PhDs.</p> <p>Awarded 8 Bilinski Dissertation Fellowships to advanced graduate students to support for humanistic research and dissertation completion</p>
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<p>Upcoming Plans</p>	<p>Continue partnership with the Office of the Provost to support faculty salaries and startup packages</p> <p>Continue retention efforts for current faculty</p> <p>Continue with implemented application and nomination process for McCausland Fellows</p> <p>Sharpen focus on increasing diversity, inclusion, and collaboration among faculty through recruiting and retention</p> <p>Use PULSE climate survey results to create initiatives that improve campus climate and boost faculty retention</p> <p>Develop an "exit interview" mechanism for faculty who are not successfully retained to ascertain their reasons for leaving and make adjustments to our current environment for retaining faculty</p> <p>Appoint faculty representatives to the College Diversity Committee</p> <p>Retain focus on supporting junior faculty</p> <p>Enhance support and development for non-tenure track faculty</p> <p>Offer the non-tenure track teaching award to recognize instructors and lecturers for excellence in teaching</p> <p>Fulfill faculty commitments to extent resources are available</p> <p>Enhance efforts to recruit and retain high-quality graduate students</p> <p>Work toward more diverse graduate programs in collaboration with Associate Dean for Diversity and Inclusion</p> <p>Continue to provide graduate students with excellent training in research, scholarship, and teaching</p>
<p>Resource Needs</p>	<p>Additional resources (recurring and non-recurring funding) for faculty hiring and providing start-up support (laboratory space, office space, graduate assistants, et al)</p> <p>Enhanced resources for competitive financial packages to attract high-quality graduate students</p> <p>Resources to address the decrease in faculty and instructional capacity to offset losses due to retirements or resignations</p> <p>Resources to increase and support diversity and inclusion efforts in faculty recruitment and retention</p> <p>Additional resources to honor existing College commitments</p>

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

Goal Statement	To promote and enhance the student experience within the College encouraging beyond the classroom experiences through undergraduate research, leadership development, career opportunities, engagement with the liberal arts and social engagement, collaboration and civility
Linkage to University Goal	Spurring Knowledge and Creation Building Inclusive and Inspiring Communities Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal aligns with the College's value of preparing individuals to face an increasingly complex, diverse and changing world with open, nimble minds, and expansive, humane sympathies.
Goal Status	Progressing as expected (multi-year goal)
Achievements	Appointed associate dean for diversity and inclusion; presentation to department chairs and directors on Graduation with Leadership Distinction; continued public lectures and other artistic events to engage the community
Resources Utilized	Recurring and non-recurring funds
Continuation	On-going
Action Plan for Achieving the Goal	<p>Appointed an Associate Dean for Diversity and Inclusion</p> <p>Issued Dean's welcome letter emphasizing the College's values statement and its commitment to diversity and inclusiveness</p> <p>Continued collaboration with Global Carolina and other Colleges and Schools to provide study abroad service learning opportunities (e.g. USC in Costa Rica, which focuses on global health issues, community outreach through STEM education in local elementary schools)</p> <p>Arranged presentation to all Arts and Sciences chairs and directors on Graduation with Leadership Distinction (GLD) to ensure that all Arts and Sciences students and faculty understand the value associated with leadership</p> <p>Continued artistic events and public lectures that engage the public and promote the College (e.g. Caskey Lecture, Open Book Series, Conversations with Walter Edgar, theatre and dance performances)</p> <p>Met with Admissions office representatives to discuss strategies for improving recruitment of arts, humanities, social sciences, and sciences students</p> <p>Encouraged undergraduate student participation in the Collaborative on Race and Reconciliation Welcome Table SC initiative</p>

<p>Upcoming Plans</p>	<p>Seek expansion of undergraduate research and experiential learning opportunities</p> <p>Collaborate with the Career Center to expand internship opportunities</p> <p>Continue existing initiatives regarding leadership and communication enhancement</p> <p>Appoint undergraduate student representatives to the College Diversity Committee</p> <p>Use PULSE climate survey results to create initiatives that improve campus climate and enhance undergraduate student engagement and retention</p>
<p>Resource Needs</p>	<p>Enhanced career counseling and students services within the College to improve the quality of students' experience</p> <p>Partnerships, technology, and increased collaboration for faculty to innovate and create beyond classroom experiences</p>

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

Goal Statement	Using existing resources, build sustainable models to give faculty the tools they need to provide excellent instruction both in and out of the classroom, and to give students an appreciation of the value of diversity, leadership, and community engagement in a complex and rapidly-changing society.
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	The goal aligns with the College's commitment to enhancing the academic experience of undergraduate and graduate students through an innovative array of courses, programs, beyond the classroom learning opportunities, and interdisciplinary and international experiences. This goal also works in alignment with the College's commitment to be good stewards of all resources in order to maximize a wide array of teaching and learning experiences.
Goal Status	Progressing as expected (multi-year goal)
Achievements	<p>Conducted regular meetings of the College's Resource Management Group to develop strategies to manage existing resources responsibly and efficiently</p> <p>Increased strategic planning with the College's department chairs and program directors, directors of graduate studies, undergraduate directors, the Academic Planning Council, and key classified staff members so as to emphasize the value of excellent teaching and careful resource management</p> <p>Encouraged community engagement and service opportunities for students through the Leadership Distinction Program</p> <p>Strategically pursued resources to enhance and increase undergraduate research and beyond the classroom experiences such as internships and study abroad opportunities</p>
Resources Utilized	Recurring and non-recurring funds
Continuation	Multi-year
Action Plan for Achieving the Goal	<p>Conducted regular meetings of the College's Resource Management Group to develop strategies to manage existing resources responsibly and efficiently</p> <p>Increased strategic planning with the College's department chairs and program directors, directors of graduate studies, undergraduate directors, the Academic Planning Council, and key classified staff members so as to emphasize the value of excellent teaching and careful resource management</p> <p>Encouraged community engagement and service opportunities for students through the Leadership Distinction Program</p> <p>Strategically pursued resources to enhance and increase undergraduate research and beyond the classroom experiences such as internships and study abroad opportunities</p>
Upcoming Plans	<p>Continue responsible resource management efforts</p> <p>Seek new resources to expand the undergraduate and graduate teaching mission in an enhanced and innovative format</p>

Resource Needs	Fiscal support for the expansion of undergraduate research, internships, and experiential learning
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Goals - Looking Ahead

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

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

Goal Statement	To provide innovative, inspiring, and effective instruction to both undergraduate and graduate students to prepare them for citizenship, future success, and fulfillment in a competitive world.
Linkage to University Goal(s)	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal aligns with the College's mission of providing superb teaching to both undergraduate and graduate students; its vision of transforming the lives of our students and improving the world they will inhabit; and embracing the values of a liberal arts education.
Goal Status	Newly Established Goal
Action Plan for Achieving the Goal	<p>Continue working with TWIST to develop new strategies for innovation in teaching</p> <p>Continue collaboration with the Center for Teaching Excellence and FLIP</p> <p>Develop additional courses that meet Carolina Core requirements and increasing the modification of existing courses for online delivery, particularly in intensive formats to serve the summer student population and cohorts in other Colleges and Schools (e.g. College of Nursing)</p> <p>Support the Global Studies B.A. through the College advising office and UAC advisors and promote the Leadership in Global Economies track through collaboration with Global Carolina</p> <p>Increase collaboration with other Colleges and Schools across campus</p> <p>Develop accelerated graduate degree programs in Political Science and Criminal Justice, particularly the MPA</p> <p>Collaborate with the On Your Time office to develop and promote accelerated baccalaureate degree pathways</p> <p>Continue expanding the articulation of transfer courses that meet Carolina Core requirements, particularly courses that meet two core learning outcomes, to ensure a smooth transition for transfer students from regional campuses and technical colleges</p> <p>Increase collaboration with the South Carolina Honors College to serve an increasing student body</p> <p>Increase instructional capacity in high-demand STEM courses</p> <p>Continue assessment of the Carolina Core</p>

Resources Needed	<p>Additional resources to increase instructional capacity in rapidly growing STEM departments (Chemistry, Math, Statistics, and Physics)</p> <p>Additional resources to increase instructional capacity in Carolina Core and general education courses</p> <p>Additional resources to increase opportunities for undergraduate research, internships, experiential learning opportunities, and service learning and community outreach programs</p>
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Goal 2 - Develop communications campaign promoting a liberal arts education and advertising a variety of career options

Goal Statement	Develop communications campaign to promote the value of a liberal arts education and advertise numerous career options for liberal arts majors as part of efforts to increase Arts and Sciences' enrollments and improve student experience and satisfaction
Linkage to University Goal(s)	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal aligns with our mission of enhancing the academic experiences of each graduate and undergraduate student and our investment in the values of a liberal arts education. It also works to educate both students and the community about the variety of career opportunities available to Arts and Sciences' majors and the importance of critical thinking.
Goal Status	Newly Established Goal
Action Plan for Achieving the Goal	<p>Work with the College's newly appointed Manager of Communications to more effectively communicate the value of an Arts and Sciences' education to both students and the wider community</p> <p>Work with Career Center and South Carolina guidance counselors to emphasize employee interest in hiring students with a liberal arts education</p> <p>Collaborate with the College advising office and the University Advising Center (UAC) to think more broadly about the career opportunities available to liberal arts majors</p> <p>Enhance outreach and communication about the College's activities and initiatives across campus and in the community</p> <p>Implement structural changes (new cognates and minors) and more interdisciplinarity in order to enhance appeal of our degree programs for prospective and current USC students</p> <p>Seek additional opportunities to promote regional artistic events (exhibits at McMaster Gallery and McKissick Museum, public theatre and dance performances)</p> <p>Encourage student participation in public lectures and actively promote these events to the community</p>
Resources Needed	<p>Enhanced resources to expand communication of the College's vision and value</p> <p>Additional resources for collaboration with South Carolina guidance counselors to educate prospective students about the value of an Arts and Sciences' degree</p>

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

Goal Statement	Build and nurture a faculty that will demonstrate excellence in teaching, research, scholarship, creative pursuits, and community engagement.
Linkage to University Goal(s)	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Spurring Knowledge and Creation Building Inclusive and Inspiring Communities Ensuring Institutional Strength, Longevity, and Excellence
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.
Goal Status	Newly Established Goal
Action Plan for Achieving the Goal	<p>Work with the Office of the Provost to recruit and retain top-flight faculty members and to manage the upcoming loss of instructional capacity due to planned retirements</p> <p>Encourage faculty members to seek national fellowships and other prestigious awards and support them through this process</p> <p>Work with the Associate Dean of for Diversity and Inclusion in the recruitment and hiring process</p> <p>Appoint faculty representatives to the College Diversity Committee</p> <p>Continue to aggressively seek research funding through grants and other outside sources</p> <p>Fulfill faculty commitments to extent that resources are available</p> <p>Continue the McCausland Fellowship Program with the revised application and nomination process</p> <p>Devise strategies to more fully integrate non-tenure track faculty members and enhance their professional experience</p> <p>Continue offering the Non-Tenure Track Teaching Award to recognize excellence in teaching</p> <p>Continue encouraging faculty participation in PULSE campus climate surveys and in the Collaborative on Race and Reconciliation Welcome Table SC initiative</p>
Resources Needed	<p>Resources to address the decrease in faculty and instructional capacity to offset losses due to retirements or resignations</p> <p>Resources to increase and support diversity and inclusion efforts in faculty recruitment and retention</p> <p>Additional resources to honor existing College commitments</p>

Academic Programs

Program Rankings

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

Art Graduate Program, U.S. News World Report, March 13, 2017; Fall 2009 and Fall 2013; Rank 147

Biological Sciences Graduate Program, U.S. News World Report, March 13, 2017; Fall 2009 and Fall 2013; Rank 139

Chemistry Graduate Program, U.S. News World Report, March 13, 2017; Fall 2009 and Fall 2013; Rank 84

Clinical Psychology Graduate Program, U.S. News World Report, March 13, 2017; Fall 2009 and Fall 2013; Rank 74

Earth Sciences Graduate Program, U.S. News World Report, March 13, 2017; Fall 2009 and Fall 2013; Rank 77

English Graduate Program, U.S. News World Report, March 13, 2017; Fall 2009 and Fall 2013; Rank 85

History Graduate Program, U.S. News World Report, March 13, 2017; Fall 2009 and Fall 2013; Rank 63

Math Graduate Program, U.S. News World Report, March 13, 2017; Fall 2009 and Fall 2013; Rank 95

Physics Graduate Program, U.S. News World Report, March 13, 2017; Fall 2009 and Fall 2013; Rank 111

Political Science Graduate Program, U.S. News World Report, March 13, 2017; Fall 2009 and Fall 2013; Rank 72

Psychology Graduate Program, U.S. News World Report, March 13, 2017; Fall 2009 and Fall 2013; Rank 112

Sociology Graduate Program, U.S. News World Report, March 13, 2017; Fall 2009 and Fall 2013; Rank 75

Social Psychology Graduate Program (Sociology), U.S. News World Report, March 13, 2017; Fall 2009 and Fall 2013; Rank 4

Statistics Graduate Program, U.S. News World Report, March 13, 2017; Fall 2009 and Fall 2013; Rank 63

Instructional Modalities

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

More than 25 CAS courses have been approved for distance delivery during the AY 2016-2017 (through February 2017), including the following Carolina Core courses:

HIST 106 - Introduction to African History (GHS)

HIST 108 - Science and Technology in World History (GHS and VSR)

PHIL 211 - Contemporary Moral Issues (VSR)

SPCH 145 - Online Public Communication (CMS)

SPAN 109 - Beginning Spanish I (GFL)

SPAN 110 - Beginning Spanish II (GFL)

The Department of Languages, Literatures, and Cultures developed themed sections of SPAN 209 (Intermediate Spanish I) and SPAN 210 (Intermediate Spanish II) for students in healthcare or business career tracks.

Program Launches

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

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

Program Terminations

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

The following two undergraduate programs were terminated in AY 2016-2017:

B.A. in European Studies

B.A. in Latin American Studies

While both of these programs have a few students following these programs under earlier Bulletins, these degree programs do not appear in the 2017-2018 Undergraduate Bulletin. Any student expressing an interest in either of these programs is encouraged to consider the new B.A. in Global Studies.

The following one graduate program has been approved for termination effective Fall 2017:

Certificate in Criminal Justice Leadership

Supplemental Info - Academic Programs

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

Academic Initiatives

Experiential Learning for Undergraduates

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

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

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

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

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

Many of the disciplines in the arts and humanities are experiential by nature. Students majoring in these areas are routinely involved in types of experiential learning, both in class and out of class; many of these are difficult to capture in data collection. Undergraduate majors in fine arts, music, dance and theater are typically active in multiple performances, plays, or exhibitions during their work towards graduation. It also is common for students in science, social science and other humanities majors to double major or minor in one of these performing and exhibiting experiential areas, including theater production, band, orchestra and fine arts.

Study Abroad is a very beneficial program and includes conscientious advising designed to ensure that courses taken during time abroad will transfer back into the USC curriculum and that students will have minimal delay in graduation as a result. However, the expense of these trips can be a major impediment for many students and may limit participation.

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

Dean Lacy Ford has organized two faculty working groups during the 2016-17 academic year that are considering aspects of the benefits of broad liberal arts and sciences majors and adopting innovative and

evidence-based practices in teaching and learning. The Communicating Our Value Effectively (COVE) and Transformation with Innovative Strategies for Teaching (TWIST) working groups have each generated ideas on how the College of Arts and Sciences can enhance experiential learning programs and encourage our undergraduate students to take advantage of them. In particular, TWIST has proposed initiatives that would encourage more formal undergraduate research experiences for humanities and social sciences majors.

Experiential Learning For Graduate & Professional Students

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

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

Affordability

Assessment of affordability and efforts to address affordability.

The precise affordability of a graduate degree varies again by discipline and department and a summary of the consistent themes echoed by units are presented here. Again, details for each department can be found in the supporting information. Almost all programs support PhD students via stipends, either as a graduate research assistant or as a graduate teaching assistant and nearly all doctoral students who have sought funding have received support for their studies. Typically, we are not able to fully fund master's students. Graduate assistantships include a stipend and full tuition and, although the stipend typically falls short of fully covering students' living expenses, the affordability of graduate study is greatly enhanced by assistantship support. Especially in the sciences and social sciences, continuing and in some cases additional support is provided by research grants. In many departments, however, the available support is often barely enough to cover tuition and a very modest living allowance - from which fees and health insurance have to be covered. At first glance it seems that these stipends are sufficient to make graduate education affordable, however, in most cases these stipends are 20-30 percent below the stipends offered by our peer and peer aspirant institutions, making recruitment of high end graduate students challenging. The Presidential Scholars program continues to be a great help in recruiting top students, however, there are not nearly enough of them to go around. Essentially every unit indicates that they lose these high-end students to institutions that have higher stipends. Most departments have programs in place to support research and conference travel, supplementing those offered by the graduate school. Nonetheless, the support is again very limited when compared to the overall graduate student population in CAS.

Reputation Enhancement

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

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

Challenges

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

Faculty Challenge

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

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

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

Student Challenge - Undergraduate

The traditional population of college-aged students is projected to decrease over the next decade, as the upcoming high school-aged student is decreasing. Both of these factors place significant pressure on colleges and universities to compete for students. This is a pressing and imminent challenge, as the College of Arts and Sciences provides the majority of Carolina Core and general education courses, yet houses only 25 percent of University majors. The College must pursue funding and other resources to enhance beyond the classroom experiences for students, specifically through undergraduate research opportunities, internships, and service learning projects. In addition, efforts to promote concurrent BA/MA degree programs

should be increased and enhanced. These opportunities become more attractive and viable as incoming students matriculate with more AP and IB credits. The College must also continue to expand and diversify its course offerings so as to increase majors and attract students from other Colleges and Schools. Strategic course bundling in the form of minors and cognates provide a unique opportunity to bring more students into the College and demonstrate the value of an Arts and Sciences' degree.

Student Challenge - Graduate

Graduate recruitment is a growing challenge due to the level of stipend funding and benefits the College is able to provide. Financial packages offered to incoming graduate students are lower than those of peer and peer aspirant universities and other schools in the SEC. Quality graduate students are essential to our instructional and research mission, and market competition for these students is very strong. A number of departments and programs across the College cannot offer sufficient assistantships and other units cannot provide competitive stipend packages.

Supplemental Info - Academic Initiatives

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

Faculty Population

Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

	Fall 2016	Fall 2015	Fall 2014
Tenure-track Faculty			
Professor, with tenure	196	194	195
Associate Professor, with tenure	175	178	190
Professor	1	1	0
Associate Professor	3	4	5
Assistant Professor	99	107	113
Librarian, with tenure	0	0	0
Librarian	0	0	0
Assistant Librarian	0	0	0
Research Faculty			
Research Professor	2	3	4
Research Associate Professor	7	6	9
Research Assistant Professor	3	4	5
Clinical/instructional Faculty			
Clinical Professor	0	0	0
Clinical Associate Professor	4	3	3
Clinical Assistant Professor	0	1	0
Instructor/Lecturer	93	79	80
Adjunct Faculty	105	124	145

Faculty Diversity by Gender and Race/Ethnicity

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

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

	Fall 2016	Fall 2015	Fall 2014
Gender	688	704	749
Female	302	315	330
Male	386	389	419
Race/Ethnicity	688	704	749
American Indian/Alaska Native	3	3	3
Asian	54	54	54
Black or African American	28	30	36
Hispanic or Latino	27	25	25
Native Hawaiian or Other Pacific Islander	3	2	5
Nonresident Alien	14	15	17
Two or More Races	11	9	9
Unknown Race/Ethnicity	22	25	23
White	526	541	577

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

Illustration 1. Faculty Diversity by Gender

2016 Faculty Gender

2015 Faculty Gender

2014 Faculty Gender

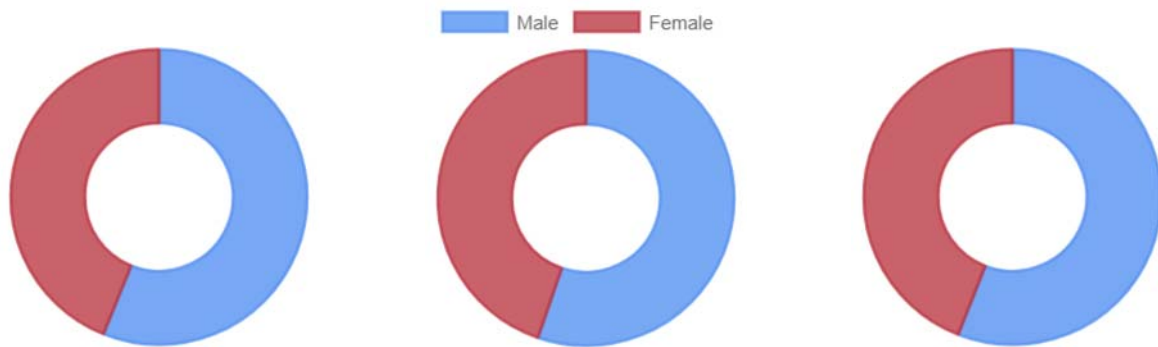
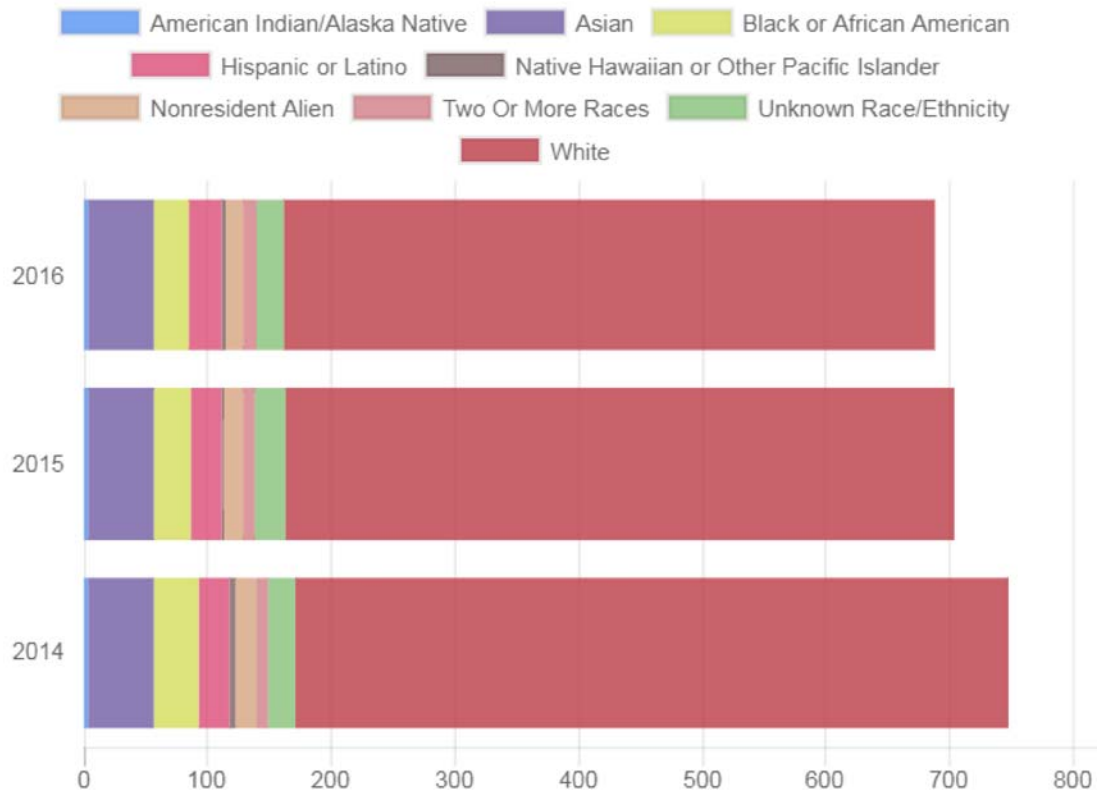


Illustration 2. Faculty Diversity by Race & Ethnicity



Faculty Information

Research and Scholarly Activity

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

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

The CAS faculty are of high caliber and have a strong national and international reputation. In the sciences, while the number of grants awarded is high, the average grant size is small. Placing more focus on large single PI grants, small group grants, and large center awards is necessary for the rankings to climb. Pursuing larger single PI grants is a priority, and while small group and large center grants require more extensive collaborations between departments and colleges, efforts will be increased to be more successful with our submissions. A recent \$8 Million from the U. S. Department of Energy grant in the college is proof that we are capable of succeeding. With the award, Carolina becomes one of only four new national Energy Frontier Research Centers in the country. Motivating more faculty to devote their time and effort to apply for such center grants remains a challenge. A major roadblock is the small number of modelers and computational scientist at USC. Most small group and larger center grants require the participation of modelers if there is to be any chance of receiving the award. One goal will be to advocate the recruitment of modelers and computational scientists so that we may be able to assemble a competitive team. The current state of research laboratory space is an impediment to the recruitment of high end faculty and to high end science. Significant renovations are needed to bring the research space into the 21st century. In this respect, we are falling behind our peers and certainly behind the AAU institutions. The new undergraduate lab project is a bright light in that respect as it will greatly improve the chemistry undergraduate laboratory experience in CAS. The College has recently engaged with the Savannah River National Laboratory and expressed our desire to become part of a consortium to run the lab. This has the potential to create goodwill in South Carolina, provide job opportunities for our students, and create new funding opportunities. The travel ban on foreign students from select countries has placed a damper on the number of foreign students applying to our undergraduate and graduate programs. In the humanities, the single author book is the gold standard. Many of our top faculty have, in fact, published several highly successful books, placing them among the top in their field. The challenge is to raise the level of expectation for the less successful faculty and to raise the floor so that essentially everybody is above the 50th percentile.

