Executive Summary

Blueprint for Academic Excellence
College of Information and Communications
AY2021-2022

Introduction

Despite COVID-19, the College of Information and Communications made solid progress in important ways as its faculty and staff continue to positively impact South Carolina and beyond. Good work continues in our two nationally recognized schools to prepare students for a competitive and fast-changing workplace, to discover and report useful knowledge, and to serve many stakeholders in meaningful ways. The college's strategic alignment around Data, Media, and Society continues to take shape with new degrees, research labs, and cluster hires. The college's schools are forging new paths of collaboration and developing joint programs and priorities together like never before. Additionally, recent structural changes, following a merger that happened almost two decades ago, are beginning to bear fruit that also support both schools within their respective disciplines, while helping to identify synergy and an emerging college identity moving forward.

Highlights

The college is making progress toward building a stronger identity, structure, and purpose that benefits both schools and the communities we serve. This year we not only survived COVID-19 and the burden it presented but we made great progress in a number of areas: (1) increased enrollment in graduate programs, (2) curricular innovation resulting in new degrees and taking an existing degree online, (3) new college-wide diversity plan and DEI cluster hire, (4) new 4+1 agreement with Claflin University, and (5) successful faculty and staff hiring. The college continues to positively impact allied professions and the community, and our students are winning awards and getting jobs, and our national and international reputations continue to grow.

Tom Reichert Dean
College of Information and Communications

Uof SC™ Information and Communications

Table Of Content

Foundation for Academic Excellence

Mission Statement
The College of Information and Communications supports the purpose of the University of South Carolina by transforming the lives of the people of South Carolina, the nation and the world through teaching, research, creative activity, and community engagement. We strive to produce graduates and knowledge that strengthen global and diverse communities and promote democratic participation in an information society.

Updated: 01/01/2020

Vision Statement
The college is a community driving and empowering innovation to shape the future of information and communication in a digital world.

Updated: 01/01/2020

Values Statement
At the University of South Carolina College of Information and Communications, we fulfill our mission and achieve our vision through our:

- Devotion to a high ethical standard

- Commitment to diversity, equity, and inclusion

- Respect for universal access and freedom of speech

- Belief in a mission of service that engages and empowers communities

- Embrace of an innovative approach to all we do

In acting on these beliefs, we unceasingly seek to be:

- Visionary, enterprising and agile

- Honest, trusted and civically minded

- Passionate, dedicated, personal and collaborative

Updated: 01/01/2020

Goals for the previous Academic Year.

Goals - Looking Back
No goals have been entered for this section.

Goals - Real Time

Goals for the current Academic Year.

Goal 1 - Data, Media, and Society

Goal Statement	To expand and implement concepts around Data, Media, and Society as a strategic direction and signature of the college.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Data, Media, and Society are significant components in the industry and today's society. Providing opportunities for careers in these areas engages students in their communities.
Status	Progressing as expected (multi-year goal)
Action Plan	Hold facilitated faculty, staff, and student convening seeking ideas, expansions, and alignments with Data, Media, and Society theme that includes research, curriculum, and service.
Achievements	This goal is being obtained through a range of activities: (1) college-level strategic plan and affirms strategic direction, (2) curriculum (e.g., blockchain, information visualization, news literacy), (3) new degrees (e.g., MS and post-graduate certificate in data and communication, social media minor), (4) sending faculty and students to professional events (e.g., SXSW), (5) creating relevant research infrastructure (e.g., social media lab, biometric and UX lab), and (6) focused cluster hires.
Resources Utilized	Research lab start up funds, donor funds, and research lab facilities.
Goal Continuation	To continue to support new initiatives and track progress.
Goal Upcoming Plans	1) Continue to hire faculty with the cluster hire, (2) continue looking for circular opportunities, (3) initiate a new summer academy for non-UofSC students that offers cutting-edge instruction in this area, (4) convene with faculty and staff to identify a grand challenge to address within the strategic direction (e.g., misinformation).
Resources Needed	Funding and hires.
Goal Notes	Making good progress on this core goal.

Goals - Real Time

Goal Statement	Implement student recruitment plan to increase enrollment in undergraduate and graduate programs.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Mission of the university is to educate the students of South Carolina in an environment of intellectual and experiential diversity. Recruitment of students at both undergraduate and graduate levels from in-state, out-of-state and internal pools creates such a cohort.
Status	Progressing as expected (multi-year goal)
Action Plan	Working to more aggressively promote our undergraduate majors and graduate students across the College. Increase BSIS majors to 100 by next year. Continue recruiting for diversity through HBCUs. SJMC goal is to increase the quality and quantity of students across its graduate programs, doubling the number of students in our MMC program within one year, and increasing the yield of top candidates to doctoral program. Currently considering hiring an additional advisor/recruiter position.
Achievements	The CIC has experienced strong growth at the graduate level but modest growth in the BSIS degree and across the SJMC undergraduate degrees. We've created a new online graduate degree and certificate that are working through the system, we've adjusted a existing graduate certificate in the iSchool, and the MMC is now offered online. Progress is being made on other items in the action plan.
Resources Utilized	Funding and significant faculty and administrative time.
Goal Continuation	This goal will continue to be a priority every year in anticipation of the new budget model.
Goal Upcoming Plans	Hire an undergraduate recruiter, consider recommendations from consulting partners, and continue to adjust curricula.
Resources Needed	Funding and significant faculty and administrative time.
Goal Notes	

Goals - Real Time

Goal Statement	Our world is increasingly global. As such, we seek to expand international activities to increase the global exposure of our students, to facilitate international student exchange and joint degrees with overseas universities, and work collaboratively to bring favorable attention to South Carolina and the university.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	
Status	Progressing as expected (multi-year goal)
Action Plan	
Achievements	Established MOU with NCCU in Taiwan. Created a study away coordinator position to increase study abroad opportunities.
Resources Utilized	Funding and administrative time.
Goal Continuation	Continuing to develop joint degree programs, increase college-led study abroad programs, and increase international study infrastructure. Also exploring a set of offerings to attract non-UofSC students to study on our campus during the summer.
Goal Upcoming Plans	Exploring the opportunity to offer a low-cost study abroad option to CIC majors to increase the percentage who have the chance to study away.Resources needed: Funding.
Resources Needed	
Goal Notes	

Goals - Real Time

Goal Statement	Ensure college is efficiently utilizing existing and future facility needs.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Maintain qualitative and quantitative growth within existing college space while keeping pace with growth of the university.
Status	Progressing as expected (multi-year goal)
Action Plan	Created a space utilization and planning committee which includes faculty and staff. This committee will access needs and propose both long and short term solutions.
Achievements	In progress.
Resources Utilized	Faculty and staff time.
Goal Continuation	Task force put on hold given COVID and recent departures because of VSP.
Goal Upcoming Plans	To reconvene the task force once conditions clear up.
Resources Needed	