Recommendations:

Create new modern research space

Create new modern undergraduate laboratory space

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

Expand the faculty size via new research cluster hires

Have new clusters and new modelers pursue center awards

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

Consider alternative funding sources in case of federal budget cuts

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

Faculty Development

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

Optional

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

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

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

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

All departments in the College are encouraged to develop strong mentor programs to enhance the success of young faculty and improve retention of these faculty. Tenured and non-tenured faculty are encouraged to make use of the university's institutional membership with the National Center for Faculty Development (<http://www.facultydiversity.org/>) and Diversity (open to all faculty), which includes a number of resources regarding the best practices of time-management, writing/research objectives, career/life balance, etc.

The college supports the essential sharing of knowledge and engagement with other faculty across the nation. We support and encourage attendance and presentations at relevant conferences which increases

the visibility of our faculty and the University of South Carolina.

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

Supplemental Info - Faculty

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

Supplemental Academic Analytics Report

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

Teaching

Faculty to Student Ratio

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

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

Table 4. Faculty-to-Student Ratio, Fall 2016, Fall 2015, and Fall 2014

Fall 2016	Fall 2015	Fall 2014
1: 13.4	1:13.29	1:12.85

Analysis of Ratio

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

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

Faculty Awards Nominations

Faculty nominated for the following awards in the categories of Research, Service, Teaching, or Other, during AY2016-2017.

Research Award Nominations

Recipient(s)	Award	Organization
Valdes, Marius	SECAC Award for Outstanding Professional Achievement in Graphic Design	SECAC, Southeastern College Art Conference
Vasquez, Paula	Early Career Award	National Science Foundation
Thorne, Frank	Early Career Award	National Science Foundation
Pollok, Konstantin	Franklin Research Award	American Philosophical Society
Madden, Ed	Lambda Literary Award/ Tom Gunn Award	National LGBTQ Organization
Lekan, Thomas	DAAD Prize for Distinguished Scholarship in German and European Studies	American Institute for Contemporary German Studies (AICGS)
Kass, Jess	Early Career Award	National Science Foundation
Ballard, Matthew	Early Career Award	National Science Foundation
Pena, Edsel	Institute of Math Statistics Fellow	Institute of Math Statistics
Brashears, Matthew	Linton C. Freeman Award for Distinguished Scholarship in Social Network Analysis	International Network for Social Network Analysis

Service Award Nominations

Recipient(s)	Award	Organization
Madden, Ed	Verner Award	SC Arts Commission

Faculty Awards Received

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

Research Awards

Recipient(s)	Award	Organization
Milteer, Warren	R. D. W. Connor Award	Historical Society of North Carolina
Wu, Yanwen	Early Career Award	National Science Foundation
Wolfe, Scott	Academy New Scholar Award	Academy of Criminal Justice Sciences
Wolfe, Scott	Early Career Award	American Society of Criminology, Division of Policing
Wilson-King, Dawn	Presidential Citation	American Psychological Association
Tang, Chuanbing	Presidential Early Career Awards for Scientists and Engineers (PECASE)	National Science Foundation
Shushtova, Natalia	Research Fellowship	Alfred P. Sloan Foundation
Richardson, Susan	Fellow	American Chemical Society
Peryshkov, Dmitry	Early Career Award	National Science Foundation
Morgan, Stephen	Fellow	American Association for the Advancement of Science
McQuillin, Samuel	Early Career Research Award	Society for the Study of School Psychology
Madden, Ed	R. D. W. Connor Award	Historical Society of North Carolina
Madden, Ed	Marraro Prize	American Catholic Historical Association
Lang, Susan	Kavli Fellow	National Academy of Sciences
Hunter, Dawn	Fulbright Research Award: Spain	IIE/CIES; J. William Fulbright Foreign Scholarship Board
Goode, Scott	Fellow	American Chemical Society
Brown, Stan	For Film: "The Bespoke Tailoring of Mister Bellamy" - Audience Choice Award	Omaha Film Festival; Blue Whisky Independent Film Festival
Brown, Stan	For Film: "The Bespoke Tailoring of Mister Bellamy" - Best Actor	Breckenridge Film Festival; Wild Rose Independent Film Festival
Brame, Robert	Outstanding Contribution Award	American Society of Criminology, Division of Developmental and Life-Course Criminology
Berns, Andrew	Marraro Prize	American Catholic Historical Association
Benitez-Nelson, Claudia	Fellow	American Association of Limnology and Oceanography
Anderton, Douglas	Fellow	American Association for the Advancement of Science (AAAS)
Ziolkowski, Lori	Baillet Latour Fellowship	Baillet Latour Foundation, Belgium
Witko, Christopher	Named a Research Associate	Center for Public Management and Governance, the University of Johannesburg, SA
Anderton, Douglas	Fellow	American Association for the Advancement of Science (AAAS)

Service Awards

Recipient(s)	Award	Organization
Davis, Thaddeus	Race and Reconciliation Fellowship	Office of Diversity and Inclusion
Brown, Stan	For Film: "The Bespoke Tailoring of Mister Bellamy" - Programmer's Choice Award	Cleveland International Festival

Student Recruiting and Retention

Student Recruitment

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

The CAS Office of Undergraduate Student Affairs and Advising is actively involved in the recruitment and retention of undergraduate students. Recruitment is a year-round effort, which principally involves organization and participation in several key events. Open Houses in the fall bring in as many as 6,000 visitors seeking information about the degrees offered by the university and college. Department- and program-based recruitment activities are diverse and widespread. Admitted Student Day in the spring brings in 2,000 admitted students and their parents who are specifically interested in liberal arts and science degrees. The college hosts evening socials in conjunction with Admitted Students Day for college representatives to connect with prospective students and their parents. Top Scholar Days bring in high achieving students vying for prestigious scholarships, such as the Carolina and McNair Scholarships, and entrance into the Honors College.

Departments have taken advantage of university recruitment events such as Orientation to increase visibility of their programs. In addition to university and college hosted recruitment, several departments have taken the initiative to host their own recruitment events. Marketing materials such as flyers, department and program websites, and social media outreach provide department and program information to a wide recruitment audience. While academic opportunities draw in students, the academic community of the College of Arts and Sciences also continues to contribute to recruitment efforts. The Department of Mathematics brings prospective graduate students to meet with current graduate students. They have been especially successful in recruiting female graduate students. Likewise, the Department of Sociology has furthered their student diversity through recruitment by hosting an online, diversity-focused career fair with the American Sociology Association. Graduate admission committee members in sociology have committed to increasing diversity.

When prospective students visit campus they have the opportunity to request meetings with department professors and advisors for up-to-date and accurate information about their academic future.

Student Retention

Efforts at retaining current students in College/School programs.

Retention is also a year-round effort. For the CAS Office of Undergraduate Student Affairs and Advising, this principally involves excellent academic advising and guidance of students throughout their careers at USC. During the first year of a student's enrollment, students are advised by one of 10 First-Year Advisors (FYAs) representing the College of Arts and Sciences and the University Advising Center. FYAs work closely with the CAS Office of Undergraduate Student Affairs and Advising to provide students with academic and personal advice to make the transition to college successful. Students develop four-year graduation plans, become aware of and use resources outside the classroom, and build a framework for maintaining progress and academic success during their time at USC. During the second semester of their first year, the FYAs prepare students to be advised by their programs of study.

Advising in the remaining years is handled by department and program advisors. Academic advising is mandatory for all undergraduate students. Departmental and program advisors build on the progress and experiences of the first year to help retain and keep advisees on track for graduation. The CAS Office of Undergraduate Affairs and Advising continues to provide guidance to all undergraduate students, with particular emphasis on ensuring students complete all requirements in a timely fashion prior to applying for graduation.

Department- and program-based retention activities are diverse and widespread. Advisors and professors play a large role in retaining students. Professors work closely with students and use that opportunity to identify struggling students and provide guidance. At times this guidance includes tapping in to university resources. The Department of History in particular refers students to the Student Success Center and collaborates with Student Disability Services to ensure that students are prepared to learn. In an effort to retain diversity gained through the recruitment process, the Department of Mathematics began a chapter of American Women in Mathematics this year. The chapter is led by a female faculty member and supports both graduate and undergraduate females.

Departments work to align their needs and goals with student's interests to foster a mutually beneficial relationship that retains students. A large part of retaining students is assuring success after graduation. The Center for Digital Humanities offers paid or for-credit internships and the opportunity to participate in activities related to digital humanities research, teaching, and project development at USC. The Global Studies Program has taken that method into practice by hosting a monthly program called Global Café. Practitioners are invited to campus to explain how a degree in global studies can lead to fulfilling and interesting careers.

Financial stress is a large factor in student success and retention. To combat this issue, graduate assistantships and other opportunities are used to encourage students to stay in the College of Arts and Sciences. Notably, the School of Visual Art and Design offers three assistantships to retain students in their Museum Management Certificate Program.

Student Enrollment & Outcomes

The following data was provided by USC's Office of Institutional Research, Assessment, and Analytics. Please note that Fall 2016 and AY2016-2017 data, where presented, are preliminary and unofficial.

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 2016-2017	Fall 2015-2016	Fall 2014-2015
Undergraduate Enrollment			
Freshman	1574	1418	1393
Sophomore	1840	1816	1883
Junior	1806	1901	1957
Senior	2493	2551	2538
Sub Total	7713	7686	7771
Graduate Enrollment			
Masters	320	323	360
Doctoral	774	820	837
Graduate Certificate	20	14	19
Sub Total	1114	1157	1216
Graduate Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
Sub Total	0	0	0
Total Enrollment (All Levels)	8827	8843	8987

Illustration 3. Undergraduate Student Enrollment by Classification

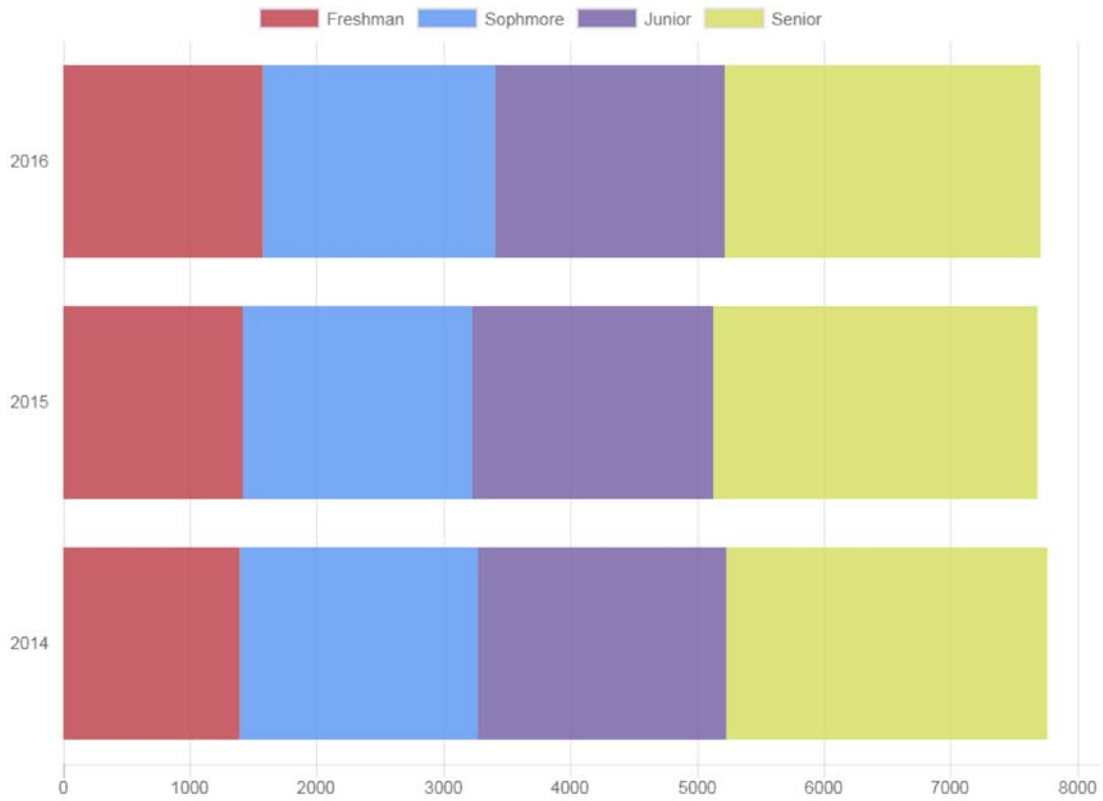


Illustration 4. Graduate/Professional Student Enrollment by Classification

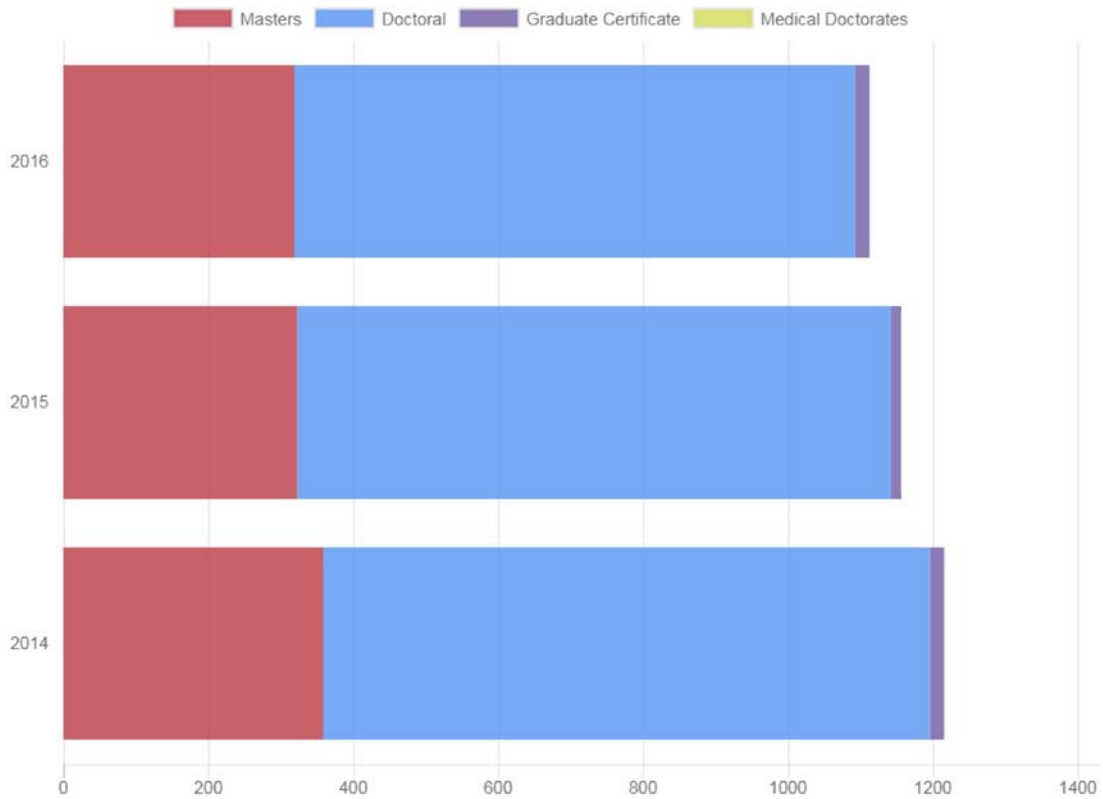
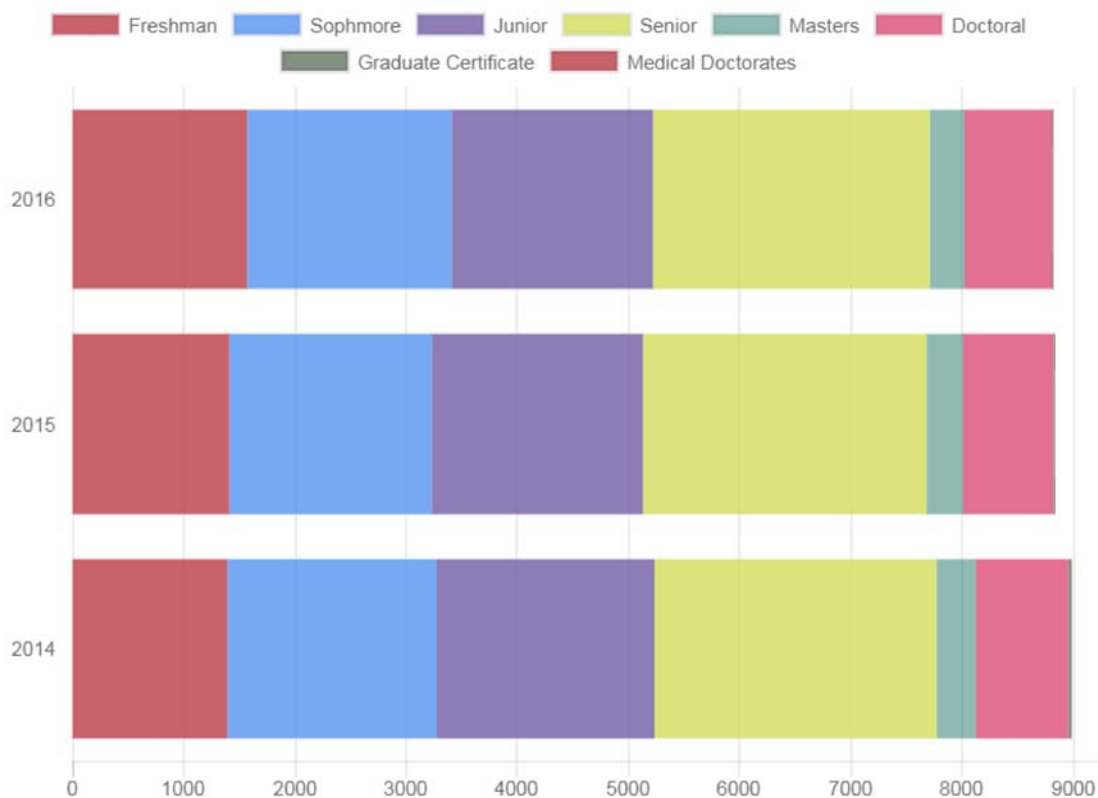


Illustration 5. Total Student Enrollment by Classification (All Levels)



Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

	Fall 2016 (preliminary)	Fall 2015 (official)	Fall 2014 (official)
Undergraduate	7713	7686	7771
Full-Time	7070	7014	7085
Part-Time	643	672	686
Graduate/Professional	1114	1157	1216
Full-Time	927	955	995
Part-Time	187	202	221
Total - All Levels	8827	8843	8987
Full-Time	7997	7969	8080
Part-Time	830	830	830

Student Diversity by Gender

Table 7. Student Enrollment by Gender.

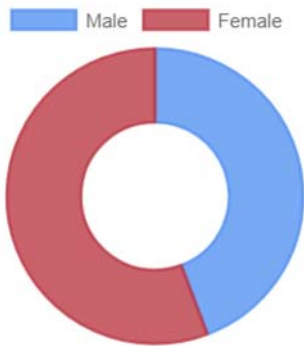
	Fall 2016 (preliminary)	Fall 2015 (official)	Fall 2014 (official)
Undergraduate	7713	7686	7771
Female	4379	4285	4276
Male	3334	3401	3495
Graduate/Professional	1114	1157	1216
Female	532	540	558
Male	582	617	658

Illustration 6. Undergraduate Student Diversity by Gender

2016 Undergraduate Gender



2015 Undergraduate Gender



2014 Undergraduate Gender

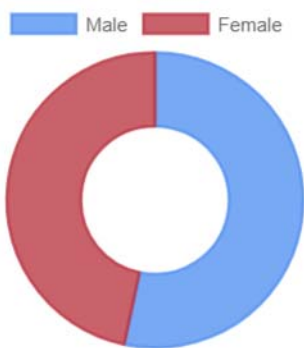


Illustration 7. Graduate/Professional Student Diversity by Gender

2016 Graduate Gender



2015 Graduate Gender



2014 Graduate Gender



Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity.

	Fall 2016 (preliminary)	Fall 2015 (official)	Fall 2014 (official)
Undergraduate	7713	7686	7771
American Indian/Alaska Native	18	27	25
Asian	241	240	236
Black or African	842	856	924
Hispanic or Latino	415	405	377
Native Hawaiian or Other Pacific Islander	12	13	13
Nonresident Alien	57	46	46
Two or More Races	345	332	302
Unknown	75	71	73
Race/Ethnicity			
White	5708	5696	5775
Graduate/Professional	1114	1157	1216
American Indian/Alaska Native	1	1	1
Asian	25	29	28
Black or African	52	51	59
Hispanic or Latino	34	30	32
Native Hawaiian or Other Pacific Islander	1	1	1
Nonresident Alien	271	277	277
Two or More Races	27	28	28
Unknown	24	25	25
Race/Ethnicity			
White	679	715	765

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity

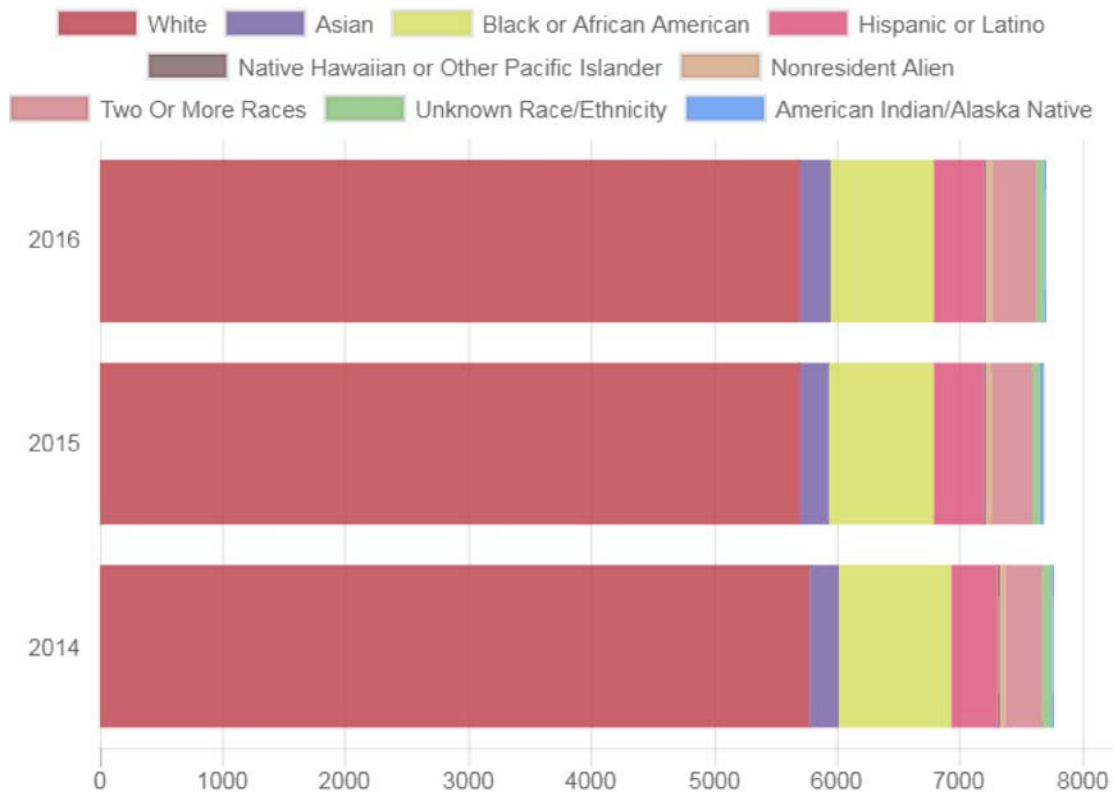
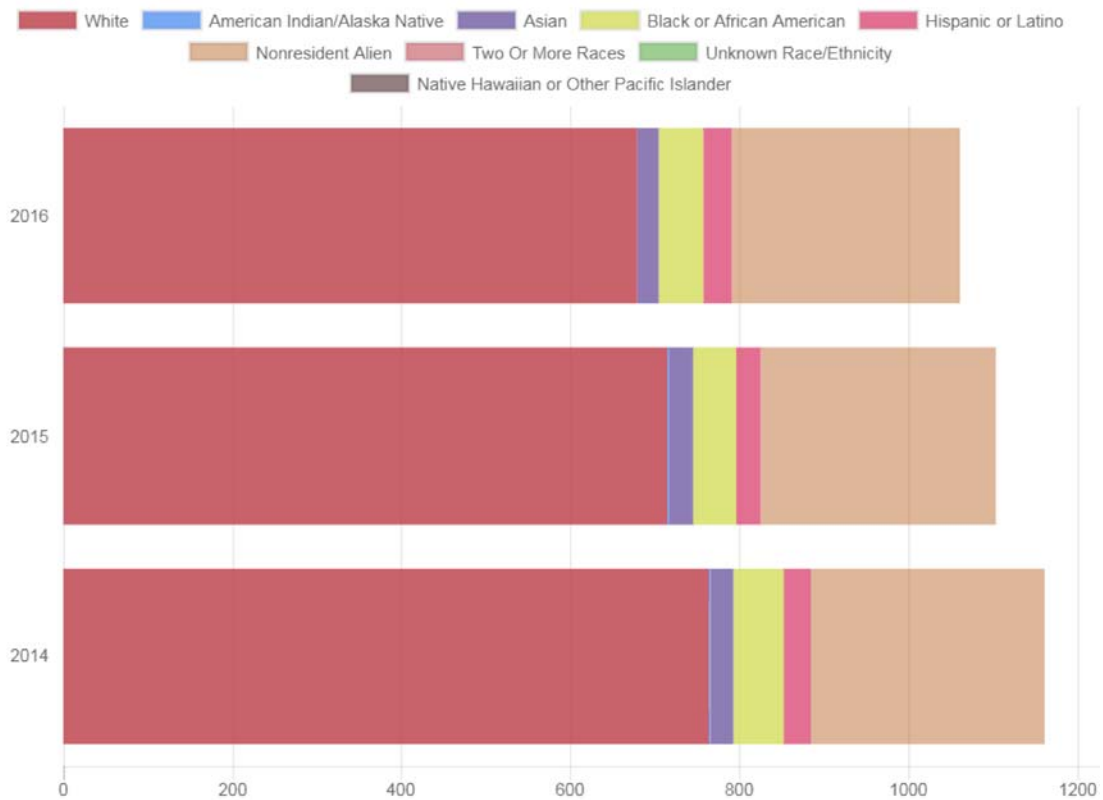


Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity



Undergraduate Retention

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

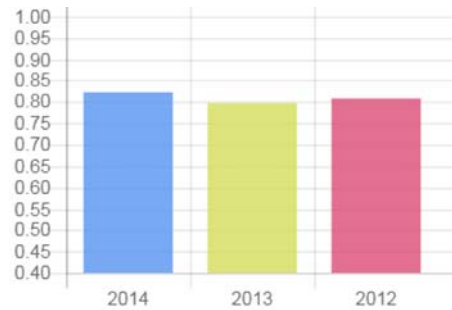
	First Year	Second Year
Fall 2015 Cohort	88.1%	N/A
Fall 2014 Cohort	87.5%	82.3%
Fall 2013 Cohort	86.7%	79.7%
Fall 2012 Cohort	87.5%	80.9%

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.

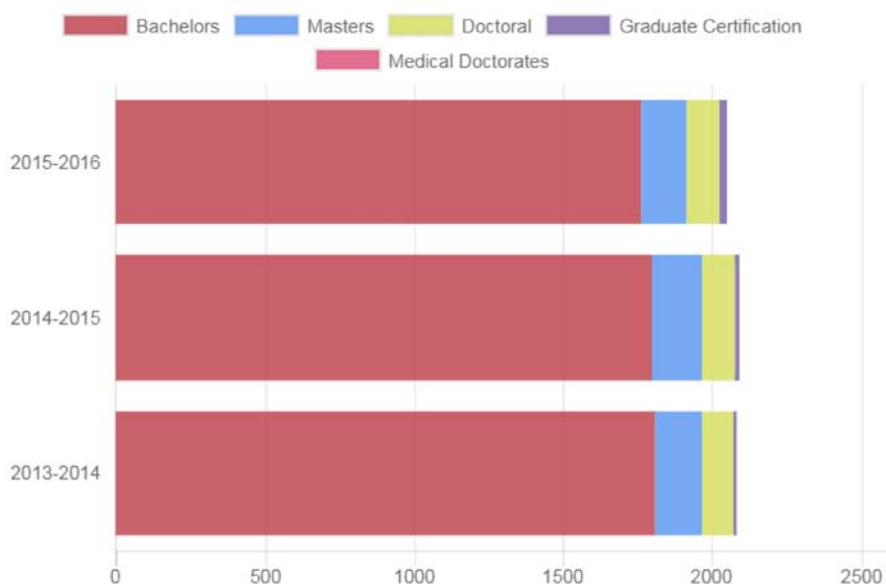
	4-Year	5-Year	6-Year
Fall 2010 Cohort	54.4%	69.1%	71.3%
Fall 2009 Cohort	54.8%	69.5%	72%
Fall 2008 Cohort	56.7%	71.7%	73.2%

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2015-2016	AY2014-2015	AY2013-2014
Bachelors	1760	1798	1807
Masters	156	168	159
Doctoral	110	112	103
Medical	0	0	0
Law	0	0	0
Pharmacy Doctorate	0	0	0
Graduate Certificate	27	17	14

Illustration 11. Degrees Awarded by Level



Alumni Engagement & Fundraising

Alumni

Substantial activities, engagements, and initiatives with alumni during AY2016-2017, focusing on relationships and activities with alumni.

To maintain involvement and input from the college's supporting community, the Office of External relations organized meetings of the Columbia, South Carolina and Washington, DC Alumni Council and the Arts and Sciences Board of Visitors. The wider alumni community had the opportunity to connect with current students at career and networking events. The Office of External Relations participated in university events including the MyCarolina Homecoming Street Party, MyCarolina Tailgate Tent, and Carolina Day at the State House. On a departmental level, a SEOE alumni returned to campus to lead a seminar on Parent's Day Weekend.

Organizing and hosting events fosters an engaged Arts and Sciences community. During 2016-2017 External Relations organized and hosted public lectures such as the Townsend, Caskey, and Solomon-Tenenbaum. These events brought in as many as 300 attendees each. The Alumni and Friends Weekend at the Coast was an extended event that connected a small group of CAS community members with current professors and one another. A Meet the Dean event was held to introduce the new dean to alumni and community members. A Homecoming BBQ was hosted for retired faculty. On a departmental level, the Office of External Relations promoted two lectures from the Department of Physics and Astronomy that were of particular interest to alumni and donors. The Department of Statistics held a reception for alumni to honor a retired faculty member. Additionally, departments invited alumni to return to campus as seminar speakers.

Maintaining contact with the community is also important. The Office of External Relations produced the magazine InFocus, which featured faculty, students and alumni and was mailed to 65,000 alumni and friends of the college. Departments and schools maintain their own communications with alumni through mailed newsletters, email announcements and social media.

Highlighting alumni success encourages an increase in engagement. Several departments have reached out to alumni to provide testimonials of success as a result of their CAS education. These success stories are featured on websites, shown in freshmen seminars, and in the case of the Department of Sociology, stories were shared in a Career Webinar through the American Sociology Association.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes during AY2016-2017, including Fundraising and Gifts.

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

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

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

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

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

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

Advanced a \$1M proposal to establish an Institute for Science and Technology Studies

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

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

Spring 2017 launch of the College of Arts & Sciences Dean's Club, to promote and recognize annual gifts to the college of \$1,000 and above.

Expansion of Development Team staff to include focus on "leadership annual giving," identifying and cultivating loyal annual fund donors to build pipeline of the college's major-gift prospects.

Supplemental Info - Alumni Engagement & Fundraising

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

Community Engagement

Description

Community engagement and community based research, scholarship, outreach, service or volunteerism conducted during AY2016-2017, including activities at the local, state, regional national and international levels.

The College of Arts and Sciences (CAS) can boast of an enormous amount of community engagement activities and involvement within the university, the local community, the state, and the national and international communities. Our faculty frequently participate in and host public talks and events throughout the state; serve as media experts, and work with the community at large to promote health and wellness. CAS works with various K-12 schools throughout the state providing mentorship of students and teachers. Our faculty are committed to encouraging underrepresented populations to become involved in the science and math fields through various mentoring programs and community outreach boards. Our faculty frequently partner with government agencies and local community groups to promote service and volunteerism as a way of uniting our communities. The college also has several faculty that are members of various industry groups and serve as peer-reviewers and members of editorial boards for their field. CAS is constantly pursuing new ways that it can serve the university and beyond. The community engagement activities in the College of Arts and Sciences are numerous and diverse. The following is representative of the level of community engagement practiced by the College of Arts and Sciences.

The Department of Anthropology hosts regular departmental colloquia that is open to the public. The department is a sponsor of the Archaeological Society of South Carolina and the Arkhaios Cultural Heritage and Archaeology Film Festival. Faculty in the department participated on the Jean Laney Harris Folk Heritage Award Panel (2015-17) and presented lectures or talks (Lecture for Davidson Learns; SC Humanities Council; Lexington County Libraries; Morris Center for Lowcountry Heritage; Cane River National Heritage Area, Louisiana; SC Humanities Council Diné Poetry Panel; Capital Rotary Club, Columbia; Fletcher School, Charlotte NC).

Faculty members in the Department of Biological Sciences reported more than 100 community engagement activities for AY 2016/17. They are heavily engaged in: Service to the scientific community peer review of grant proposals, as ad hoc reviewers or panel/study section members; national and international funding agencies peer review of manuscripts for research journals, editorial activities for research journals, peer review of extramural tenure and promotion and other professional files organization of symposia for scientific meetings, consulting for scientific organizations and science media outlets, review boards, e.g. Savannah River National Laboratory; judging 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); mentoring of K-12 student research projects presentations at schools (e.g. Career Days); communication with students on scientific questions (nationwide and international); ScienceLab at USC, organized by Dr. Bert Ely (5 hour hands-on laboratory supervision for SC Middle and High School students); education, awareness, and screening programs representing the Center for Colon Cancer Research (F. Berger); environmental education steering committees on climate change, nutrition, colon cancer, marine science membership/leadership in local environmental and health organizations; consultant services, e.g. to physicians, media outlets, and museums.

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 students chemistry demonstrations designed to showcase the scientific method at area elementary, middle, and high schools. This past year the program visited 11 schools. Nearly half of involved schools have high minority enrollments and students.

The 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 has the Adolescent Mentoring Program (AMP) in which USC students in Criminology and Criminal Justice learn mentoring techniques by working with at-risk students attending high school in Lexington District Two. Other entities with which department faculty members are engaged include the National Institute of Justice, Greenville Police Department, South Carolina 11th Circuit Domestic Violence Fatality Review Committee, International Association of Chiefs of Police Research Advisory Committee, Richland County Sheriff's Department, Lexington County Juvenile Arbitration, SC Department of Public Safety, National Institute of Corrections, SC Department of Health and Environmental Control, Recovery Ventures Corporation, Los Angeles County Sheriff's Department, and SC Police Accreditation Council.

The School of the Earth, Ocean and Environment faculty work locally with the Congaree National Park through an upper level undergraduate field-based course which provides input to the park on its influent water quality and a senior seminar which provides needed science for management. Faculty within the School are active in the Sentinel Landscape Project and other environmental monitoring projects, such as the Central Midlands Council of Government's Environmental Planning Advisory Committee and the VPR Flood Conference. Faculty are also active in K-12 outreach through presentations, talks and working with high school students on guided projects, nature and science workshops. The School hosts an annual summer camp (Girls Go for IT) and participates in judging various science fairs. Professor Claudia Benitez-Nelson received a grant from the National Science Foundation's GeoScholar Program to increase the diversity of students earning undergraduate degrees in the geosciences (7 scholarships awarded based on financial need, first in family to attend college, and ethnic background).

In the Department of English, Professor David Shields serves as Chair of Slow Food's Ark of Taste for the South where he oversaw the boarding of five ingredients onto the global register of endangered and historically important plants and undertook steps for their protection and use: the Indian Groundnut, Creole Onion, Seashore Black Seed Rye, Seven Top Turnip, and Stowell's Evergreen Corn. As Chair of the Carolina Gold Rice Foundation he saw the reintroduction of the South's Ancestral Peanut, the Carolina African Runner Peanut into commercial production, and located in Trinidad the South's lost upland rice variety, Upland Red Bearded Rice. Professor Shields also assisted in the recognition and culinary adoption of Seashore Blackseed Rye as an ingredient. He is currently building seed stock for Purple Straw Wheat and White Lammas Wheat. Professor Shields lectured at the Seed Savers Exchange national meeting as a keynote speaker, and also at Monticello's Harvest Festival. He stressed how the ability to research and interpret the literature of agriculture, particularly texts of the early and mid-19th century assist in the recuperation of landrace grains and vegetables--important genetic resources and reservoirs of flavor. Professor Elise Blackwell directs the Open Book, the college's community-wide program. Part literary series, part public course, and part community read, the Open Book is one of the university's most visible arts initiatives and community-outreach programs. Since 2012, the program annually brings Columbia five prominent authors, including some of the English language's best-known (Ian McEwan and Martin Amis), most interesting (Teju Cole, George Saunders, and Nuruddin Farah), most beloved (Marilynne Robinson and Anthony Doerr), and most promising (Celeste Ng and Mary Szybist) writers. The Department also has volunteers teaching (every other Friday) language, culture, and job skills to refugees through a local organization. Professor James Barilla directed the Fall Festival of Writers 2016--an annual program in collaboration with the Thomas Cooper Library and open to the public. Professor Dianne Johnson-Feelings was the 2015-2016 Writer-in-Residence at the Richland Library where she held office hours for aspiring writers and sponsored a public reading at the end of her tenure. She also participated in a three-day residency at Hyatt Park Elementary School in Columbia and presented a workshop for Young Writers' Workshop at Columbia College. Other faculty in the department serve on numerous boards, panels, and conduct workshops. Professor Paula Feldman serves on the board of the SC Environmental Law Project. Professor Sara Schwebel serves on the Cultural Resources Task Force for Girl Scouts of the USA. The MFA Program Coordinator, Liz Countryman, directs Split P, the

MFA program's writers-in-the-schools program. Each semester, Split P sends MFA students to English and Language Arts (ELA) classrooms in Columbia public schools, where they conduct hour-long creative writing workshops. Split P is an opportunity for the university to directly engage with the larger Columbia community, and it offers MFA students invaluable teaching experience while giving local kids the chance to learn directly from emerging writers in their own city. Professor Ed Madden was appointed Poet Laureate for the City of Columbia in 2015 and works with local poets and middle schools.

The Department of History has a program in Public History that takes many forms of scholarship, research, and outreach encompassing a masters' program as well as undergraduate courses. Each semester both graduate and undergraduate students hold internships with community partners (Historic Columbia, the South Carolina State Museum, the Confederate Relic Room). Graduate students participate via research projects and coursework in local historic preservation projects (e.g., the reinterpretation of the Woodrow Wilson Family Home in Columbia as a museum of Reconstruction), museums, and archives. Professors Bob Weyeneth and Tom Lekan are in discussion with Congaree National Park to serve as faculty consultants for a comprehensive cultural and historical resource study in partnership with Liz Struhar, the park's resource manager. Professor Bobby Donaldson has worked with Richland County; the Booker T. Washington High School renovation project in Columbia; and the Bethel AME Church in Columbia in preserving and promoting the local history of Columbia's African-American community. Professor Allison Marsh works with Historic Columbia in various capacities, including on the reinterpretation of the Woodrow Wilson House and on the Mann-Simon Site. The History Center conducts several activities off-campus that are intended for the wider Columbia community: Faculty Spotlight Lecture, intended to communicate faculty research to a general audience (held at Tapp's Art Center); film showings at the Nickelodeon Theatre (Dick Lehr of the Boston Globe on Birth of a Nation, Stanley Nelson's Tell Them We Are Rising and a public discussion with him on civil rights in film); several co-sponsored projects with Historic Columbia. Professor Lekan's teaching and research includes multiple community projects. Students in History 360 (Global Conservation since 1800) had the opportunity to volunteer at City Roots in order to complete their final project on urban farming and sustainability (service learning). ENVR 590 (Environmental History in Public Lands) partners student research teams with local public lands managers to research and make preliminary recommendations for problems of natural resource stewardship and interpretation, including Congaree National Park and the South Carolina Department of Parks, Recreation and Tourism. Students are also researching case studies of "working landscapes," regional foodsheds, and sustainability at military bases for a Joint Land Use Study grant involving the Central Midlands Council of Governments, Ft. Jackson. Ft. McEntire, Richland County Conservation Commission and other local and regional stakeholders. David Shelley, the Bottomland Hardwood Forest Education Coordinator at Congaree, is joining Professor Lekan and five other facilitators for a workshop at the Organization of American Historians conference in New Orleans (April 2017) on the topic of "National Parks as Historical Field Schools."

The Department of Languages, Literatures, & Cultures hosts Local CinéCola / Tournées French & Francophone Film Festival. This has been an annual event since 2008 involving a variety of programs from USC and Columbia College as well as the Columbia Museum of Art. In addition, the Club Théâtre de l'Alliance Française just completed its 10th annual French-language theatre production. The faculty participate in outreach activities to local middle and high schools (Classics Day and French Day) as well as providing translation services for the local community.

In the Department of Philosophy, Professor Jennifer Frey organized (with support from the Templeton Foundation) a public lecture by Tal Bewer (Virginia) on the value of the humanities. Professor George Khushf (Center for Bioethics) conducts monthly ethics rounds for senior administrators at Palmetto Health Alliance; he also participates in a weekly quality review discussions within the hospital system to develop a system-wide ethics committee. Professor Michael Dickson gave lessons on ancient philosophy to students at Columbia Montessori School (grades 4-6).

The Department of Physics and Astronomy's outreach activities include: R. L. Childers Midway Physics Day at the South Carolina State Fair; USC Distinguished Lecture Series in Physics and Astronomy; departmental

colloquium series; Melton Memorial Observatory public nights; judging the Science and Engineering Fair and Junior Science and Humanities Symposium; Discovery Day; Graduate Student Day; Midlands Astronomy Club; and, planning for the 2017 total solar eclipse.

During the 2016-2017 academic year, faculty in the Department of Political Science reported engaging in 213 activities centered around community engagement. Of those 213 activities, 35 were acts of community service. For example, such acts included serving as a board chair of a local HIV/AIDS service organization, a board member of the World Affairs Council, or serving as a Trained Advocate/Guardian Ad Litem for children with Richland County. They also included various community presentations such as speaking to students at River Bluff High School on terrorism, counterterrorism, and privacy; or speaking to social studies teachers at Ridge View High School about how to teach U.S. Government and Civics during the 2016 presidential election. It included a number of other community presentations to groups as varying as SC Low Country law enforcement officials in the counties of Barnwell and Allendale; presentations to the YMCA Southeastern Leadership Trip or to the Columbia Chapter of the Rotary International. Of those 213 activities, 178 of them were media interviews. Members of the Political Science faculty spoke to a very wide range of media outlets - locally, nationally, and internationally - on a broad range of topics. Some of the examples of the media outlets were The State newspaper, the Wall Street Journal, the New York Times, the Washington Post, ABC Headline News, Greenville Journal, and the Charleston Post and Courier. Among the international interviews with journalists from Canada, the UK, Ireland, Portugal, Japan, France, and Brazil. And along with editorials, members of the faculty penned blog posts for institutes and publications such as the London School of Economics or the American Journal of Political Science.

The Psychology Department engages student and faculty in several forms of community outreach: consulting, collaboration, service learning, providing service, and action research which generates research findings and simultaneous community benefit in collaboration with community members. The range of scope of these projects vary by type of outreach activity. While most of the activities are in the greater Columbia area, other counties served currently include Florence, Kershaw, Lexington, Marlboro, Richland, and Sumter Counties. The Department operates the Psychology Services Center that provides training and workshops to local service providers and sees over 180 clients a year. Reaching outside the greater Columbia area, the Psychology Department's School Behavioral Health Team has relationships across the Southeast: Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky and Tennessee. Other community engagements include the following: providing extensive treatment services for over 200 parents with substance abuse problems conducted at LRADAC in Richland and Lexington counties (Dr. Ron Prinz); PeeDee Resiliency Project (Dr. Mark Weist); The USC School Behavioral Health Team has partnered with Children's Trust of South Carolina and the South Carolina Department of Mental Health to build resilience among children contending with trauma and poverty in Florence and Marlboro counties of South Carolina. Southeastern School Behavioral Health Community (SSBHC); USC School Behavioral Health Team developed this organization comprised of state and local policy makers, educators, mental health staff, higher education professionals, graduate students, administrative staff and advocates in the southeastern region of the U.S. who collaborate to improve school behavioral health outcomes for students in the region. LiveWell Kershaw is a population-based health approach to improving health outcomes in Kershaw County. Community Engaged Partners award for Youth Empowerment Summit; USC School Behavioral Health Team has partnered with the Federation of Families for Children's Mental Health and the Waccamaw Mental Health Center in SC to host a youth empowerment summit and evaluate its impact. Dr. Bret Kloos and Anita Floyd (United Way of the Midlands) are co-directors of the Housing and Homelessness Action Research Network. This initiative seeks to link university resources with agencies addressing homelessness. It can provide additional expertise to agencies, service learning opportunities and career development opportunities for students, and it can spark research collaborations and grant applications. More than 35 faculty have expressed interest on campus and 23 organizations addressing homelessness in the Midlands. Examples of projects include: Documentary about unaccompanied homeless youth with undergraduate student and Professor Laura Kissel in Visual Arts; Family Homelessness Consultation - Analysis of patterns of service use by families who were homeless over 12 years is the basis for consultation about a revised mission and program development for Homeless No More (formerly Trinity Housing, Inc.); Documenting history of homeless services in Columbia -

undergraduate student, Anita Floyd, and Susan Alexander from the Honor's College; Program Evaluation of Youth Homelessness Initiative - Agreed to provide evaluation consultation services to Mental Illness Recovery Centers, Inc. (MIRCI) for its 3-year SAMSHA grant to create a drop-in center and trauma-informed cognitive behavior treatment for unaccompanied youth who were homeless; Housing First Initiative - Agreed to provide evaluation consultation for USC Supportive Housing Services to assess program effectiveness and inform program development. Dr. Bret Kloos - SCHC Service Learning Course provided by Psychology - Homelessness in SC; Students provide over 200 hours of service learning to multiple agencies in Columbia (e.g., Transitions, St. Lawrence Place, MIRCI, Palmetto Place, Oliver Gospel Mission, Homeless Court of the Richland County Solicitor's Office, Midlands Housing Trust Fund). In a pilot study, SC Floods Research, funded by the VP for Research, Dr. Kloos is collaborating with local service providers to conduct research about community resilience and challenges as people recover from the October 2015 flooding. Dr. Samuel McQuillin is providing youth mentoring to 38 children in a local middle school with service hours totaling over 500 just for the Spring 2017 semester.

The Department of Theatre and Dance supports community outreach and arts advocacy. The faculty and staff believe that it is essential to communicate research and creative endeavors with the wider community and to perform work that reflects the diverse viewpoints and experiences of our audiences. Faculty are also encouraged to be involved with arts advocacy both nationally and in the state of South Carolina so that our professional and academic research can be used to create a positive impact on the development of arts education in the state and beyond. Some important examples of our faculty's community engagement and advocacy involving creative endeavors include: a play (Peter Duffy wrote and performed) based on the SC Flood entitled *And the Flood Goes On* with generous support from the Office of Research; Stephanie Milling is a member of the Board of Directors with South Carolina Arts Alliance, a state arts advocacy organization. She also participated in arts Advocacy Day in Columbia, SC in February. She met with political officials, attended Arts Advocacy day luncheon, attended rally in statehouse lobby and chaperoned 10 USC Dance Education students at event. Stephanie Milling also serves on the South Carolina College and Career Ready Task Force for the Department of Education. She met with professionals in the field to develop College and Career Ready Standards for the Arts and Evaluation Criteria to assess the work of high school students who will graduate with an endorsement in dance. Stephanie Milling created a "Careers in Dance" presentation for dance students in Richland One at the annual Richland One Dance Festival. Madeline Jazz Harvey directed students to perform excerpts of *Komorebi* at the State House for the National Organization of Parents of Murdered Children Day of Remembrance. Eric Morris serves as a volunteer at USC Junior Ballet and for Nursery Road Elementary school. We also support ongoing research that will have future impact on the community and the wider academic field. Some examples of our current ongoing research and engagement with the wider academic community include: conducting research on why public school teachers are leaving the profession for reasons other than retirement (Peter Duffy); conducting research on how drama activates learning. Nic Ularu serves as a Board Member of the magazine *Theatrical Colloquia* published by the Research Centre "Theatre Art - Study and Creation" at the "G Enescu" Art University Iasi, Romania. Part of engaging with the wider academic community includes the dissemination of research. In addition to presenting work at conferences, as previously described, our faculty is very engaged in producing publications to circulate their work, and in some cases, produce actual guidelines for arts legislation in the state.

The School of Visual Arts and Design's Art Education Program runs the Friday afternoon Young Artists Workshop every semester. Some 80 children from the community, ages 5-18, come to McMaster College for art classes taught by SVAD ARTE students. The program culminates in an exhibition and reception, which is heavily attended by parents and other family members. The Palmetto Curatorial Exchange is a collaboration between CC: Curating & Collections, an independent curating and art consulting company founded by alumna Cecelia Stucker in 2012, and the USC SVAD, along with Clemson's Center for Visual Arts and Coastal Carolina's Visual Art Department, <https://www.palmettocuratorialexchange.org/>, presenting exhibitions and engaging audiences throughout the state. Across the state, Dr. Ivashkevich has been working with Women's and Gender Studies faculty on an arts-based community partnership with Lexington Juvenile Arbitration Program since 2009. She has been designing curriculum and conducting art and digital media

workshops for adolescent girls in the program which address issues of gender and social justice. Marius Valdes is Artist-in-Residence at Richland Library which has a designated public art studio space for the public to observe art/design process. He holds weekly hours for meeting with the community to discuss art and methods. In addition, he is developing four program/events for the community aimed at children, teens, and adults related to research. The Elizabeth Marion Visiting Artists provides workshop opportunities for community members. All visiting artist/scholar presentations free and open to the public. Dr. Heidi Rae Cooley has worked extensively with Professor Duncan Buehl, Computer Science, and History faculty such as Bobby Donaldson, developing and team-teaching courses and presenting and publishing research in "Critical Interactives/Augmented Reality", apps that illuminate local history, such as "Ghosts of the Horseshoe" and "Ward I"(SP16) on the Columbia African American neighborhood that was wiped out by urban renewal and the USC campus's expansion. This also included extensive community outreach, interviews/oral histories with former Ward I residents. Evan Meaney serves on the board of, and helps to organize the Indie Bits Gaming Festival. Developed in tandem with the Indie Grits Festival it seeks to design and promote inclusive gaming experiences for all. Founded in Columbia, SC in 2012 and focused on the Southeast, Indie Bits cultivates thoughtful production, education, and community-oriented expression with regard to games, technology advancement, social outreach, and code-based learning. Professor Meaney and Drs. Wangwright, Swartwood House, Felleman, host local (and open to the public) nodes for an annual Art and Feminism Wikipedia Edit-A-Thon. In association with Art+Feminism's campaign to improve coverage of women and the arts on Wikipedia, and to encourage female editorship, Columbia's 2017 edit-a-thon is open to anyone and everyone interested in learning more about editing Wikipedia, regardless of experience, gender, or background. Professor Susan Felleman engaged in a public discussion at the Columbia Museum of Art with CMA curator Catherine Walworth in connection with the film costume design exhibition CUT! Professor Davis supported Nashi Con, the annual Columbia manga/anime convention at Kroger Center put on by students in Nashi Club, the USC anime/manga club for which he serves as faculty advisor. Nashi Con attracts people from all over the state and southeast and is growing rapidly and provides recruitment opportunities for SVAD/Arts and Sciences.

Community Perceptions

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

The College of Arts and Sciences does not have any formal mechanism to assess community perceptions of engagement, and the diversity of our engagements renders this next-to-impossible to do with even a small number of different assessments. Individual units have not reported any formal assessments of their engagements.

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 faculty and staff to engage in activities that will involve the surrounding community in exploring current topics of interest regarding the environment, politics, and civil discourse. Many of our departments offer lectures and other activities to encourage the community to make Columbia a vibrant place to live, work, play, and learn.

Supplemental Info - Community Engagement

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

Collaborations

Internal Collaborations

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

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

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

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

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

Consortia such as

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

The most significant specific internal collaborations in CAS include:

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

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

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

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

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

A more extensive list of internal collaborations can be found in the supplemental information.

External Collaborations

Kate Flory (Psychology) - Mediators of social impairment among children with ADHD; collaboration with

Richard Milich and Elizabeth Lorch, University of Kentucky; and Steven Evans and Julie Owens, Ohio University.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Supplemental Info - Collaborations

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

Campus Climate and Inclusion

Campus Climate & Inclusion

Activities unit conducted within AY2016-2017 that were designed to improve campus climate and inclusion.

Efforts to improve campus climate and inclusion in the College of Arts and Sciences (CAS) during the 2016-17 AY were as broad and diverse as the College itself.

In the fall of 2016, the College appointed its first Associate Dean for Diversity and Inclusion to oversee diversity, inclusion, and equity initiatives in the College, while also serving as liaison to the University's Chief Diversity Officer and Council of Academic Diversity Officers (CADO). Since assuming this position in January of 2017, the CAS Associate Dean for Diversity and Inclusion has worked with search committee chairs and Affirmative Action advocates to assist in faculty recruitment efforts. She has encouraged members of the College to participate in the faculty and staff campus climate survey and to take advantage of the valuable resources now available through the University's new membership to the National Center for Faculty Development and Diversity (NCFDD). She has helped organize an HBCU recruiting event that will take place at this year's Discover USC showcase, and she has encouraged participation in the SC Collaborative for Race and Reconciliation "Welcome Table" dialogues. Efforts are currently underway to organize a College of Arts and Sciences Diversity Committee that will serve in an advisory capacity to the Associate Dean for Diversity and Inclusion for the coming academic year.

Departments and programs in the College have offered a variety of courses focused on themes of diversity, inclusion, global affairs, and cultural competence. Several units (AFAM, ANTH, CRJU, ENGL, HIST, JSTU, LASP, LING, PHIL, POLI, PSYC, RELG, SOCY, SPAN, SPCH, THEA, and WGST) had courses approved for the new Diversity and Social Advocacy Graduation with Leadership Distinction (GLD) pathway. Many also worked collaboratively to organize, sponsor, and support extracurricular activities and events sponsored by the Office of Multicultural Student Affairs, the Center for Civil Rights History and Research, as well as events for Black History Month, Women's History Month, etc.

Several units in the College made efforts to increase diversity in their student populations by participating in various online recruitment efforts and sending representatives to graduate school recruitment fairs. Programs and organizations such as Women in Science and Promoting Geoscience Research Education and Success (PROGRESS), as well as initiatives such as the PREP scholars program and the Initiative for Maximizing Student Development (IMSD) offered mentoring and support for underrepresented students in the STEM fields.

Students also engaged in a variety of culturally enriching partnerships in the wider community, such as assisting with adult vocational rehabilitation at the Babcock Center (Theater and Dance), volunteering at ScienceQuest - a science program for 2nd-6th graders at homeless shelters (SEOE), and working as docents for artists' installations at the Mann-Simons Site (SVAD).

Members of the College engaged in Green Zone training, Safe Zone Ally training, Sexual Harassment/Title IX training and other such initiatives aimed at increasing diversity awareness and improving campus climate. Representatives from the Office of Equal Opportunity Programs and the Center for Teaching Excellence were invited by various units to discuss anti-harassment and anti-discrimination policies and procedures. Departments such as Political Science and Psychology engaged their own diversity committees in oversight activities aimed at improving student and faculty diversity and recruitment efforts, as well as various issues relating to curriculum, training, and research.

Finally, in light of recent social and political tensions, the Dean and many CAS Department Chairs and Directors issued statements this past year reaffirming the College's commitment to fostering a welcoming and inclusive campus climate and ensuring the safety and well-being of all of its students, faculty, and staff. A more complete listing of CAS climate and diversity inclusion initiatives by department/program may be found

in the supplement to this statement.

Supplemental Info - Campus Climate & Inclusion

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

Concluding Remarks

Quantitative Outcomes

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

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

Cool Stuff

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

The faculty and students of the College of Arts and Sciences have continued our tradition of excellence and innovation. Internal and external honors have recognized their accomplishment and brought their accolades to light. Professor Stephen Morgan from the Department of Chemistry and Professor Douglas Anderton from the Department of Sociology were both named fellows by the American Association for the Advancement of Science (AAAS).

School of Earth, Ocean and Environment Professor, Dr. Claudia Benitez-Nelson, who was named an AAAS fellow in 2015, was featured in an AAAS Member Spotlight for her interactive courses. Dr. Benitez-Nelson was also named a 2016 Sustaining Fellow by the Association for the Sciences of Limnology and Oceanography (ASLO). She was recognized at an ASLO meeting held in Honolulu, Hawaii in February 2017.

Professors are sharing their research and shaping their fields through publications. English Professor Sara Schwebel published the first critical edition of Scott O'Dell's Newbery winning novel *Island of the Blue Dolphins* (University of California Press 2016). In preparation for this publication Dr. Schwebel collaborated with her students to create a digital archive and multimedia website to make critical examination of this literature accessible to a wide range of students. Professor Marjorie Spruill of the Department of History published her book *Divided We Stand* in February 2017. This book tracks the history of the partisan divide in the women's rights movement in the United States, and has proved to be exceptionally relevant in the current political climate.

College of Arts and Sciences students are following their professors' examples and earning national and internal accolades of their own.

Senior Jory Fleming, who was selected as both a Truman and Goldwater scholar last year, has been named a Rhodes Scholar. After graduating from the College of Arts and Sciences in May 2017 with a Bachelor of Arts in Geography, a Bachelor of Science in Marine Sciences, and a minor in geophysics, Jory will begin his studies at Oxford University. He plans to study at the nexus of science and policy in order to protect U.S. interests at sea and deepen people's connection to the oceans. Continuing the trend of excellence, Nick Santamaria, a political science major with a minor in Russian, was named a 2017 Truman Scholar Finalist. He will travel to New York at the end of March 2017 to interview for this highly competitive award, which recognizes his academic ability, service and leadership record, and plans for a career in public service. Nick is a first generation college student and the son of an immigrant. He has been widely involved on campus and has held several prestigious internships that will serve him well in this endeavor, as well as his goal to attend law school after graduation.

Senior Julia Hogan has spent her education embodying the interdisciplinary spirit of the College of Arts and Sciences. Julia will graduate with a Bachelor of Science in Marine Sciences in May

2017, but she also holds a passion for storytelling that helped her win the Elizabeth Boatwright Coker Student Prize in Short Fiction from South Carolina Academy of Authors. She has used her science studies to inform her award-winning story entitled "This Is Where I'd Start Again." In addition to academic excellence, the College has students who are reaching goals and breaking athletic records. Senior sociology major Alaina Coates plays with the Lady Gamecocks basketball team, who recently won their third-straight regular-season SEC championship. Alaina has established herself as a leader on the team and in the community. She was selected for the 2016-2017 SEC Community Service Team for her work with local elementary schools and veterans.

Appendix 1. Academic Programs

Appendix 2. Academic Initiatives

Academic Initiatives – Experiential Learning: Undergraduate

	Total CAS (2016-2017)		Arts & Humanities		Social Sciences		Natural Sciences & Math	
	n	%	n	%	n	%	n	%
Study Abroad	305	4.1%	72	1.0%	92	1.2%	141	1.9%
Leadership Distinction	99	1.3%	13	0.2%	27	0.4%	59	0.8%
Undergraduate Research	424	5.6%						
Magellan Scholars	65	0.9%	9	0.1%	3	0.0%	53	0.7%
Magellan Mini-Grants	16	0.2%	6	0.1%	0	0.0%	10	0.1%
Discovery Day	343	4.6%	53	0.7%	58	0.8%	232	3.1%
Total A&S Majors	7516		1666	22.2%	1923	25.6%	3927	52.2%

Numbers represent CAS majors in each activity. Percentages are based on the total number of CAS majors (7516).

Experiential Activity	CAS	
	n	percent
Call Center - Hotline Peer Leaders	14	0.2 percent
Carolina Intercultural Training	21	0.3 percent
Community Internship Program	2	0.0 percent
Discovery Day	239	3.2 percent
EcoRep	22	0.3 percent
Magellan Ambassador	15	0.2 percent
Magellan Embark	12	0.2 percent
Official University Ambassador	41	0.5 percent
Pathways to Professions (Externships)	4	0.1 percent
Peer Tutor	38	0.5 percent
Peer Writing Tutor	12	0.2 percent
Resident Mentor	73	1.0 percent
Service Saturday Participant	72	1.0 percent
Study Abroad - Global Classroom	131	1.7 percent
Study Abroad - Global Direct	7	0.1 percent
Study Abroad - Global Exchange	48	0.6 percent
Study Abroad - Global Partner	193	2.6 percent
Study Abroad - Global USC	21	0.3 percent
Study Abroad Fair	52	0.7 percent
Study Abroad Peer Advisor	8	0.1 percent
Supplemental Instruction Peer Leader	68	0.9 percent
Undergraduate Research	80	1.1 percent
University 101 Peer Leader	76	1.0 percent
Withdrawal Consultation	4	0.1 percent
<i>Experiential Database (Student Affairs)</i>	1253	16.7 percent

Appendix 3. Research & Scholarly Activity

**Office of Research
Information Technology & Data
Management**

College of Arts and Sciences

**Fiscal Year 2016
and prior**



Faculty Information

RESEARCH AND SCHOLARLY ACTIVITY

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

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

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

Summary of Extramural Proposal Submissions by Source

Appendix 1

PI Home Department	Total Amt. First Year	Commercial	Federal	Local Gov't.	Other	Private/Non-Profit	State
Anthropology	194,582		4			1	
Archaeology & Anthropology, SC Inst.	603,737		17	1	1		1
Art	100,038					2	
Baruch Institute	1,783,478		15		1	4	
Biological Sciences	13,239,922	1	58		5	12	1
Chemistry & Biochemistry	11,727,132	9	54		1	18	2
Criminology & Criminal Justice,	686,203		5				
Earth and Ocean Sciences	4,624,442		34			4	3
Earth Sciences & Resources Institute	600,454						2
English	436,361		3		2	3	1
Environment and Sustainability Program	68,734		2				
Geography	1,786,461	1	19			2	
History	1,293,692		10		1	16	4
Languages, Literatures, and Cultures	808,605		4				
Linguistics Program	15,427		1				
Mathematics	1,820,912		22			5	
McKissick Museum	175,704		1			1	1
Philosophy	244,086		2		1		
Physics & Astronomy	2,325,388		20		1		2
Political Science	476,535	1	3				2
Psychology	10,995,184		36		4	6	5
Public Service & Policy Research, Inst.	177,426		2			3	

Religious Studies	173,210									3	
Science Education, Center for	15,300				1						
Sociology	1,449,142				10						
Statistics	612,684				9						
TOTAL COUNT	473	12	1	332	1	17	91	20			
TOTAL AMOUNT FIRST YEAR	56,434,839	1,144,954	7,350	47,323,886	1,110,231	5,617,999	1,230,419				

Extramural Funding by Source, Department, Faculty & Rank Appendix 2

PI Home Department	Dept Total Funding	PI Name	Primary Job Title/Rank	Tenure Status	Total Funding	Commercial	Federal	Local Govt	Other	Private, Non-Profit	State
Anthropology		DeWitte, Sharon	ASSOC PROFESSOR	TENURED	19,404		19,404				
Anthropology		Wick, Terrance	ASSOC PROFESSOR	TENURED	16,538					16,538	
Total Anthropology	35,942										
Archaeology & Anthropology, SC Institute of		Rico, Nena	CLASSIFIED		7,000		7,000				
Archaeology & Anthropology, SC Institute of		Smith, Karen	CLASSIFIED		164,454		125,488	7,350			31,616
Archaeology & Anthropology, SC Institute of		Smith, Steven	RESEARCH ASSOC PROF		25,693				12,283		
Archaeology & Anthropology, SC Institute of		Spreck, James	CLASSIFIED		58,295		58,295				
Archaeology & Anthropology, SC Institute of		Stephenson, Donald	CLASSIFIED		828,076		828,076				
Total Archaeology	1,085,518										
Art		Hendelsoy, Walter			1,000					1,000	
Total Art	1,000										
Baruch Institute		Allen, Wendy	RESEARCH ASSOCIATE		724,142		724,142				
Baruch Institute		Cannizzo, Zachary			1,200					1,200	
Baruch Institute		Greenfield, Dwayne	RESEARCH ASSOC PROF		69,491						
Baruch Institute		Judy, Nicole			987					987	
Baruch Institute		Kimball, Matthew	RESEARCH ASST PROF		138,520					138,520	
Baruch Institute		Morris, James	PROFESSOR		244,935		208,524				36,411
Baruch Institute		Smith, Erik	RESEARCH ASST PROF		148,662		134,230			14,433	
Total Baruch	1,227,937										
Biological Sciences		Berner, Ronald	PROFESSOR	TENURED	188,442		188,442				
Biological Sciences		Berger, Franklin	PROFESSOR	TENURED	1,369,528		1,039,678			129,850	200,000
Biological Sciences		Boggs, Carol	PROFESSOR	TENURED	46,000					43,720	
Biological Sciences		Chen, Heon	ASSOC PROFESSOR	TENURED	294,889						
Biological Sciences		Comally, Erin	PROFESSOR	TENURED	448,297		448,297				
Biological Sciences		Dudiyah, Jeffrey	ASSOC PROFESSOR	TENURED	1,498,123		1,498,123				
Biological Sciences		Ely, Brenten	PROFESSOR	TENURED	381,237		317,189			67,070	3,022
Biological Sciences		Friedman, Robert	ASSOC PROFESSOR	TENURED	44,467						
Biological Sciences		Fu, Zhengqing	ASST PROFESSOR	TENURE TRACK	148,000		148,000				
Biological Sciences		Herr, John			3,600					3,600	
Biological Sciences		Hughes, Austin	ASST PROFESSOR	TENURE TRACK	46,000		46,000				
Biological Sciences		Larraga, Sofia	ASST PROFESSOR	TENURE TRACK	20,000						
Biological Sciences		Moussaux, Timothy	PROFESSOR	TENURED	31,675		31,675				
Biological Sciences		Pena, Maria	ASSOC PROFESSOR	TENURED	137,750		137,750				
Biological Sciences		Reulain, Fabienne	ASST PROFESSOR	TENURE TRACK	248,362		248,362				
Biological Sciences		Reisman, David	PROFESSOR	TENURED	94,975		94,975				
Biological Sciences		Richardson, Tammi	PROFESSOR	TENURED	942,890						
Biological Sciences		Rybczewski, Ryan	ASST PROFESSOR	TENURE TRACK	249,285		109,314			139,971	
Biological Sciences		Shin, Minsoo	ASST PROFESSOR	TENURE TRACK	29,957						
Biological Sciences		Smith, Deanna	ASSOC PROFESSOR	TENURED	305,983		305,983				
Biological Sciences		Spieser, Daniel	ASST PROFESSOR	TENURE TRACK	454,624						
Biological Sciences		Stewart, Jason	ASST PROFESSOR	TENURE TRACK	249,000		249,000				
Biological Sciences		Tufford, Daniel	RESEARCH ASSOCIATE		83,064		83,064				
Biological Sciences		Twiss, Jeff	PROFESSOR	TENURED	1,676,110		1,318,082		9,500		347,528
Biological Sciences		Vence, Vicki	PROFESSOR	TENURED	72,250						
Biological Sciences		Waldman, Alan	PROFESSOR	TENURED	185,000		185,000				
Total Biological Sciences	9,292,438										
Chemistry & Biochemistry		Adams, Richard	PROFESSOR	TENURED	174,000	21,000	150,000				
Chemistry & Biochemistry		Angeli, S.	PROFESSOR	TENURED	287,625		287,625				
Chemistry & Biochemistry		Bennetwicz, Brian	PROFESSOR	TENURED	440,543	394,842	45,701				
Chemistry & Biochemistry		Chen, Donna	PROFESSOR	TENURED	135,000	60,000	75,000				
Chemistry & Biochemistry		Chruszcz, Maksymilian	ASSOC PROFESSOR	TENURE TRACK	200,211		200,211				
Chemistry & Biochemistry		Dawson, John	PROFESSOR	TENURED	34,000	34,000					
Chemistry & Biochemistry		Ferry, John	PROFESSOR	TENURED	40,000	40,000					
Chemistry & Biochemistry		Garachuk, Sophia	ASSOC PROFESSOR	TENURED	417,391		417,391				
Chemistry & Biochemistry		Greytak, Andrew	ASST PROFESSOR	TENURE TRACK	409,200		409,200				
Chemistry & Biochemistry		Hsiehmi, Parastoo	ASST PROFESSOR	TENURE TRACK	390,614	50,000	340,614				

Patents, Disclosures, and Licensing Agreements

Fiscal Year 2014, 2015 and 2016

Appendix 3

COLLEGE OF ARTS & SCIENCES				
FY2016				
	Invention Disclosures	Provisional Patent Applications	Non-Provisional Patent Applications	Issued Patents
TOTALS:	14	9	7	6
Department Breakdown				
Biological Sciences	2	2	0	0
Chemistry & Biochemistry	10	7	7	6
English Language & Literature	1	0	0	0
Mathematics	1	0	0	0

Note: Nationalized-PCTs, divisionals, and continuations are not included in these numbers.

COLLEGE OF ARTS & SCIENCES				
FY2015				
	Invention Disclosures	Provisional Patent Applications	Non-Provisional Patent Applications	Issued Patents
TOTALS:	10	5	12	9
Department Breakdown				
Biological Sciences	1		1	
Chemistry & Biochemistry	9	5	9	8
Physics			2	1

COLLEGE OF ARTS & SCIENCES				
FY2014				
	Invention Disclosures	Provisional Patent Applications	Non-Provisional Patent Applications	Issued Patents
TOTALS:	15	10	6	8
Department Breakdown				
Biological Sciences	1			3
Chemistry & Biochemistry	9	9	5	5
Geography	4		1	
Physics	1	1		

Note: Nationalized-PCTs, divisionals, and continuations are not included in these numbers.

Appendix 4. Faculty Information

Research and Scholarly Activity

Department	Citations / Faculty	Citations / Faculty (%)	Grant \$ / Faculty	Grant \$ / Faculty (%)	Awards / Faculty	Awards / Faculty (%)	Books / Faculty	Books / Faculty (%)	AA Overall Index Score
Anthropology	32.31	72.4%	6,167	27.0%	0.31	34.1%	0.85	38.9%	-0.2
Art	0.8	63.3%	n/a	n/a	0.27	74.1%	0.42	68.4%	0.7
Biological Sciences	131.43	63.4%	229,626	67.4%	0.2	56.3%	n/a	n/a	0.5
Chemistry & Biochemistry	339.37	71.1%	221,188	55.4%	0.77	69.8%	n/a	n/a	1.0
Criminology & Criminal Justice	33.45	73.2%	0	53.7%	0.09	48.8%	0.82	40.2%	0.4
English	1.03	78.6%	n/a	n/a	0.48	61.6%	1.8	69.2%	0.7
Earth & Ocean Sciences	112.15	50.6%	193,129	64.0%	0.2	42.4%	n/a	n/a	0.5
Geography	79.67	70.0%	82,665	73.0%	0.39	68.0%	0.89	79.0%	1.2
History	0.38	50.6%	n/a	n/a	1.54	84.5%	1.86	74.1%	0.4
LLC	1.39	84.3%	n/a	n/a	0.26	71.4%	0.97	69.1%	0.9
Mathematics	36.11	73.3%	59,473	55.4%	0.13	29.6%	n/a	n/a	0.4
Philosophy	11.44	76.6%	n/a	n/a	0.25	49.1%	0.88	29.4%	0.0
Physics & Astronomy	929.15	68.7%	226,927	46.5%	0.35	22.2%	n/a	n/a	0.3
Political Science	10.72	58.5%	7,349	66.0%	0.2	47.2%	1.04	41.5%	0.0
Psychology	110.69	65.6%	239,458	81.6%	0.43	66.0%	0.6	61.7%	0.5
Religious Studies	0.86	62.7%	n/a	n/a	0	17.0%	1.57	45.8%	-0.9
Sociology	23.64	64.7%	47,026	77.3%	0.36	54.6%	1.14	63.3%	0.4
Statistics	45.69	49.2%	45,197	44.2%	0.46	56.7%	n/a	n/a	-0.1
Theatre & Dance	0.2	74.3%	n/a	n/a	0.2	67.9%	0.27	56.3%	0.4

Appendix 5. Academic Analytics Report

Appendix 6. Alumni Engagement & Fundraising

Appendix 7. Community Engagement

Biological Sciences

The Biology Department, in agreement with the CAS, incentivizes some key service positions in the Department with financial supplements. These include the Associate Chair, the Director of Graduate Studies, and the Head of the Curriculum and Undergraduate Studies Committee. All three positions require extraordinary dedication and responsibilities beyond what is usually expected from faculty members who are active researchers and teachers.

The Department has an Awards Committee, which recommends special efforts for internal or external awards. For instance, in 2016, Dr. Bert Ely received the Governor's Award for Excellence in Scientific Awareness, Dr. Patel the Mungo Graduate Teaching Award, Dr. Krizek the Mungo Undergraduate Teaching Award, and Dr. Rykaczewski the Distinguished Undergraduate Research Mentor Award.

There are no other formal incentives. Faculty engage in service because it is part of their job description and they have a special interest in the service activity. The motivation for external service activities such as community engagement stems from faculty member's personal or professional interests. This will be positively reflected in the Chair's annual reviews, post-tenure reviews, and third-year reviews.

English

Institutional support has been crucial in supporting two key programs of community outreach—Split P and the Open Book. The Provost's office has funded a part-time position for Split P's program director and covered expenses for MFA students traveling to schools. The College of Arts and Sciences supports the Open Book, underwriting the impressive roster of national and international writers we bring to campus every spring. We are pursuing developing non-university support through the college development office, but have received no response thus far. The Fall Festival of Writers, our third major community project, is supported with an endowed fund set up in the 1990s. Within the department, we support community engagement in our annual review of faculty and in our tenure and promotion criteria. Typically, community engagement has counted as service but we are now seeing more community-based projects in the area of research. The department is interested in increasing our community engagements and would profit from more direction and funding (possibly mini-grants) at the college level to promote project development and implementation.

History

In History, both the Director of Public History and the Director of the History Center — responsible for the bulk of History's community engagement — are administrative posts that receive monetary stipends or course releases.

Scholarly activities and teaching involving community engagement are recognized re: productivity and success in the department's annual reviews and in our tenure and promotion criteria.

The department broadcasts these events widely among History faculty and students, and outside it through social media, recognizing faculty leadership.

Languages, Literatures, & Cultures

LLC does not have resources to incentivize faculty engagement other than saying a heartfelt thank you.

Philosophy

Our Tenure and Promotion guidelines state that such activity is valued and contributes towards a case for tenure and promotion. We do not, however, have funds or other resources to incentivize such activity.

Political Science

Although we have limited financial capacity, our department incentivizes the recognition of community engagement in teach and learning, research, and creative activity in two major ways. First, a Faculty Recognition Committee was newly formed this academic year. Its explicit purpose to assist faculty members to locate, apply for, and to be nominated for various research, teaching, and service awards internal and external to the university. Secondly, through our annual review process, we emerge with a rank order listing of how well each faculty member performed in the the areas of research, teaching, and service over the course of a calendar year. The Interim Department Chair has informed the faculty he hopes to use unrestricted funds raised for the explicit purpose of augmenting faculty research and travel to award small, additional (merit-allocated) funds on top of each standard research & travel amount.

Theatre & Dance

Community engagement, arts advocacy, and creative activity are endemic to the fields of theatre and dance. Our fields are necessarily about engagement with different people groups and portraying underrepresented perspectives. Our arts are about giving voices to the voiceless, and through performance and dissemination, they are about provoking thought and empathy for experiences true to the human condition and outside one's immediate body of opinion or personal experience. At the same time, theatre and dance lend themselves to relatability and serve to unite not only the audience in a shared experience under one roof, but also humanity through shared connection of circumstance and emotion, regardless of the specific details of setting or character.

As a result, community engagement is at the heart of the theatre and dance art forms. We provide a supportive space for creative exploration and development and use these shared beliefs and "work culture" norms to encourage sharing our work as widely as possible to affect and create empathy with as many people as possible. To do so, we encourage faculty to pursue their creative endeavors in the wider community. Anything less would be a disservice to our work and to the fields of theatre and dance themselves.

Sharing our skillsets is also essential to this process. Engagement with the arts teaches creative problem solving, interdisciplinary collaboration, tolerance, initiative, creative thinking and practical presentation and public speaking skills. We encourage our faculty to advocate for further arts education in schools across the state and the nation and encourage community outreach through workshops and volunteer work.

Visual Arts and Design

No specific explicit incentives. It is recognized and valued in annual reviews, and at meetings. High level of community engagement indicates that specific incentivizing is not needed (though, given greater resources, would certainly be appreciated).

Appendix 8. Collaborations

Supplemental Information

College of Arts and Sciences

External Collaborations

Anthropology

1. Clemson University, South Carolina Student Anthropology Conference
2. Arkhaios Cultural Heritage and Archaeology Film Festival
3. Richland County Coroner's Office
4. Parris Island Marine Corps Base
5. SC Humanities Council and many SE Universities (Gary Nabhan speaker circuit)
6. Julia Beaumont, U Bradford, UK
7. Janet Montgomery, Durham U, UK
8. Rebecca Redfern, Museum of London, UK
9. Tracy Betsinger, SUNY Oneonta
10. Fabian Crespo, U Louisville
11. Mark Hauser, Northwestern U
12. Douglas Armstrong, Syracuse U
13. Christopher DeCorse, Syracuse U
14. Benoit Berard, Univeristé Antilles, Martinique
15. Jean Sebastian Guibert, Université Antilles, Martinique
16. Erol Josue, Bureau National d'Ethnologie, Haiti
17. Sony Jean, Leiden U, Netherlands
18. Jesse Ostrander, Love a Child Foundation, Haiti
19. Didier N'Dah, Univeristé Bénin
20. Elhadj Ibrahima Fall, Ministry of Culture, Guinea
21. Dominique Bonnissant, Ministry of Culture, Guadeloupe
22. Carmen Luisa Gonzalez, Pontificia Universidad Católica Madre y Maestra (Sociology), Santiago, Dominican Republic
23. Carolina Contreras, Entrepreneur, Miss Rizos Salon, Santo Domingo, Dominican Republic
24. Ochy Curiel, Activist (women's issues), Bogota, Colombia
25. Lic. Héctor Guzmán
26. Lic. Catarina Chay
27. Lic. Gladys Aidee García
28. Lic. Ruperto Romero Meza

Biological Sciences

1. Ron Benner
 - Dr. Hiroshi Ogawa, University of Tokyo, Japan
 - Dr. Youhei Yamashita, Hokkaido University, Japan
 - Dr. Rainer Amon, Texas A&M University
 - Dr. Karl Kaiser, Texas A&M University
 - Dr. Marcel Babin, University of Laval, Canada
 - Dr. Matthew McCarthy, UC Santa Cruz

- Dr. Susan Ziegler, Memorial University of Newfoundland, Canada
 - Dr. Sharon Billings, University of Kansas
2. Carol Boggs
 - Dr. Kristjan Niitepold, U. of Helsinki, Finland
 - Dr. Chris Wheat, Stockholm University, Sweden
 - Dr. Christer Wiklund, Stockholm University, Sweden
 - Dr. David Inouye, Univ. of Maryland
 - Dr. Alison Ravenscraft, Univ. of Arizona
 - Dr. Kabir Peay, Stanford University
 - Dr. Aneeta Rattan, London Business School, Great Britain
 - Dr. Kristina Stinson, U. Mass. Amherst
 - Dr. Magne Friberg, Uppsala University, Sweden
 3. Shannon Davis:
 - Dr. Constantine Stratakis , NIH/NICHD
 - Dr. Karine Rizzoti, The Crick Institute
 - Dr. Carles Gaston-Massuet, Queen Mary University of London
 - Dr. Cynthia Andoniadou, King's College London
 - Dr. Ling Yang, University of Iowa
 - Dr. Robert Lewis, University of Nebraska
 - Dr. Gwen V. Childs, University of Arkansas for Medical Sciences
 - Dr. Tatiana Fiordelisio, National Autonomous University of Mexico
 - Dr. Patrice Mollard, Centre National de la Recherche Scientifique
 4. Zhengqing Fu
 - Dr. Zhonglin Mou, University of Florida
 - Dr. Sixue Chen, University of Florida
 - Several collaborators in China
 5. Beth Krizek
 - Dr. Ann Loraine (UNC-Charlotte)
 6. Sofia Lizarraga
 - Brown University on Disorders of Endosomal Transporters
 - Big Data-iPSC Collaboration Consortium: (McGill University, University of Luxembourg, Ohio State Medical Center, University of Bristol, The research institute of Nationwide Children's Hospital)
 7. Lydia Matesic
 - Dr. Derek Abbott (CWRU)
 - Dr. Justine Tigno-Aranjuez (UCF)
 - Dr. John Richburg (University of Texas)
 - Dr. Alex Feltus (Clemson)
 8. Laszlo Marton
 - Dr. Tarek Ali Alshaal (Kafrelsheikh University, Egypt)
 - Dr. Hassan R. El-Ramady (Kafrelsheikh University, Egypt)
 9. Timothy Mousseau
 - Dr. Anders Moller - CNRS, France
 - Dr. Tapio Mappes - Finland
 - Dr. Zbyszek Boratyniski - Portugal
 - Dr. Gennadi Mlinevski - Ukraine
 - Dr. Iryna Kozeretski - Ukraine
 - Dr. Norman Klieman - Columbia U.

- Dr. Luke Thompson - UCSD
 - Dr. Andrea Bonisoli-Alquati - Pomona College
 - Dr. Azby Brown - Tokyo
 - Dr. Tomoko Steen - Georgetown
 - Dr. Pete Van Ness - ANU, Canberra
 - Dr. Alfred Meyer - PSR, NYC
 - Dr. Jennifer Lavers - University of Tasmania
 - Dr. Kaoru Ueno - Chubu University, Japan
 - Dr. Bryan Hall - National Guard, Fort Jackson
 - Dr. Kate Brown - UMD
 - Dr. Guy Rouleau - McGill University
 - Dr. Eugenia Stepanova - Ukraine
 - Dr. Alexey Yablokov - Russia
 - Dr. Victoria Korodgod - Russia
 - Dr. Darlene Farris-Labar - U Penn
 - Dr. Yvonne Love - Penn State
10. Fabienne Poulain
- Dr. Anand Srivastava (Greenwood Genetic Ctr)
 - Dr. Sherine Chan (MUSC)
 - Dr. Alicia Ebert (University of Vermont)
11. David Reisman
- Dr. Anne Gatignol, McGill University
12. Dr. Ryan Rykaczewski
- University of Texas at Austin
 - National Oceanic and Atmospheric Administration
 - Farallon Institute for Advanced Ecosystem Research
 - Oregon State University
 - University of British Columbia
13. Daniel Speiser
- Dr. Sonke Johnsen (Duke University)
 - Dr. Todd Oakley (UC Santa Barbara),
 - Dr. Kevin Kocot (Alabama)
 - Dr. Doug Eernisse (Cal State Fullerton),
 - Dr. Julia Sigwart (Queens University Belfast)
14. Jason Stewart
- Dr. Gregg Morin (BC Cancer Agency)
 - Dr. Lata Balakrishnan (Indiana University-Purdue University Indianapolis)
15. Johannes Stratmann
- Dr. James Dombrowski, USDA, Corvallis
 - Dr. Sarah Hind, Boyce Thompson Institute for Plant Research, NY
16. Jeff Twiss
- Larry Benowitz, Boston Children's Hospital/Harvard University, Boston, MA –
 - Alma Burlingame, University of California, San Francisco, CA
 - Giovanni Coppola, University of California, Los Angeles, CA
 - Arthur English, Emory University, Atlanta, GA
 - Mike Fainzilber, Weizmann Institute of Science, Rehovot, Israel
 - Itzhak Fischer, Drexel University College of Medicine, Philadelphia, PA
 - Roman Giger, University of Michigan, Ann Arbor, MI

- Leif Havton, University of California, Los Angeles, CA
- Tilman Heise, MUSC
- John Houle, Drexel University College of Medicine, Philadelphia, PA –
- Jane Joseph & Christopher Cowan (MUSC), Charles Schwartz, Anand Srivastava, Roger Stevenson, Luigi Buccuto, and Walter Kaufman (Greenwood Genetics)
- Ken Kosik, University California, Santa Barbara, CA
- Nora Perrone-Bizzozero, University of New Mexico, Albuquerque, NM
- Rajiv Ratan and Dianna Willis, Burke Medical Research Institute & Weill Cornell College of Medicine, White Plains, NY
- Charles Schwartz, Greenwood Genetics Center, Greenwood, SC
- Michael Sendtner, University of Wurzburg, Wurzburg, Germany
- Soonmoon Yoo, Nemours Biomedical Research, Wilmington, DE

17. Ward Watt

- Dr. Jason Hill, Prof. Christopher Wheat, University of Stockholm, SWEDEN
- Dr. Heiko Vogel, Max-Planck-Institute Jena, GERMANY
- Dr. Baiqing Wang, educational consultant, San Francisco, CA
- Dr. Mark Longo, QUID Inc., San Francisco, CA
- Drs Adam Porter, Norman Johnson, Alex Tulchinsky. U Mass. at Amherst, MA

Chemistry and Biochemistry

1. H. zur Loye: Center for Hierarchical Waste From Materials (CHWM) (with DOE)
2. F. W. Outten: Mechanisms of Iron and Thiol Redox Regulation in Yeast (with University of Alabama)
3. Vogt: Novel Nanotechnology using Pressure-Induced Auxetic Material (Yonsei University, South Korea and Stanford)
4. Benicewicz: DMREF: Collaborative Proposal: Designing Optimal Nanoparticle Shapes and Ligand Parameters for Polymer-Grafted Nanoparticle Membranes (through Columbia University)
5. Morgan: Development and validation of infrared spectroscopy as a rapid, nondestructive tool for determining the degradation state of magnetic tape (National Library of Congress)
6. Benicewicz: New Technology Development for Next Generation High Temperature PBI FC Membranes (BASF)
7. Shustova, Chen: Exploring Innovative Chemistry of Natural Gas Conversion to Dimethyl Ether, Savannah River National Laboratory
8. Benicewicz: Preparation of Polyisoprene-grafted Silica Nanoparticles and their Composites (Michelin)

Criminology & Criminal Justice

1. Florida State University
2. University of Louisville
3. Radford University
4. University of Connecticut Health
5. University of North Carolina-Charlotte
6. Carleton University (Canada)
7. Griffith University (Australia)
8. Universidad de Castilla-La Mancha (Spain)

Earth, Ocean and Environment

1. SC Geological Survey (DNR)
2. Students from: West Virginia University, Alabama, UNC Wilmington, Carleton College
3. The American Museum of Natural History
4. The Argentine Science Foundation (CONICET)
5. USC – Aiken
6. Mt. Alison University, New Brunswick, Canada
7. GEOMAR Helmholtz Centre for Ocean Research, Kiel, Germany
8. Lamont-Doherty Earth Observatory & Columbia University
9. University of Wisconsin Department of Geoscience
10. University of Wyoming Department of Geology & Geophysics
11. Clemson (SC Water Resources Conference)
12. Alabama
13. Coastal Carolina
14. College of Charleston
15. Cornell University
16. Florida International University
17. Florida State Univ.
18. Michigan
19. UNC-Wilmington
20. Univ. of Nevada Las Vegas
21. Univ. of South Florida
22. UT-Arlington
23. UT-Austin
24. Virginia Tech
25. West Virginia
26. University of Athens, Greece
27. Czech Academy of Sciences
28. Geological Survey of Canada
29. Geological Survey of Japan
30. GEOMAR /U. of Kiel, Germany
31. NGRI-Hyderabad, India
32. ITT-Kanpur, India
33. University of Lausanne, Switzerland
34. U of Leeds. UK
35. U of Vienna, Austria
36. Univ. of Basra, Iraq

English

1. **Joel Myerson**, with Leslie Perrin Wilson, on a co-authored book, *Picturing Emerson: An Iconography* (Cambridge: Houghton Library, Harvard University Press, 2017); a co-curated exhibition, “Picturing Emerson: A Selection of Lifetime Portraits of Ralph Waldo Emerson,” Concord Free Public Library, March-May 2017; and a special issue (Spring-Summer 2016) of the *Harvard Library Bulletin*.

2. **Mark Minett** with Bradley Schauer, University of Arizona, on a co-authored book-chapter titled "Reforming the 'Justice' System: Marvel's *Avengers* and the Transformation of the All-Star Team Book" in the anthology *Make Ours Marvel: Media Convergence and a Comics Universe*, edited by Matt Yockey, to be published by University of Texas Press in June 2017.
3. **David Shields** with ethnobotanist Francis Morean of Arima, Trinidad in studying the African American slave-diaspora plants of the Merikan settlers in that island taken from the southern Lowcountry after the War of 1812; with Clemson professor Brian Ward in building seed stock for landrace grains, peas, and indigo; with Dr. David Van Sanford, wheat geneticist in the University of Kentucky in landrace grain cultivation projects; and with Dr. Steve Kresovich at Clemson on a project repatriating heirloom sugar cane varieties to the GA coast.
4. **Paula Feldman** with Elizabeth Kraft, University of Georgia, and Lisa Vargo, University of Saskatchewan, on *The Collected Works of Anna Letitia Barbauld*, 4 vols., under contract with Oxford University Press
5. **Paula Feldman**, with Brian Cooney, Gonzaga University, co-edited *The Collected Poetry of Mary Tighe* (Johns Hopkins University Press, 2016)
6. **Holly Crocker** with Glenn Burger, co-edited *Affect, Feeling, Emotion: The Medieval Turn* (under review with Cambridge University Press).
7. **Debra Rae Cohen**, with Douglas Higbee, USC-Aiken, co-edited *Options for Teaching Representations of the First World War* (MLA Books, due out 2017)
8. **Debra Rae Cohen** with Christopher Bush, Northwestern University, co-edits the international and interdisciplinary journal *Modernism/modernity*.
9. **David Lee Miller**, with Joseph Loewenstein (Washington University), Patrick Cheney (Penn State), Elizabeth Fowler (University of Virginia), and Andrew Zurcher (Cambridge University) co-editing a six-volume edition of the *Collected Works of Edmund Spenser* for Oxford University Press
10. **David Lee Miller** with Joseph Loewenstein and the Washington University Humanities Digital Workshop co-constructing the *Spenser Archive*, a set of linked databases that support an extensive hypertext version of the Oxford Spenser and that provide the environment in which future editing of Spenser's texts will be conducted
11. **David Lee Miller** with Richard Danson Brown of the Open University (UK), Joseph Loewenstein and Douglas Knox at Washington University, and Cambridge University to publish new issues of the online *Spenser Review* three times a year, and to maintain the *Spenser Online* web site which the *Review* anchors
12. **Sara Schwebel**: with the National Park Service/Channel Islands National Park: <https://www.nps.gov/subjects/islandofthebluedolphins/index.htm>
13. **Patrick Scott**, Robert Burns and Scottish Literature Projects, in various collaboration with Professor Gerard Carruthers and others at the University of Glasgow
 - I serve on the editorial board for the Glasgow-based Oxford Edition of Robert Burns, and on the research term for a new Robert Burns Bibliography that is part of the project. I visited Glasgow for the project in April 2016 and will again in March 2017 (on their dime, giving a talk on Burns bibliography at the National Library of Scotland)
 - visitors from Glasgow to USC have included Pittock (Oct 2015, as Roy Lecturer), Prof Kirsteen McCue (November 2015), Dr Craig Lamont (July 2016), Carruthers (August 2016), Moira Hansen (Sept 2016).

- as well as contributing to the major editing project *Editing Burns for the 21st Century*, publications from the project with Scott as sole or coauthor have appeared in *Studies in Scottish Literature* (USC), and *Scottish Literary Review* (Glasgow) and other journals.
- The most recent item in USC's Scottish Poetry Reprint Series involves a Glasgow researcher Prof McCue editing a rare 18th music book from USC's Roy Collection (in part because Glasgow has a grant application in for a new Allan Ramsay edition, which will involve Glasgow-funded researchers visiting Columbia, and *Studies in Scottish Literature* publishing an Allan Ramsay special issue edited by Prof. Pittock)
- the collaboration assisted Glasgow in winning a second AHRC grant of over L1 million for phase two of the project (2017-2022).
- no USC funds have been used to support this collaboration, other than grants from the W. Ormiston Roy fund (Educational Foundation) in aid of the visits by Pittock and Lamont noted above; Scott's participation has not involved USC salary, support or release time (though he has a current ASPIRE proposal pending to support a USC DH grad student and some research travel on a Burns DH project).

Geography

1. NOAA
2. US Department of Homeland Security
3. US Department of the Interior (including the National Park Service and US Geological Survey)
4. Health Science South Carolina
5. State of South Carolina (many agencies and division, including DNR, DOT, DHEC and SC Emergency Management)
6. National Geographic
7. Many school districts throughout the state, through the efforts of the SC Geographic Alliance.
8. Oak Ridge National Lab
9. Many NGO's (e.g., National Wildlife Federation, Nature Conservancy)

History

1. Carol Harrison serves as "overseas partner investigator" in a project called "Revolutionary Voyages: French Scientific Expeditions and their Impact on the Conduct of Science During the Revolutionary Period (1789-1804)," funded by the Australian Research Council for a three-year period. The PI is at the University of Adelaide and the six other team members are from Australian and French universities and museums.
2. Allison Marsh:
 - -Participation with Institute for Electrical and Electronic Engineers' History Center.
 - -Chairs the History Committee (the external advisory board for the Center)
 - -serves as Advocate for the Milestones proposals,
 - -advises the REACH development team (Raising Engineering Awareness through the Conduit of History – a program for K-12 teachers)
 - -serves on the IEEE Foundation Board (manages \$43+ million in grants)
3. Mark Smith serves as:
 - -General Editor, Cambridge Studies in the American South
 - -Member, Editorial Board, *Sound Studies: An Interdisciplinary Journal of the Arts, Humanities and Social Sciences*

- -Member, Editorial Advisory Board, The Senses and Society
- -General Editor (U.S.), Liverpool Studies in International Slavery (in association with the Centre for the Study of International Slavery and published by the University of Liverpool Press)
- -Member, Editorial Board, Journal of American Studies (Cambridge, UK)
- -Founding Member, European Sound Studies Association

Languages, Literatures, & Cultures

1. **Yvonne Ivory:** collaborating with Joseph Bristow (UCLA) and Rebecca Mitchell (U Birmingham, UK) on Oxford UP edition of Oscar Wilde's unpublished works
2. **Lara Lomicka:** Ecole Nationale des Ponts and Chaussées in Paris
3. **Lara Ducate:**
 - State Department of Education of Saxony-Anhalt, Germany
 - Portland State University
4. **Nicholas Vazsonyi:**
 - Multi-year collaboration with Institut für Musiktheater at the University of Bayreuth, Germany
 - University of London
 - Editorial Board of wagnerspectrum, Germany
5. **Tan Ye:**
 - BLCU – Beijing Language and Culture University
 - Confucius Institute
6. **Agnes Mueller:**
 - with Katja Garloff (Reed College): *German Jewish Literature after 1990: Beyond the Holocaust?*
7. **Nina Moreno:**
 - University of Oxford (UK)
 - University of Maryland
 - Georgetown University
 - Univ of Illinois at Chicago
 - University of York (UK)
 - Eastern Mennonite University
 - University of Southampton (UK)
 - University of Oregon
 - Kazimierz Wielki University (Poland)
 - Wenzao Ursuline College of Languages (Taiwan)
 - Universidad de las Américas (Ecuador)
 - Pontificia Universidad Católica (Ecuador)

8. Amanda Dalola:

- C'est pour un #amich, #mercich: The life of French vowel devoicing in the twittersphere (University of Texas at Austin)
- The linguistic landscape of conflict: taking stances with words and images in an online affinity space. (University of Texas at Austin)
- The butcher and the syllable: A sociophonological examination of dummy suffix variation in Louchébem, a mid 19th-20th century Parisian butcher slang. (University of Connecticut)
- Reading between the tweets: L2 French learners' pragmatic awareness of cross-cultural political insults in French-language tweets (Florida Atlantic University, Portland State University)
- I tweet, you tweet, (s)he tweets: Enhancing the ESL language-learning experience through Twitter. (Florida Atlantic University)

9. Alexander Beecroft: ACLA – American Comparative Literature Association

10. Judy Kalb: Miami U of Ohio

Mathematics

1. Qi Wang, UNC-CH: Greg Forest, Ken Jacobson, Tim Elston, etc. Cell motility and active matter modeling. CSRC: Yue Zheng Gong, Numerical methods for dissipative systems. Nankai: Chang Liu: SDEs for active matter systems. Ren Mingming, Biofilms. Jun Li: active matter and bifurcation analysis. USTC: Yan Xu, Numerical methods for phase field models.
2. Doug Meade, W. Boyce, RPI, Elementary Differential Equations and Boundary Value Problems
3. S. Stein, UC-Davis, Calculus in the First Three Dimensions W.-C. Yang, Radford, Electronic Journal for Mathematics and Technology P. Yasskin, Texas A&M, Maplelets for Calculus
4. Andrew Kustin: Claudia Polini (University of Notre Dame) and Bernd Ulrich (Purdue University) (Blowup algebras and the structure of singularities), Liana Segal (University of Missouri at Kansas City) (rationality of Poincaré series.), Sean Sather-Wagstaff (Clemson University) (resolutions associated to a matrix which annihilates a matrix whose minors have generic height), Janet Striuli (Fairfield University) (Koszul homology of Gorenstein ideals.), Sabine El Khoury (American University of Beirut) (resolutions that can be read from a Macaulay inverse system.)
5. Michael Filaseta, Michael Bennett (University of British Columbia) - research associated with resolving a conjecture on prime divisors of binomial coefficients, Stavros Garoufalidis (Georgia Tech) - applications of factoring sparse polynomials to trace fields of Hyperbolic 3-manifolds under Dehn fillings, Andrzej Schinzel (Polish Academy of Sciences), Robert Murphy (former student) and Andrew Vincent (former student) - computational aspects of classifying polynomials with few terms and small height that are reducible
6. Jesse Kass, Kirsten Wickelgren at the Georgia Institute of Technology, Research in topology Nicola Pagani at Liverpool University, Research in geometry.
7. Eva Czabarka, Bojan Mohar, Simon Fraser University, Canada, Gelasio Salazar, Universidad Autónoma de San Luis Potosí, Mexico, Workshop on crossing numbers. Glenn Hurlbert, and Vikram Kamat, both from Virginia Commonwealth University, Extremal Set Theory. Rigoberto Florez, The Citadel, Charleston and Leandro Junes, California University, Pennsylvania, Enumeration.
8. Eva Czabarka and Laszlo Székely, Sylvia Fernandez-Merchant, California State University, Northridge, Gelasio Salazar, Instituto de Universidad Autónoma de San Luis Potosí, Mexico, Marcus Schaefer, DePaul University, Chicago, MRC workshop, Peter Dankelmann, University of

- Johannesburg, Graph Theory Research, Stephan Wagner, Stellenbosch University, Enumeration in Graph theory. Drago Bokal, University of Maribor, Slovenia, Graph Drawing. Kayvan Sadeghi, University of Cambridge, UK, Johannes Rauh, University of Hannover, Germany, and Taylor Short, Grand Valley State University, Exponential Random Graph Models. Zoltan Toroczkai, University of Notre Dame, Szabolcs Horvath, University of Notre Dame. Kevin Bassler, University of Houston, Gyorgy Korniss, Noemi Derzsy and Ferenc Molnar, all three at Rensselaer Polytechnic Institute, Network Science. Laszlo Szekely, joint paper with Janos Pach, Ecole Polytechnique Federale de Lausanne, Switzerland. Geza Toth, Renyi Institute, Hungarian Academy of Sciences, Hungary. Csaba Toth, *California* State University Northridge.
9. Zhu Wang, Traian, Virginia Tech; Max Gunzburger, Florida State University, Applied Computational Math..
 10. Adeala Vraciu, Liana Segal (University of Missouri Kansas-City) and Janet Striuli (Fairfield University). Topics in Commutative Algebra.
 11. Frank Thorne, Manjul Bhargava (Princeton), Arul Shankar (Toronto), Alina Cojocaru (UIC), Takashi Taniguchi (Kobe), Kevin McGown (California State-Chico), Wei Ho (Michigan), Lillian Pierce (Duke), Maosheng Xiong (Hong Kong Univ. of Science and Technology), Jennifer Park (Michigan), Robert Lemke Oliver (Tufts), Jacob Tsimerman (Toronto), Henri Cohen (Bordeaux), Yongqiang Zhao (Waterloo). Research in Number Theory.
 12. Yi Sun, Vladimir A. Mironov, Russia, 3D Bioprinting
 13. Lincon Lu, Richard Anstee (UBC, Canada) on the forbidden configurations in the field of Combinatorics. mArthur Yang (Nankai University, China) on combinatorics identities and graph analysis in the field of Graph Theory., S.-T. Yau (Harvard University) and Yong Lin (Remin University, China) on Ricci curvatures of graphs in the field of Discrete Geometry. Yongtang Shi (Nankai University, China) on Turan numbers of hypergraphs in the field of Extremal Graph Theory.
 14. Jerrold Griggs, Ian Roberts (Charles Darwin Univ., Australia) and Uwe Leck (Univ. of Flensburg, Germany) Antichain of subsets, Wei-Tian Li (National Chung-Hsing Univ., Taiwan) Poset free family of subsets, Cliff Smythe (UNC Greensboro), Ryan Martin (Iowa State Univ, Diamond free family of subsets.
 15. George McNulty, Virginia Johnson, Columbia College, Maps that must be affine or quasilinear. Ralph McKenzie (Vanderbilt), Ralph Freese (University of Hawai'i), Keith Kearnes, Agnes Szendrei (both University of Colorado), and Cliff Bergman (Iowa State), project Algebra and Computation. Ralph McKenzie (Vanderbilt), Ralph Freese (University of Hawai'i), and Walter Taylor (University of Colorado), second volume of our research level exposition, Algebras, Lattices, Varieties. Ross Willard (University of Waterloo), Tarski Finite Basis Problem for Three Element Algebras.
 16. Ralph Howard, Virginia Johnson, Columbia College, Maps that must be affine or quasilinear.
 17. Xiaofeng Yang, Jie Shen (Purdue University), Numerical Approximations for a three components Cahn-Hilliard phase-field Model. Xiaoming He and Cheng Wang, (Missouri University of Science and Technology), Three dimensional numerical and experimental study of droplet formation in a flow focusing device. Jia Zhao (UNC-CH), Yuezheng Gong (Beijing Computational Science Research Center), Unconditionally Energy Stable Scheme for a Hydrodynamic Q-Tensor Model of Liquid Crystals. Daozhi Han (Indiana University) and Zhijun Tan (SunYat-sen University, China), Numerical analysis of second order, fully discrete energy stable schemes for phase field models of two phase incompressible flows. Jia Zhao (UNC-CH) and Huiyuan Li (Chinese Academy of Science), Energy stable scheme for phase-field models of three-phase incompressible flows. Lina Ma (Penn State Univ), Hui Zhang (Beijing Normal University), Numerical Approximations for Allen-Cahn type Phase field model of two-phase incompressible fluids with Moving Contact Lines. Haijun Yu (Chinese Academy of Science), Numerical approximations for a phase-field

moving contact line model with variable densities and viscosities. T. C. Elston, K. Jacobson and M. G. Forest (From UNC-CH) , Modeling the excess cell surface stored in a complex morphology of bleb-like protrusions.

18. Joshua Cooper, Laila Elsherif/Leslie Parise/Noah Sciaky (UNC Chapel Hill), automatic classification and quantitation (counting) of neutrophil cells in microscopic images by phenotype. Adam Wilson, New York City College of Technology, software to explore pressing sequences of graph. Jose Israel Rodriguez, U. of Chicago, Weyl-type inequalities for hypermatrices/tensors. Ke Ye, U. of Chicago, applications of tensor rank to hypergraph adjacency hypermatrices..
19. Xinfeng Liu, Professor Yihong Du (from University of New England, Australia) on moving free boundaries for population spreading
20. Hong Wang, George Karniadakis and Mark Ainsworth, Brown University, Fractional PDEs for conservation laws and beyond: theory, numerics and applications
21. Matthew Ballard, Tyler Kelly, University of Cambridge, Zeta functions and derived categories. David Favero, University of Alberta, Colin Diemer, Insitute des Hautes Etudes Scientifiques , Kernels from compactifications. Dragos Deliu, David Favero, University of Alberta, M. Umur Isik, University of California-Irvine, Ludmil Katzarkov, University of Miami and University of Vienna
22. Peter Nyikos, Heikki Junilla University of Helsinki, Finland, Compactifications and remainders of monotonically normal spaces. Jacek Nikiel, Opole University in Opole, Poland, research in topology. Lyubomir Zdomskyy, University of Vienna, Austria, Locally compact, ω_1 -compact spaces.
23. Pencho Petrushev, Kamen Ivanov, Bulgarian Academy of Sciences, Highly Effective Compression and Evaluation of Geodetic Quantities. Gerard Kerkyacharian and Dominique Picard, Paris, and Shigeyoshi Ogawa, Ritsumeikan University, Kyoto, Japan, Besov space regularity of Gaussian processes on general Dirichlet spaces. Athanasios Georgiadis, Aalborg University, Denmark, George Kyriazis, University of Cyprus, and Gerard Kerkyacharian, University Paris VII, homogeneous Besov and Triebel-Lizorkin spaces associated with non-negative self-adjoint operators. Martin Lind, Karlstad University, Sweden, nonlinear multivariate spline approximation.
24. Matthew Boylan, Michael Filaseta, Frank Thorne, Jim Brown, Kevin James, Hui Xue (Clemson), Palmetto Number Theory Series (PANTS) conferences.
25. Peter Binev, Wolfgang Dahmen (RWTH-Aachen), Ronald DeVore (Texas A&M) - approximation theory and its applications in numerical analysis; Marcus Bachmayer (University of Bonn), Albert Cohen (Paris 6), Wolfgang Dahmen (RWTH-Aachen), Ronald DeVore (Texas A&M), Olga Mula (Paris - Dauphine), Guergana Petrova (Texas A&M), Przemyslaw Wojtaszczyk (University of Warsaw): reduced models, uncertainty quantification, data assimilation and parameter estimation; Wolfgang Dahmen (RWTH-Aachen), Ronald DeVore (Texas A&M), Ricardo
26. Nochetto (University of Maryland), Rob Stevenson (University of Amsterdam), Andreas Veiser (University of Milano) - adaptive methods and rates of convergence for numerical partial differential equations. Benjamin Berkels (RWTH-Aachen), Zineb Saghi (CEA-LETI, France), Toby Sanders (Arizona State) - mathematical methods for multispectral and high resolutions data processing for scanning transmission electron microscopy and electron tomography.
27. Vladimir Temlyakov, Ron DeVore, , Texas A&M University, USA; Optimization on Banach spaces; Sergey Tikhonov , Barcelona, Spain;; Nikol'skii-type and Remez-type inequalities; Alexei Shadrin; Cambridge University, Great Britain; Inequalities for polynomials; Boris Kashin Steklov, Institute of Mathematics, Moscow, Russia; Discretization and its applications; Tino Ullrich; Institute for Numerical Simulation, University of Bonn, Germany, Hyperbolic cross approximation; Dinh Dung; Vietnam Institute for Advanced Study in Mathematics, Hanoi, Vietnam; Hyperbolic cross

approximation; Dauren Bazarkhanov; Institute of Mathematics and Mathematical Modeling, Almaty, Kazakhstan
Nonlinear tensor product approximation of functions.

Philosophy

1. University of Chicago, Virtue, Happiness, and the Meaning of Life Project (J. Frey)
2. James Madison Program, Princeton (C. Tollefsen)
3. SISMEL (International Research group for the study of Medieval Latin), Florence, Italy (J. Hackett)
4. University of Darmstadt and Bielefeld University, BiCoDa Group for Science and Technology Studies (T. Knuuttila, M. Dickson, M. Stoeltzner, and others)
5. Large Hadron Collider Epistemology Project, Wuppertal, Germany (M. Stoeltzner)

Physics and Astronomy

1. Majorana
2. CUORE
3. BaBar
4. Belle
5. Belle II
6. Ukrainian Physical Society
7. Laboratory of Theoretical Physics, University Paul Sabatier (Toulouse, France)
8. Clemson University
9. University of Florida
10. Sandia National Laboratory
11. University of Alberta
12. University of Colorado
13. Fachschule Bielefeld (Germany)
14. Benedict College
15. Sejong University (Seoul, Korea)
16. Balikesir University (Turkey)
17. CLAS
18. NSTAR
19. JLab
20. LEGEND
21. NOvA
22. MINOS
23. DUNE
24. Indo-US Neutrino Collaboration
25. NOMAD
26. MUSE

Political Science

1. South Carolina State Senate, Office of the President Pro Tempore (internships)
2. American Political Science Association (membership)
3. Southern Political Science Association (membership)
4. Pi Sigma Alpha Honor Society (chapter membership)
5. Sigma Iota Rho National Honor Society (chapter membership)

6. Columbia World Affairs Council (internships)
7. Appleseed Foundation, Columbia (internships)
8. *Governance* journal (editorship)
9. National Conference of Black Political Scientists (presidency)
10. NASPAA – Network of Schools of Public Policy, Affairs, and Administration (accreditation)

Psychology

1. Dr. Chris Rorden – P50 Center for Aphasia Recovery; Collaborating with Dr. Rutvik Desai, Psychology, Dr. Julius Fridriksson, Communication Sciences and Disorders, Dr. Troy Herter, Public Health, Dr. Priyantha Herath, School of Medicine, Dr. Leonardo Bonilha, Medical University of South Carolina, researchers from Johns Hopkins University and University of California, Irvine.
2. Dr. Ron Prinz – Family Intervention Collaborative Initiative funded by NIMH/NIH; collaborating with Dr. Phaedra Corso, University of Georgia, Dr. Matthew Sanders, University of Queensland and Dr. Carol Metzler, Oregon Research Institute.
3. 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.
4. Dr. Mark Weist - K Award Mentorship; funded by National Institute of Child Health and Human Development. Dr. Weist serves as a mentor on Dr. Colleen Halliday-Boykins' (MUSC) NICHD-funded career development award.
5. 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.
6. 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.
7. Project About School Safety
8. 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.
9. Dr. Mark Weist - USC School Behavioral Health Team is collaborating with the national technical PBIS assistance center (funded by DOE) to integrate PBIS and School Mental Health nationally.
10. Dr. Rutvik Desai – IARPA grant on multimodal concept representation; collaborating with Jeffery Binder, Medical College of Wisconsin and Mark Seidenberg, University of Wisconsin, Madison.
11. Dr. Rutvik Desai – Motion concepts in healthy and Parkinson's population; collaborating with Gabriella Vigliocco, University College London, UK.
12. Dr. Rutvik Desai – Speech perception; Collaborating with Einat Liebenthal, Brigham and Women's Hospital.
13. Dr. Kate Flory - Project to learn about youth – Mental health (PLAY-MH); collaboration with Robert McKeown, USC Public Health (retired); Joshua Mann, University of Mississippi Medical Center; Robert Valois, USC Public Health; James Hardin, USC Public Health; and researchers from the CDC.

14. Dr. Kate Flory - *Project to learn about youth – Mental health II (PLAY-MH II)*; collaboration with Bethany Bell, USC Social Work; Robert McKeown, USC Public Health (retired); Joshua Mann, University of Mississippi Medical Center; and researchers from the CDC.
15. Dr. Kate Flory - Mediators of social impairment among children with ADHD; collaboration with Richard Milich and Elizabeth Lorch, University of Kentucky; and Steven Evans and Julie Owens, Ohio University.
16. Dr. Bret Kloos - Program Evaluation of Youth Homelessness Initiative; collaborating with graduate students while working with Mental Illness Recovery Centers, Inc.
17. Dr. John Richards – Emergence and stability of Autism in Fragile X Syndrome; collaborating with Dr. Jane Roberts, Psychology, Dr. Svetlana Shinkareva, Psychology and Bridgette Tonnsen, Purdue University.
18. 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.
19. Dr. John Richards - Development of effortful control; collaborating with Joel Nigg, University of Oregon.
20. Dr. John Richards - Cortical sources of Nc component in multimodal attention; collaborating with Hillary Hadley, Northeastern University and David Lewcowitz, Northeastern University.
21. Dr. John Richards - Development and functions of the Mirror Neuron System; collaborating with Amanda Woodward, University of Chicago and Nathan Fox, University of Maryland.
22. Dr. John Richards - The impact of touch on infant speech perception; collaborating with Amanda Seidel, Purdue University.
23. Dr. John Richards - Development of the error-monitoring system from ages 9-35: unique insight provided by MRI-constrained source localization of EEG; collaborating with George A. Buzzell, University of Maryland, Lauren K. White, National Institutes of Mental Health, Daniel S. Pine, National Institutes of Mental Health and Nathan A. Fox, University of Maryland.
24. Dr. John Richards - Infant covert orienting to human motion; collaborating with Marco Lunghi, University of Padua, Italy and Francesca Simion, University of Padua, Italy.
25. Dr. John Richards - Comparing How Statistical Learning Supports Perceptual Expectations in Infants at Low and High Risk for Developmental Delays; collaborating with Lauren Emberson, Princeton University, J Riccio, Rochester University, R. Guillet, Rochester University and Richard Aslin, Rochester University.
26. Dr. John Richards - Age-specific template head models for EEG source analysis; collaborating with Benjamin Lanfer, BESA, Inc, Germany, R. Spangler, BESA, Inc, Germany and Ireena Paul-Jordanov, BESA Inc, Germany.
27. Dr. John Richards - Neurodevelopment of honesty and dishonesty: A functional near-infrared spectroscopy (fNIRS) study; collaborating with Xiopan Ding, China, G. Fu, China and Kang Lee, University of Toronto, Canada.
28. Dr. John Richards - Comparison of brain development trajectory between Chinese and US children and adolescents; collaborating with D. Lei, China, Q. Gong, China and Kang Lee, University of Toronto, Canada.
29. Dr. John Richards - The infant occipital cortex responds to a predictive cross-modal stimulus; collaborating with Lauren Emberson, Princeton University and Richard Aslin, Rochester University.
30. Dr. John Richards - Neural correlates of own and other race recognition in preschoolers: A functional near infrared spectroscopy (fNIRS) study; collaborating with Xiopan Ding, China, G. Fu, China and Kang Lee, University of Toronto, Canada.
31. Dr. John Richards - Using fNIRS to Examine Occipital and Temporal Responses to Stimulus Repetition in Young Infants: Evidence of Selective Frontal Cortex Involvement; collaborating with

- Lauren Emberson, Princeton University, G. Cannon, Rochester University, Holly Palmarei, Rochester University and Richard Aslin, Rochester University.
32. Dr. John Richards - The construction of MRI brain / head templates for Chinese children from 7 - 16 years of age; collaborating with D. Lei, China, Q. Gong, China and Kang Lee, University of Toronto, Canada.
 33. Dr. John Richards - Top-down modulation in the infant brain: Learning-induced expectations rapidly affect the sensory cortex at 6-months; collaborating with Lauren Emberson, Princeton University, G. Cannon, Rochester University, Holly Palmarei, Rochester University and Richard Aslin, Rochester University.
 34. Dr. John Richards - Structural MRI of Chinese brain development and comparison of the brain development trajectory between Chinese and U.S. children and adolescents; collaborating with D. Lei, China, Q. Gong, China and Kang Lee, University of Toronto, Canada.
 35. Dr. John Richards - Co-registering NIRS with underlying cortical areas in infants; collaborating with Sarah Lloyd-Fox, Center for Brain and Cognitive Development, University College London, England, Anna Blasi, Center for Brain and Cognitive Development, University College London, England, Mark Johnson, Center for Brain and Cognitive Development, University College London, England and Clair Elwell, Center for Brain and Cognitive Development, University College London, England.
 36. Dr. John Richards - Cortical activation to action perception is associated with action production abilities in young infants; collaborating with Sarah Lloyd-Fox, Center for Brain and Cognitive Development, University College London, England, Anna Blasi, Center for Brain and Cognitive Development, University College London, England, Mark Johnson, Center for Brain and Cognitive Development, University College London, England and Clair Elwell, Center for Brain and Cognitive Development, University College London, England.
 37. Dr. John Richards - NIRS recording in infants and children in Gambia, Africa; collaborating with Katherine Perdue, Harvard University and Boston Children's Hospital and Charles Nelson, Harvard University and Boston Children's Hospital.
 38. Dr. John Richards - NIRS recordings in infants in India; collaborating with John Spencer, University of East Anglia, England.
 39. Dr. Elma Lorenzo-Blanco - Project Red; collaborating with Jennifer B. Unger, University of Southern California.
 40. Dr. Elma Lorenzo-Blanco - Contstruyendo Oportunidades para Adolescentes Latinos (COPAL); collaborating with Jennifer B. Unger, University of South Carolina and Seth J. Schwartz, University of Miami.
 41. Dr. Elma Lorenzo-Blanco - Movies and Smoking in Latin America; collaborating with Jim Thrasher, Arnold School of Public Health and researchers in Dartmouth Medical, Mexico, and Argentina.
 42. Dr. Samuel McQuillin – National Mentoring Resource Center; collaborating with Dr. Edmond Bowers, Clemson University.

Sociology

Notes from the chair: As a small department with an international reputation the collaborations in Sociology are highly individualistic and numerous with some exceptions with on campus consortia. There is little consensus among the faculty as to which are 'most' important. Some view their collaborations with students and former students as most important. Others view those with national or international sponsorship by major organizations as most important. What follows is a nearly comprehensive self-reported list. I have put some in italic print to emphasize the Chair's opinion that

they are especially noteworthy for either contributing to junior faculty development or the department's reputation.

1. *Got Milk: Epigenetics of Breast Cancer* (Prof. Anderton with Kathleen Arcaro, University of Massachusetts)
2. *Grammars of Death* (Prof. Anderton with Susan Leonard, University of Massachusetts)
3. *Increased Maternal Education and Family Wellbeing* (Prof. Augustine with Ariel Kalil, Harris School of Public Policy, University of Chicago)
4. *Trends in Intensive Mothering* (Prof. Augustine with Kate Prickett, Harris School of Public Policy, University of Chicago)
5. *Economic School Segregation and Adolescent Weight Development* (Prof. Augustine with Rob Crosnoe and Julie and Olson, Department of Sociology, University of Texas at Austin)
6. *A Member Saved is a Member Earned? The Recruitment-Retention Trade-Off and Organizational Strategies for Membership Growth.* (Prof. Brashears with Dr. Yongren Shi [Yale], Ph.D. Student Fedor A. Dokshin [Cornell], and Prof. Michael Genkin [Singapore Management University])
7. *Social Network Experiments.* Chapter for the *Oxford Handbook of Social Network Analysis.* (Prof. Brashears with Prof. Eric Gladstone [UKY])
8. *In the Organization's Shadow: How Individual Behavior is Shaped by Organizational Leakage.* (Prof. Brashears with Prof. Michael Genkin [Singapore Management University] and Prof. Chan S. Suh [Boise State University]).
9. *Negligible Connections? The Role of Familiar Others in the Diffusion of Smoking Among Adolescents.* (Prof. Brashears with Prof. Chan S. Suh [Boise State University] and Dr. Yongren Shi [Yale]).
10. *Familiar faces, familiar spaces: Social similarity and co-presence in non-relational behavioral convergence.* (Prof. Brashears with Dr. Rachel Behler [UT-Austin], Prof. Chan S. Suh [Boise State University] and Dr. Yongren Shi [Yale]).
11. *"It's not just what you know, or who you know, but who you marry: The role of one's partner and social capital in the status attainment process.* (Prof. Brashears with Dr. Jesper Rozer [Universiteit Amsterdam]).
12. *The Implications of Shame and Happiness for Network Recall.* (Prof. Brashears with Prof. Helena Gonzalez [NEOMA Business School, Madrid] and Eric Quintane [University of Los Pasos, Columbia]).
13. *Beyond the Cultural Horizon: Mapping Relational Norms Within Social Networks.* (Prof. Brashears with Prof. David Lazer [Northeastern])
14. *Legal Profession,* forthcoming encyclopedia essay (Prof. Deflem with Prof. Fiona Kay, Queens University, Department of Sociology, Canada)
15. *Pregnant Men: An International Exploration of Trans Male Experiences and Practices of Reproduction* (Prof. Pfeffer with Prof. Sally Hines, Department of Sociology, University of Leeds (UK), Prof. Francis White, Department of Sociology University of Westminster (UK), Prof. Damien Riggs, Department of Social Work, Flinders University (Australia), Prof. Elisabetta Ruspini, University of Milano-Bicocca (Italy), and Prof. Joanna Mizielińska, Department of Psychology, Polish Academy of Sciences (Poland))
16. *Toward Identity and Community-Based Understandings of (A)sexualities* (Prof. Pfeffer with Prof. Kristin Scherrer, School of Social Work, Metropolitan State University of Denver)
17. *Masculinities Through a Cross-Disciplinary Lens: Lessons from Sociology and Psychology* (Prof. Pfeffer with Prof. Christabel Rogalin, Department of Behavioral Sciences, Purdue University Northwest and undergraduate student Cari Gee, Department of Social Sciences, Purdue

University North Central)

18. *Associations between Minority Stress and Chronic Disease Outcomes in Sexual Minority Identified Women (Prof. Pfeffer with USC graduate student Sarah Piperato and Prof. Melinda Forthofer, Department of Public Health Sciences, UNC Charlotte)*
19. *University of Michigan: Relationship Dynamics and Social Life Study*
<http://www.icpsr.umich.edu/icpsrweb/DSDR/studies/34626> (Prof Hartnett with Jennifer Barber and others)
20. *Affective Bases of Order in Task Groups (Professor Thye with Cornell University Professor Edward Lawler)*
21. *Team Perception & Performance Under Threat (Professor Thye with Kent State Professor Will Kalkhoff)*
22. *The Relationship Between Nonverbal Vocal Adaptation and Audience Perceptions of Dominance and Prestige (Professor Thye with Kent State Professor Will Kalkhoff)*
23. *Assessing the Impact of Status Information Conveyance on the Distribution of Negative Rewards: A Preliminary Test and Model (Professor Thye with West Virginia University Professor Lisa M. Dilks)*
24. *The Embeddedness of Indirect and Generalized Reciprocity. National Science Foundation project with David Melamed (Ohio State University).*
25. *The Social Structural Foundations of Reputation, Cooperation and Prosocial Behavior. Army Research Office with David Melamed (OSU).*
26. *The Logic of Collective Action in Large Groups with Ozan Aksoy (University College London and Oxford University)*
27. *Interpersonal Moral Judgments Promote Cooperation and Prosocial Behavior in Groups. Robb Willer (Stanford University) and Ashley Harrell (soon to be University of Michigan).*
28. *Political Ideology, Moral Foundations and the Perception of Moral Violations. Kimmo Eriksson and Pontus Strimling (Stockholm University).*
29. *Social Influence from Status and Identity. (Prof. Markovsky with Prof. Jennifer McLeer, George Washington U., and Christopher Barnum, St. Ambrose College)*
30. *Inequalities in Face-to-Face Interaction. (Prof. Markovsky with Prof. Christopher Barnum, St. Ambrose University, and Prof. Jennifer McLeer, George Washington U.)*

Statistics

1. Wilma Sims and John Grego consulting support for DAK Americas, SCDNR, AC Flora High School, Chapin High School, Richland Northeast High School, SC Commission for the Blind, and faculty/students at Colgate University, University Maryland Baltimore County, Argosy University, Prescott College, SCDNR, National Park Service, University of Venice, USGS
2. David Hitchcock collaboration with John Rose (CSCE), Nicole Lewis (East Tennessee State Univ) and Ian Dryden (Univ of Nottingham)
3. Lianming Wang collaboration with Xin He (Epidemiology and Biostatistics, Univ of Maryland)
4. Tim Hanson collaboration with Miguel de Carvalho (Statistics, Edinburgh)
5. Tim Hanson collaboration with Maigeng Zhou (University of Oxford), Haiming Zhou (Northern Illinois Univ) and others
6. Tim Hanson collaboration with Yuhui Chen (Univ of Alabama)
7. Tim Hanson collaboration with Alejandro Jara and Fernando Quintana (Statistics, PUC Chile), and Peter Müller (Univ of Texas)
8. Tim Hanson collaboration with Kristin Knight (Development and Disability, Oregon Health & Science Univ) and Garnet McMillan (NCRAR)

9. Brian Habing collaboration with Louis Roussos (Measured Progress)
10. Brian Habing collaboration with Mary Gullatte (Nursing, Emory)
11. Xianzheng Huang collaboration with Ian Dryden (Univ of Nottingham)
12. Xianzheng Huang collaboration with researchers in public health at Univ of Memphis, GlaxoSmithKline and Univ of Florida
13. Xianzheng Huang collaboration with Haiming Zhou (Northern Illinois University)
14. Yen-yi Ho collaboration with Univ of Minnesota researchers
15. Edsel Peña research collaboration with Walt Piegorsch (Statistics, Univ of Arizona), Webster West (Statistics, NC State) and Wensong Wu (Florida International University)
16. Edsel Peña and Tim Hanson research collaborations with Hao Wang (Biostatistics, Northwestern)
17. Multiple research collaborations with Chris McMahan (Mathematics, Clemson) involving Dewei Wang, Joshua Tebbs, Tim Hanson, Lianming Wang and Karl Gregory
18. Dewei Wang and Joshua Tebbs collaboration with Hammou El Barmi (Statistics, CUNY)
19. David Hitchcock collaboration with MUSC Biostatistics and Bioinformatics
20. Karl Gregory collaboration with Enno Mammen (University of Mannheim)
21. Karl Gregory collaboration with Soumendra Lahiri (NC State Univ)
22. Don Edwards participation on Southern Regional Conference on Statistics organizing committee
23. Don Edwards and Xiaoyan Lin NIH R01 grant and research collaboration with Kerrie Nelson (Boston University)
24. Josh Tebbs collaboration and NIH grant with Chris Bilder (Statistics, Nebraska)
25. Edsel Peña collaboration with faculty members in MUSC's Biostatistics and Bioinformatics program

Theatre & Dance

As a result of our faculty's professional development efforts, the Department of Theatre and Dance has been able to connect with a variety of guest artists, practitioners, workshops and organizations that have provided invaluable teaching experiences and learning beyond the classroom to our students and faculty members.

Professional Collaborations:

1. Susan Anderson – Artistic Director – *Ballet Stars of New York* – collaboration with New York City Ballet and USC Symphony Orchestra
2. Susan Anderson – USC Dance Program presenting sponsor Complexions Contemporary Ballet Company - Fall 2016-Spring 2017.
3. Robert Bourne – Director – *Gravedigger's Tale* - Folger Shakespeare Library – toured to USC Department of Theatre and Dance
4. Robert Bourne – Director – *Grounded* – produced in collaboration with USC Department of Theatre and Dance and Full Circle Productions. Toured Nationally to Oklahoma City University Center for Classical Theatre
5. Stan Brown – Voiceover Workshop – Midlands Technical College
6. Stacey Calvert – Director and Producer – *Ballet Stars of New York* – collaboration with New York City Ballet, The Department of Theatre and Dance, and the USC Symphony Orchestra
7. Robyn Hunt – Instructor at intensive workshop for professional actors - Physical Approaches to Performance – Pacific Performance Project (P3) East – taught in New York/ Chicago/ Seattle
8. Jim Hunter – Lighting Design – *Fusions* – Collaboration with Department of Theatre and Dance and UniArt at LaMaMa Playhouse, NYC

9. Eric Morris - Production and Design – USC Dance participation in American College Dance Association at Emory University
10. Steve Pearson – Instructor at intensive workshop for professional actors - Physical Approaches to Performance – Pacific Performance Project (P3) East – taught in New York/ Chicago/ Seattle
11. Nic Ularu – Director/Author/Producer – *Fusions* – Collaboration with Department of Theatre and Dance and UniArt at LaMaMa Playhouse, NYC
12. Tanya Wideman-Davis – Lecture Demonstration – Black Pearl Homecoming and Cultural Arts Festival

Visual Arts and Design

1. Columbia Museum of Art
2. South Carolina Arts Commission
3. Richland One/Two and Lexington School Districts
4. Palmetto Curatorial Exchange, Clemson Center for Visual Arts, Coastal Carolina Visual Arts Department
5. Historic Columbia
6. 701 Center for Contemporary Art
7. Nickelodeon Cinema
8. Tapp's Arts Center
9. City Art
10. Richland Library
11. Columbia Design League
12. Five Points Association

Supplemental Information

College of Arts and Sciences

Internal Collaborations

Anthropology

- South Carolina Institute of Archaeology and Anthropology, USC
- Department of Biology, USC
- African American Studies, USC
- Global Studies, USC
- Linguistics Program, USC
- Southern Studies Program, USC
- Public History Program, USC
- McKissick Museum, USC
- American Indians Studies Program, USC Lancaster

Biological Sciences

- Ron Benner
 - Dr. Lori Ziolkowski, USC Earth & Ocean Sci.
 - Dr. Susan Lang, USC Earth & Ocean Sci.
- Frank Berger
 - As Director of the Colon Cancer Research Center, he has connections all over USC, especially with Colleges of Arts and Sciences, Pharmacy, and Public Health, as well as with the School of Medicine
- Carol Boggs
 - Dr. Tim Mousseau, USC Biology
 - Dr. Alissa Armstrong, USC Biology
 - Dr. John Nelson, USC Biology
 - Dr. John Kupfer, USC Geography
- Shannon Davis:
 - Dr. Rekha Patel, USC Biology
 - Dr. Mike Felder, USC Biology
 - Dr. Lydia Matesic, USC Biology
 - Dr. Doug Pittman, Pharmacy
 - Dr. Hippokratis Kiaris, Pharmacy
 - Dr. Mythreya Karthikeyan, Chemistry
 - Dr. Paula Vasquez, Mathematics
- Jeff Dudycha
 - Dr. Tammi Richardson, USC Biology
 - Dr. Rekha Patel, USC Biology
 - Dr. Reginald Bain, USC School of Medicine
 - Dr. Jim Morris, USC Biology
 - Dr. Dan Speiser, USC Biology

- Dr. Norma Frizzell, USC School of Medicine
- Bert Ely
 - As Director of Center for Science Education and Program Director of educational grants, he collaborates with the School of Medicine, various science departments, and non-scientific learning-oriented units at USC
- Robert Friedman
 - Dr. Charles Lovell
 - Dr. Jijun Tang
- Zhengqing Fu
 - Dr. Beth Krizek, USC Biology
 - Dr. Johannes Stratmann, USC Biology
- Beth Krizek
 - Dr. -Zhengqing Fu, USC Biology
 - Dr. Johannes Stratmann, USC Biology
- Sofia Lizarraga
 - South Carolina Autism and Neurodevelopmental Disorders Consortium (USC, MUSC, SOM, Greenwood Genetic Centers)
 - Dr. Rekha Patel (USC Biology)
 - Dr. Shannon Davis (USC Biology)
- Lydia Matesic
 - Dr. Frank Spinale, USC School of Medicine
- Timothy Mousseau
 - Dr. Carol Boggs - SEOE
 - Dr. Dave Tedeschi - Physics and Astronomy
 - Dr. Will Graf – Geography
- Fabienne Poulain
 - Dr. Jill Turner (Pharmacy)
 - Dr. Melissa Moss (Chemical Engineering)
- David Reisman
 - Dr. Carole Oskeritzian, School of Medicine
- Daniel Speiser
 - Dr. Fabienne Poulain, USC Biology
 - Dr. Carol Boggs, USC Biology/SEOE
 - Dr. Jeff Dudycha, USC Biology
 - Dr. Jerry Hilbish, USC Biology
- Jason Stewart
 - Dr. Douglas Spencer Moore
 - Dr. Rekha Patel
 - Dr. Sue Heiney
 - Dr. Monique Lyle
 - Dr. Alexander McLain
- Johannes Stratmann
 - Dr. Beth Krizek, USC Biology
 - Dr. Zhengqing Fu, USC Biology
- Jeff Twiss
 - Dr. Jane Roberts (Psychology)
 - Dr. Jill Turner (DDBS - Pharmacy)

- Dr. Jun Zhu (DDBS – Pharmacy)
- Dr. Pavel Ortinski (PPN – School of Medicine)
- Dr. Sajish Mathew (DDBS – Pharmacy)
- Dr. Sofia Lizarraga (USC Biology)
- Dr. Fabienne Poulain (USC Biology)
- Dr. Deanna Smith (USC Biology)

Chemistry and Biochemistry

- Karthikeyan: Center for Targeted Therapeutics (in Pharmacy)
- Vannucci: Catalysis for Renewables: Applications, Fundamentals and Technologies (CRAFT) (Chemical Engineering)
- Donna Chen, Greytak: IGERT: Functional Nanomaterials for Sustainable Energy Solutions with 3 co-PIs (Chemical Engineering)
- Lavigne: Center for Colon Cancer Research (in Biology)

Criminology & Criminal Justice

- University of South Carolina Law School
- Children’s Law Center
- Department of Psychology
- Research Consortium on Children and Families

English

- **Department level:**
 - Joint hire with the Linguistics program
 - Joint hire with African American Studies program
 - Collaborations with the Center for Digital Humanities
- **Faculty level:**
 - **Anne Gulick**, Walker Institute’s new Caribbean Studies Working Group
 - **David Miller** with Song Wang (CSE) and the Center for Digital Humanities, develop Paragon, a software program capable of collating scanned images of pages from early modern books
 - **Chris Holcomb** with Duncan Buell (from CSCE) to develop software to analyze student writing in FYE and to present this research at national conferences.
 - **Sara Schwebel** with Duncan Buell (Engineering and Computer Science) on the Lone Woman Digital Archive, co-mentoring computer science undergraduates.
 - **Sara Schwebel** with Erica Tobolski (Theater and Dance) and Jeff Davis (Music) on two student Magellan grants (Magellan Scholar/Mini-Grant); they are co-mentoring students who are creating Voiceovers of text on the Channel Islands National Park website/Island of the Blue Dolphins web resource

Earth, Ocean, and Environment

- Geoscholars Program. Developed program to enhance living, learning, and education with Green Quad and SEOE majors. Tested in AY 2015-2016. In full swing AY16-17 with brochures and recruitment ongoing.
- Office of Sustainability and Residential Life: ASHEE regional conference with
- ASPH Center for Nutrition and Health Disparities: Annual Nutrition Symposium
- Green Quad and Univ 101 on Common Course initiative
- Development of study abroad course in Ecuador: USC International Office
- McKissick Museum Collections Committee

Geography

- School of Earth, Ocean and the Environment
- Walker Institute
- Arnold School of Public Health
- Moore School of Business
- College of Engineering
- College of Education
- Honors College
- Anthropology
- Study Abroad
- Center for Digital Humanities
- Public History Program

History

- The History department has formal links with several intra-CAS units through faculty administrative posts and appointments:
- African-American Studies (Littlefield, V.)
- Center for Civil Rights History and Research (Donaldson)
- Center for Digital Humanities (Wilder)
- Allison Marsh serves on the Museum Advisory Council for McKissick Museum.
- David Snyder is the Principal of Maxcy College.
- Public History program includes participation by faculty in other units, including ANTH and ARTH
- We collaborate with other units via several graduate students doing certificate programs in the Library School and the McKissick Museum
- History faculty are associated faculty in Women and Gender Studies, European Studies, Religious Studies, Institute for Southern Studies, and Jewish Studies
- History graduate students regularly have assistantships in Media Studies and in Women and Gender Studies
- Marjorie Spruill collaborates with Andrea L'Hommedieu at the Caroliniana Library on a grant-funded research project.
- One of our faculty members, Andrew Berns, is currently team-teaching an Honors-College seminar ("The Archival Instinct") with a faculty member in SVAD.

Languages, Literatures, & Cultures

- Yvonne Ivory: Collaborating with colleagues from English, Art, Film, and Music on an NEH summer seminar grant application coordinated by Anne Pollok in Philosophy.
- Alexandre Bonafos: Digital Humanities projects
- Ashley Williard: Digital Humanities projects

Mathematics

- Qi Wang: Roger Sawyer's group on beta-keratin modeling, from genome to mechanical properties.
- Andrew Kustin: Adela Vraciu, Rings of small Gorenstein colength
- Jesse Kass: Frank Thorne Research in Number Theory
- Xinfeng Liu, Hexin Chen, Qian Wang, Equilibrium of cancer cell populations.
- Eva Czabarka, Laszlo Szekely, Discrete Mathematics, Network Science, Applications in Biology.
- Laszlo Szekely, Eva Czabarka, Discrete Mathematics, Network Science, Applications in Biology. Lincoln Liu, joint research in graph theory.
- Lincoln Lu, Laszlo Szekely, joint research in graph theory. Marco Valtorta (CSE department) on Hypergraph-based Predictive and Causal Modeling.
- Zhu Wang, Jasim Imran, Department of Civil and Environmental Engineering., Applied Computational Mathematics.
- Adela Vraciu, Andrew Kustin, Rings of small Gorenstein colength
- Francisco Blanco-Silva. Joseph Johnson Department of Physics and Astronomy, Department of Mechanical Engineering), Kevin Bennett (Associate Professor of Family and Preventive Medicine). Impact upon employment, poverty, and uninsurance rates across the US of the Great Recession (Dec 2007-June 2009)
- Joseph Johnson (Physics and Mechanical Engineering), Kendra Albright (Library and Information Sciences), Amir Karami (Library and Information Sciences), Phillip Moore (University Technology Services) A Foundational Information Infrastructure for Future SCFLOODS Impact Research
- Frank Thorne, JesseKass, Research in Number Theory
- George McNulty, Ralph Howard, Maps that must be affine or quasiaffine.
- Ralph Howard, George McNulty, Maps that must be affine or quasiaffine.
- Xiaofeng Yang, Lili Ju, Numerical Approximations for the binary Fluid-Surfactant Phase field Model
- Lili Ju, Xiaofeng Yang, Numerical Approximations for the binary Fluid-Surfactant Phase field Model .
- Hong Wang, Guiren Wang, College of Engineering, Fractional PDEs and related nonlocal models
- Matthew Ballard, Alexander Duncan, Patrick McFadden, Exceptional collections on toric varieties
- Alexander Duncan, Matthew Ballard, Patrick McFadden, Exceptional collections on toric varieties
- Patrick McFadden, Alexander Duncan, Matthew Ballard, Exceptional collections on toric varieties
- Pencho Petrushev, Greg Wilsbacher, Moving Image Research Collections (MIRC) on digital reproduction of optical sound tracks of motion picture films from digital scans.

- Peter Binev, Thomas Vogt and Douglas Blom - mathematical modeling in scanning transmission electron microscopy

Philosophy

- Center for Law, Value, and the Humanities (J. Frey and J. Weinberg)
- Linguistics Program (A. Bezuidenhout)
- Women's and Gender Studies (L. McClimans)
- Classics Program (H. Sefrin-Weis)

Physics and Astronomy

- CTE
- USC chapter of Society of Physics Students
- Astronomy Club
- Chemistry
- Chemical Engineering

Political Science

The Department of Political Science has internal, multidisciplinary and academic collaborations with the following units:

- African American Studies (joint appointment)
- Women & Gender Studies (joint appointment)
- Environment & Sustainability Program (joint appointment)
- Walker Center for International Affairs (joint appointment)
- Carolina Leadership Initiative (former directorship)
- Institute for Public Service & Policy Research (former directorship; research contract)
- Department of Statistics (research collaboration)
- Rule of Law Collaborative (research associates)
- Jewish Studies Program (faculty affiliates)
- School of Social Work (research collaboration; course offerings)
- School of Public Health (research collaboration; course offerings)
- Department of Criminology & Criminal Justice (research collaboration)
- Honors College (course offerings)
- Darla Moore School of Business – Masters in International Business (course offerings)
- On Your Time Program (course offerings – adjunct faculty)
- Palmetto College (course offerings – affiliated faculty)
- TRIO Program – McNair Scholars – (faculty mentoring)

Psychology

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

- Dr. Ron Prinz – Behavioral-Biomedical Interface Program; Collaborating with Arnold School of Public Health.
- 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. 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.
- Dr. Rutvik Desai – Multivariate analysis of fMRI data with Dr. Svetlana Shinkareva, Psychology.
- Dr. Rutvik Desai – Representation of verb meaning with Dr. Amit Almor, Psychology.
- Dr. Kate Flory – Understanding the association of cortisol stress response with symptoms of ADHD: Moderation by comorbid symptoms and individual difference factors; collaborating with Lawrence Reagan, USC School of Medicine and Carla Danielson, MUSC.
- Dr. Kate Flory – Project to learn about youth – Mental Health; collaborating with collaboration with Bethany Bell, USC Social Work; Robert McKeown, USC Public Health (retired); Joshua Mann, University of Mississippi Medical Center; and researchers from the CDC.
- Dr. Bret Kloos - SC Floods Research; collaborating with Anna Scheyett, College of Social Work, graduate students and undergraduate students from Psychology.
- Dr. John Richards – Emergence and stability of Autism in Fragile X Syndrome; collaborating with Dr. Jane Roberts, Psychology, Dr. Svetlana Shinkareva, Psychology and Bridgette Tonnsen, Purdue University.
- Dr. John Richards – Biobehavioral correlates of Autism Spectrum Disorder in infants with Fragile X Syndrome; collaborating with Dr. Jane Roberts, Psychology, Bridgette Tonnsen, Purdue University.
- 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.
- Dr. Elma Lorenzo-Blanco - Movies and Smoking in Latin America; collaborating with Jim Thrasher, Arnold School of Public Health and researchers in Dartmouth Medical, Mexico, and Argentina.
- Dr. Elma Lorenzo-Blanco - Latino/a Substance Use and Mental Health in South Carolina: An Assessment of Needs, Existing Resources, and Current Challenges; collaborating with Myriam Torres, Arnold School of Public Health and Director of the Consortium for Immigration Studies; Julie Smithwick, Director at PASOS.

Sociology

Note from the chair: As a small department with an international reputation the collaborations in Sociology are highly individualistic and numerous with some exceptions with on campus consortia. There is little consensus among the faculty as to which are 'most' important. Some view their collaborations with students and former students as most important. Others view those with national or international sponsorship by major organizations as most important. What follows is a nearly comprehensive self-reported list. I have put some in italic print to emphasize the Chair's opinion that they are especially noteworthy for either contributing to junior faculty development or the department's reputation.

- *CHIP: Carolina Consortium on Health, Inequalities, and Populations (Prof. Cummings, Henderson-Platt, Hartnett with Walsemann, Mann, and White, Arnold School of Public Health*
- *Institute of Mind and Brain (Prof. Brashears Fellow)*

- *Student Health Centers and LGBTQ Inclusivity* (Prof. Pfeffer with USC School of Public Health Prof. Emily Mann and undergraduate students Devon Hood and Logan Sherrell)
- *A Knowledge Aggregator for the Social Sciences. NSF Grant.* (Prof. Markvosky With Co-PI Prof. Jose Vidal, Computer Science and Engineering)
- An Exploratory Study of Historical Trauma among African Americans in South Carolina (Prof. Henderson with USC Prof. Emily Mann, PhD and USC Prof. Spencer Platt, PhD)
- Using Tailored Narrative Communication to Increase Empathy and Reduce Implicit Racial Bias: A Preliminary Study Toward Eliminating Racial Health Disparities (USC Pro. Rachel Davis and Professor Henderson)
- Cognitive Functioning, Education and Social Support in Older Americans (Prof. Henderson with USC Prof. Katrina Walsemann, PhD).
- The Well-Being of Parents in Same-Sex Relationships raising children (Prof. Augustine with USC Prof. Carla Pfeffer, PhD and student Martin Avelदानes)
- Gender Differences in Parent's Time with Children (Prof. Augustine with USC Graduate Student Daniela Negraia)
- Compression Heuristics, Social Networks, and the Evolution of Human Intelligence. (Prof. Brashears with Dr. Laura Brashears [USC])
- Sacred Alters: The Effects of Ego Network Structure on Religions and Political Beliefs. (Prof. Brashears with Ph.D. Student Matthew Facciani [USC]).
- Goodness-of-Fit Metrics for Multidimensional Blau space models. (Prof. Brashears with Ph.D. Student Zoe Zhong).
- Parental Incarceration: Effects on Children's Education, Magellan Scholarship and Distinction Paper (Prof. Deflem with USC Undergraduate Student Adrianna Schoemaker)
- Domestic Spying: A Comparative-Historical Perspective, forthcoming book chapter (Prof. Deflem with USC Graduate Students Derek Silva and Anna Rogers)
- Heavy Metal Women, research project and conference paper (Prof. Deflem with USC Graduate Student Anna Rogers)
- The Global Diffusion of Insurgent Anti-Police Violence, research project and conference paper (Prof. Deflem with USC Graduate Students Derek Silva and Anna Rogers)
- Policing Terrorism, forthcoming book chapter (Prof. Deflem with USC Graduate Student Stephen Chicoine)
- Surveillance in Popular Culture, forthcoming book chapter (Prof. Deflem with USC Graduate Student Anna Rogers)
- The Well-Being of Parents in Same-Sex Relationships Raising Children (Prof. Pfeffer with USC Prof. Jennifer Augustine and undergraduate student Martin Avelदानes)
- Gender Identity (Prof. Pfeffer with USC graduate student Natalie Castañeda)
- Trans and Gender Variant Individuals and Couples: Risk Factors for Relationship Dissatisfaction, Conflict, and Divorce (Prof. Pfeffer with USC graduate student Natalie Castañeda)
- Terrorism and the Politics of Gender (Prof. Pfeffer with USC graduate student Derek Silva)
- Postmodern Families (Prof. Pfeffer with USC Prof. Jennifer Augustine and undergraduate student Martin Avelदानes)
- Modularizing Identity Theory. (Prof. Markovsky and Jake Frederick Sociology grad student)

Statistics

- Stat Lab gratis consulting for 81 USC clients
- David Hitchcock collaboration and grants with Suzanne Baxter (Institute for Families in Society)
- David Hitchcock collaboration with Vidya Samadi (Civil Engineering)

- Edsel Peña research collaborations with multiple COBRE faculty groups, and short-term consulting for over 20 COBRE collaborators
- Edsel Peña research collaboration and grant with Frank Berger (Biological Sciences)
- Edsel Peña research collaboration and grant with Marge Peña (Biological Sciences)
- Edsel Peña research collaboration and grant with Angela Murphy (Pathology, Microbiology and Immunology)
- Tim Hanson collaboration with Alex McLain (Epidemiology and Biostatistics)
- Tim Hanson collaboration with Jiajia Zhang (Epidemiology and Biostatistics)
- Tim Hanson collaboration with Junxiu Liu (Epidemiology and Biostatistics) and others
- Lianming Wang collaboration and grant with Zaina Qureshi (Health Service Policy and Management)
- Lianming Wang collaboration with Daping Fan (Cell Biology and Anatomy)
- Lianming Wang and Xiaoyan Lin collaboration with Bo Cai (Epidemiology and Biostatistics)
- Yen-yi Ho collaboration with Sajish Matthew (Pharmacy)
- Yen-yi Ho collaboration with Sofia Lizarraga (Biological Sciences)
- Brian Habing collaboration with Krystal Werfel (Communication Sciences and Disorders), Stanley Dubinsky (English), and Duncan Buell (Computer Science and Engineering)
- Brian Habing collaboration with Sue Heiney (Nursing)
- John Grego collaboration with Gail Barnes (Music)
- John Grego and Xiaoyan Lin collaboration with CSCE on NSF grant, joint undergraduate and graduate programs

Theatre & Dance

The fields of theatre and dance are highly collaborative arts and support the creation of interdisciplinary projects and research. We aim to share our productions, skills, research and collaborations with the wider USC Community. This has come in the form of interdepartmental collaboration and grant-supported research that will have impact beyond our fields. Examples of our interdepartmental collaborations and grant awards are listed below:

Interdepartmental Collaborations:

- Stacey Calvert – Director and Producer – *Ballet Stars of New York* – collaboration with New York City Ballet and USC Symphony Orchestra
- Eric Morris has worked in design and support for USC President’s House Events
- Erica Tobolski – Workshop Presenter – Center for Teaching Excellence:
 - Vocal Power for the Classroom March 23, 2016
 - Vocal Dynamics for the Classroom March 30, 2016

Grants:

- Peter Duffy - University of South Carolina Teaching Excellence Global Classroom Grant (2016) – to support creation of a new course with international travel component - \$4000
- Peter Duffy – University of South Carolina Provost Grant for Creative Activity (2016) – to support a performed research project on why teachers are leaving education before retirement called Uncommon Voices in the Age of common Core - \$20,000
- Stephanie Milling - Provost Grant - to fund the Arts Leadership Collaborative between Kirk Foster from the Department of Social Work and David Cutler from the School of Music
- Nic Ularu – Provost’s Creative and Performing Arts Grant – for *Fusions*, a new play produced, written and directed by Nic Ularu at LaMaMa in New York City.

Visual Arts and Design

- Film and Media Studies
- McKissick Museum
- Irvin Department of Rare Books and Special Collections
- Women's and Gender Studies
- Moving Image Research Collection
- Department of Theater and Dance
- First Year Reading Experience (our students design posters and book cover)
- Department of Computer Science/Computer Engineering
- Green Quad Learning Center and School of Earth, Ocean and Environment
- College of Nursing
- School of Music

Appendix 9. Campus Climate & Inclusion

Supplemental Information

College of Arts and Sciences

Climate and Diversity Inclusion

Anthropology

- Diversity and inclusion are cornerstones of the discipline of Anthropology. Most, if not all, of our classes have themes of diversity, inclusion, and cultural competence embedded within them. This, in part, explains the great diversity of students who take our classes. Moreover, many of our classes are included in the Diversity and Social Advocacy GLD pathway.
- This diversity is also included in the composition of our faculty. We are, arguably, the most diverse department on campus with 70% of our faculty female (at all ranks), and nearly half of our faculty comprising underrepresented groups (African American, Native American, Latino).
- Our colloquium series frequently focuses on topics regarding diversity and inclusion. We also have two faculty members who provide university-wide leadership with regard to diversity, inclusion, and equity. Our unit supported a cross-unit initiative led by graduate students in Anthropology and Linguistics to invite well known Diné poets to give a panel poetry reading in dialogue with linguistic anthropologist, Anthony Webster and discuss how and why members of the Navajo nation's languages and art forms have been misrecognized and/or denigrated and the role that their poetry has played in challenging these misconceptions. This event was the signature campus event kicking off the National Native American Heritage Month in November. It was open to the broader public and had excellent attendance.

Biological Sciences

- The PREP program provides a year of post-baccalaureate training to minority students who have indicated a desire to enter graduate school with the aim of obtaining a Ph.D. degree in the Biomedical Sciences. PREP has been very successful in recruiting minority students and preparing them to pursue graduate education. Many of these students remain at USC and others have been successful in obtaining graduate positions at other high-quality graduate programs. Additionally all graduate students supported with a teaching assistantship are required to attend USC Orientation training that includes training in the importance of inclusiveness in all facets of the university program.

Blueprint 2016-2017

- We hired Dr. Alissa Armstrong who started working as Assistant Professor on tenure track in Fall 2016. To my knowledge, she is the only African American tenure-track faculty member in the sciences at USC. We are following recommendations to consider minority applicants for our faculty job searches, but the number of such applicants is very low. In 2015, we hired another Assistant Professor with a minority background (Hispanic), Dr. Sofia Lizarraga. We also have four faculty members with an Asian background, the rest is Caucasian. One of the applicants for the position we are currently searching for in Biology is African American. Of our 50 faculty members (tenure track and non-tenure track), 11 tenure track and 6 non-tenure track faculty members are women, so about a third of the faculty.
- Biology participates in a variety of activities that ensure diverse participation in departmental activities and a welcoming environment for all participants. Examples include:- Lead unit for USC PREP (<http://biomedical.med.sc.edu/uscprep.asp>), a postbaccalaureate program to hire talented minority students to work in research laboratories while helping them prepare for PhD programs in the Biomedical Sciences. This year 2 African Americans, 1 Hispanic, and 1 Native American were hired to work in Biology Department research laboratories. Three additional students participated in the basic science departments at the medical school.
- Lead unit for the USC IMSD program (<http://www.sc.edu/researchdev/limitedsubdetail.php?pid=333>), a program to help minority PhD students adjust to and be successful in PhD programs in the Biological Sciences. This year the program helped two African American and one Hispanic graduate student get off to a strong start in their Biology PhD programs.
- Undergraduate research assistants. Each year, Biology faculty members provide more than 200 research opportunities for undergraduate students in their laboratories. These students reflect the diversity of the Department's Biology majors.
- At this time, it was not possible for us to gather specific data on the diversity of our graduate students, as our administrative assistant for graduate studies is on sick leave. Female and male students are about evenly represented. In terms of ethnic diversity, there are several African American students and a number of foreign students, mainly from China and India.

Digital Humanities

- In AY 2016-17, the Center for Digital Humanities employed seven students of color (4 men, 3 women), or approximately 47% of our total undergraduate/graduate student staff (7 of 15 employees/interns). We recruited and interviewed women and persons of color for openings at our Center whenever possible. We also strive to make our public events and workshops as inclusive as possible by seeking input from our stakeholders on campus to ensure that the topics and methods presented at our events represent and speak to the diverse range of interests and commitments here at USC. We also make every effort to host our events in locations that are welcoming, safe, and accessible to everyone at USC.

Blueprint 2016-2017

Earth, Ocean, and Environment

- Our undergraduate office is a LGBTQ Safe Zone and a Green Zone for veterans.
- We offer a specific diversity scholarship: the Mack Gipson scholarship for minority students in the GeoSciences.
- We offer a section of ENVR 101 for students in the TRIO program.
- We offer a special section of MSCI 210 to international students.
- We are active participants in Promoting Geoscience Research Education & Success (PROGRESS, <http://geosciencewomen.org/>) For this program we recruit first-year college women interested in the Earth and Environmental Sciences (from any STEM major) from institutions in two geographic regions: the Colorado/Wyoming Front Range and the Carolinas. Women involved with this program 1) learn more about careers in the Earth and Environmental Sciences, 2) meet peers with similar academic interests, 3) gain better self-awareness of their values, strengths, and liabilities for a career in the Earth and Environmental Sciences, and 4) expand their psychological, social and institutional resources for a career in the Earth and Environmental Sciences. Program participants have access to peer mentoring and resources through this web platform. They are also able to interact with each other in discussion forums via private social media groups. In addition, participants are matched with a local, in-person female role model (mentor) and are invited to regularly scheduled group networking events near their home institution.” We sign up about 15 freshman a year as a cohort in this program.
- We have a new Women in Geoscience undergraduate group, spearheaded by Casey Brayton, a student majoring in Marine Science.
- Undergraduates from the SEOE volunteer at ScienceQuest, a science program at homeless shelters for 2nd-6th graders.
- Overnight course field trips and the Common Core MSCI 101- U101 bring students together such that they are spending time camping or living together.
- We provide an in-house recognition event for graduates in May and December.
- The graduate coordinator and graduate director for MEERM, GEOL, and MSCI, with the aid of relevant faculty, target minority and underrepresented group listservers for student recruitment.
- The GeoScholars effort within the SEOE includes graduate student participation.

English Language and Literature

- Activities to improve campus climate and inclusion:

Blueprint 2016-2017

- Increase in number of course offerings in literature, linguistics, film, and WGST that address race, gender, and regional and national differences (at both undergraduate and graduate level).
- First-Year English courses and textbook with focus on questions of diversity and inclusion.
- Special sessions for graduate students on teaching methods related to campus climate and inclusion.
- Joint hire in African American Literature and Culture (with the hope of increased collaboration between English Language and Literature and African American Studies)

Film and Media Studies

- We offered several courses designed to improve awareness of diversity and inclusion issues, the most focused of which were:
 - In Fall 2016
 - FAMS 566 The South on Screen
 - In Spring 2017
 - FAMS 473.001 Media, Power, and Everyday Life
 - FAMS 511.001 Critical Interactives: Ward One III
 - FAMS 710.001 Advanced Topics: Race and Media
- Co-sponsored the visit of Dr. Jack Shaheen (who discussed images of Arabs) as part of International Education Week
- Co-sponsored the Stanley Nelson film series, with History and SVAD.

Geography

- Supporting undergraduate - graduate activities (e.g, map-a-thon)
Graduate students mentoring undergraduate research
Grad students participating in service activities to benefit USC and surrounding community

Global Studies

- With the Walker Institute we hold several events per year that focus on global affairs, cultural diversity, and economic integration. A complete listing of program is available at: <http://www.walkerinstitute.sc.edu/calendar/month>

Blueprint 2016-2017

History

- Both student services coordinators have completed Green Zone training. Both student services coordinators have completed Safe Zone Ally training. Both student services coordinators have completed sexual harassment/Title IX training. Student services director has completed LEAD I training.
- Promotion of multicultural events/topics on social media and emails to students (OMSA events, Center for Civil Rights events, Black History Month, Women's History Month, etc)
- During daylong orientation for new graduate students, we addressed dealing with these issues in the classroom.
- As part of GRAD 701 for TAs, students are encouraged to participate in CTE workshops on diversity and inclusion.

Linguistics, Languages, and Cultures:

- So far we have not done any campus climate and inclusion activities which were generated by the program. Instead, we have been relying on our student body (and Graduate Students in Linguistics association) and our reading/research groups for such activities. We definitely need to improve this situation.

Mathematics

- For background: Female graduate students, Hispanic, Native American, and African American students are all considered underrepresented groups in the Mathematical Profession. We have some success with respect to female recruitment and Hispanics, but currently we have no African American or Native American faculty members. We have one African American female Graduate student, who has passed the Admission to Candidacy Exam. Nation wide the number of Ph.D.'s awarded to African Americans is in the single digits, which is makes it very difficult to recruit faculty from this category. We have a Hispanic female faculty member and a Hispanic Visiting Assistant Professor. We hope this will attract Hispanic Majors and Graduate students

Physics and Astronomy

- Our department is in the very beginning stages of forming a Women in Science group. This group is currently creating a constitution and hopes to become an official USC group in the near future. During this academic year, the group has been able to meet with a few female outside speakers that the department has had visiting for its colloquium series. The desire of the group is to grow so that other science departments participate.

Blueprint 2016-2017

Political Science

- On September 29, 2016, Shaw represented the department and participated in a graduate and professional school recruitment fair sponsored by the historically African American fraternity, Omega Psi Phi.
- At our November 2016 faculty meeting, we invited Mr. Bobby Gist, Executive Assistant to the President for Equal Opportunity Programs, to present an overview of university, state, and federal anti-harassment policies and procedures.
- Shaw forwarded emails in November 2016 and January 2016 to faculty, staff, and students that reinforced the messages of President Harris Pastides and CAS Dean Lacy Ford that the university seeks to remain a welcoming environment to all; free of harassment and intolerance.
- At our February 2017 meeting, the faculty discussed an opportunity/opportunities to recruit African American and/or women faculty members.
- Faculty members have worked with and mentored a number of women and minority graduate students and undergraduate students to ensure their well-being and success. For example, Dr. Todd Shaw is assisting a small group of African American undergraduate and graduate students to attend the National Black Graduate Conference in Charlotte, NC – March 23-25, 2017.
- At our April 2017 faculty meeting, the Minority Recruitment Committee. Chaired by Dr. Laura Wolliver, will present it's formal diversity and inclusion report. It will outline several recommendations to the faculty as to how we better observe diversity and inclusion goals.
- The Master's in Public Administration program has a diversity committee and prepares a diversity report as part of program evaluation. It tracks things like student diversity, faculty diversity, etc. We also send program information to HBCUs in SC and surrounding states.

Psychology

- The program is active in many campus events, including faculty and graduate student participation in colloquia offered throughout the College, participation in Discovery Day; having teams including faculty, graduate students, and undergraduate students working together; pursuing relevant awards for students; connecting campus initiatives to relevant initiatives conducted in the community; striving for diversity among faculty and students; working with many schools and community groups to provide mental health services to youth and families; and organizing and conducting relevant statewide and regional training conferences (e.g., see www.schoolbehavioralhealth.org).

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- The Experimental Psychology Program participates in many campus events, including faculty and graduate student participation in colloquia offered throughout the College and participation in Graduate Student Day.
- Consistent with Clinical-Community psychology, we have intentional efforts to promote diversity and inclusion in the Clinical-Community Psychology doctoral program's curriculum, recruitment of students, and have included it as a hiring priority for more than 15 years. Unfortunately, by May 2017, we will have five faculty who identify as a racial, ethnic, or sexual minorities leave the program since 2014; two additional White, male faculty will have left during that time. This has had an impact on faculty and student morale. It has also created problems to meet our training requirements as an APA accredited program. Even with these challenges, we continue to have several efforts to promote diversity and inclusion. The Psychology Department has a Diversity Committee that works on curriculum, training, and research issues. Historically, this committee has had strong leadership by Clinical-Community faculty and participation by students. It was this committee that created the PSYC 749: Psychology of Inequality that explicitly addresses issues of diversity. The committee also worked with faculty to integrate diversity issues into all training courses as is encouraged by our APA accreditation. The Black Psychology Graduate Student Association (BPGSA) plans an annual Multi-cultural symposium for over 35 years. This is planned by the BPGSA and allied students with support from faculty and funding from the Department. Most of the students and faculty working on this are members of the Clinical-Community doctoral program. The Clinical-Community program also has a Student Advisory Board that surveys students about concerns, plans some trainings, and raises issues with the Director of Clinical Training. We have four student representatives participate in Clinical-Community faculty meetings to raise issues of concern and to communicate with students. These specific efforts are intended to augment collaboration and collegiality promoted more generally in research teams, community-based intervention (e.g., Youth homelessness, school mental health teams) and providing training and service at the Psychology Services Center.

Sociology

- Sociology is already a diverse major and faculty (although there's always room for improvement).
- At the undergraduate level recruitment and retention are generally handled through individual advising. We have however, built a recruitment presentation given to all SOCY 101 Introduction courses that does emphasize diversity and the diversity of our alumni. We also held an on-line career fair in conjunction with the Amer Soc Assn which emphasized diversity.
- At the graduate level it is not a formal part of the selection criteria, but at least some of the committee members really push for diversity and inclusion and I think it has paid off. And certainly, I spend a decent chunk of time with those recruits. Ignoring last year (when I was on sabbatical and cannot speak to the deliberations), the year before 1 of our 5 incoming graduate students was African

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- American. This year, we made four offers: one was to an African American female (and she notified me yesterday that she would accept the offer), one was a Korean female, one was a Chinese male, and one was a white female.
- We co-sponsored a few things emphasizing diversity on campus and our faculty participated in some but the department did not take the lead on anything like that this past year.

Statistics

- There were no specific programs for undergraduates. We did have a presentation by Michele Hardee of the Center for Teaching Excellence on class policy and discrimination this past January as part of our training for graduate assistants.

Theatre and Dance

- *Ghost Light Project.* We have supported diversity inclusion and attempted to bolster the campus climate through our involvement in the Ghost Light project. We are proud to have been a part of the Ghost Light Project, an initiative to resist discrimination of any kind, regardless of race, class, religion, immigration status, disability, gender or sexual orientation. As a pledge and sign that Theatre South Carolina is a safe space and ally of those would support diversity of opinions and courageous exchange, you can view our ghost light, which will shine day and night, in the Longstreet lobby. Inspired by the tradition of leaving a "ghost light" on in a darkened theater, artists and communities will make or renew a pledge to stand for and protect the values of inclusion, participation, and compassion for everyone. The pledge cards of the participants now cover an entire wall in the Department's main office lobby.
- *Diversity in Casting and in Production Content.* Theatre productions have addressed issues of diversity and made attempts to represent underrepresented voices. We have produced plays that address gender identity, sexual orientation, minority struggles, women in society and that promote social justice. Our current proposed theme for our 2017-2018 season is "Women Warriors" to promote work that is inclusive of women's points of views and that include strong women roles. Our dance productions regularly include diverse ranges of dance that feature diverse casts of performers. We want all of our students to recognize the diversity of the performers and to not feel limited in terms of their own capabilities or future opportunities.
- *Diversity and Cultural Course Content.* We make an effort to ensure that our course content is diversity and culturally inclusive. For example, our dance program students study a diverse range of dance forms. Dance education students are also placed in a variety of environments for their teacher training placements so that they are exposed to various socio-economic environments in K-12 settings. Likewise, every course has an element of research that pertains to diversity inclusion, addressing gender identity, orientation, ability

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and class concerns. The dance program is also involved in a number of community partnerships, such as with the Babcock Center, where students teach and interact with adults with disabilities to support the work of the vocational rehabilitation center. The theatre program also supports cultural exposure in its course content. This is often explored through play analysis of works of social justice or that address underrepresented groups and their concerns and experiences. Similarly, theatre students are exposed to the history of theatre from a variety of cultural traditions and have the opportunity to train in performance approaches and design techniques from cultures around the world.

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

Visual Art and Design

- We seek to recruit a diverse student body and to be welcoming and supportive to all.
- Co-Sponsor of Stanley Nelson documentary film series and artist visiting.
- Invited Dell Upton as Visiting Scholar, and received co-sponsorship from Historic Columbia, for an on-campus lecture, “Dual Heritage and the Second Civil,” examining the implications of the Southern myth of dual heritage that treats the two civil wars as separate, equally honorable expressions of heritage, one black, one white, and a panel discussion featuring a panel discussion on the South Carolina State House grounds, at the Mann Simons Historic Site, featuring Professor Upton, Representative Gilda Cobb Hunter, Professor Todd Shaw, Political Science, moderated by Professor Thomas Brown, History at the Historic Columbia Mann Simons site.
- Organized March 17 Wikipedia Edit-A-Thon, “An Entry of Her Own,” at Thomas Cooper Library, to increase entries on women artists. See above.
- Continuing work by Palmetto Curatorial Exchange interns on further iterations of “Route to (Re)Settlement,” which in SP16 brought work by Rashid Johnson, and visits by artists Michi Mecko, Victoria Idongesit-Udondian, Henry Taylor, and Fletcher Williams III to the Mann-Simons site, where our four student interns acted as docents for the four artists’ installations for community members who attended.
- <http://www.coladaily.com/2016/05/31/historic-columbia-explores-southern-black-culture-and-tradition-in-new-exhibit/>
- <http://www.arcadeprojectzine.com/art/route-to-re-settlement-by-joseph-johnson/>
- The graduate student climate in SVAD is complex. While many surely feel things have improved on a number of levels, there are still some faculty/student interpersonal relationship problems; faculty/student communication problems; a lack of clarity in MFA program direction (which has been ongoing, but is beginning to be addressed by Studio faculty); poor studio conditions at 718 Devine St; and lack of competitive funding packages across the board. SVAD has been forced to choose between offering numerous low-level

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assistantship packages (and, thus, only recruiting lower-ranked students) and offering fewer, but higher level packages (to recruit top-ranked applicants). In the past, we opted for the former, hoping the budget would improve. This year, I made the decision to do the latter and am hopeful it will pay off in terms of program quality, faculty/student relations, and general morale. Diversity of gender/sexuality has not been a problem in SVAD's graduate student population. Diversity of race/ethnicity has improved with the recruitment, enrollment of several Latinx students in the last few cohorts, including the recipient of our Presidential Fellowship for 2017-18. Recruitment of African and African-American students in Media Arts and Art Education has been steady. Art History and Art Studio, generally, attract an applicant pool of limited racial diversity.

- New projects and special topics classes, including collaborative opportunities with Dance and Experimental Music this semester, and for Fall 2017. I encourage ARTS 104 and 225 students, and others, to take these and other ARTS and ARTH classes. In the fall, we will team teach a collaborative class with Choreography I and Intermediate/Advanced Sculpture students and will continue to find opportunities to work with Experimental Music Professor Greg Stuart, with the goal of broadening the reach of the art/sculpture/SVAD programs and encourage interest, understanding, and relevance/context.
- I talk with other professors and students about our programs at conferences; this year, including International Sculpture Conference, Southeast College Art Conference, College Art Association, and FATE (Foundations: Art and Theory in Education).
- During classes, I present a variety of artist and artwork, from different ethnic and cultural backgrounds, as well as LGBTQ and women artists, providing cultural context along the way. We have had numerous discussions about politics and women's rights, particularly this semester. We will also be doing a PSA (Public Service Announcement) Puppet show in my ARTS225/529 class at the end of the semester, in which each group, constructs puppets and develops a script for a three-minute puppet show about a social/political/cultural topic they find important. My goal is to encourage open dialogue and a welcoming climate to ask questions, listen, and consider.

Women's and Gender Studies

- Members of the WGST faculty participate in the Race & Reconciliation Project at USC
- Worked to ensure their are all-gender restrooms in our building
- Invited Speakers:
- Nadine Hubbs, University of Michigan, "How the White Working Class (Supposedly) Became Homophobic: Antiburgeois Country and the Middle-Classing of the Queer."
- Mary Baskins Waters Lecture: Maria Toorpakai, "Human Rights in the Face of Extremism."
- Adrenée Glover Freeman Lecture in African American Women's Studies: Anita Hill, Brandeis University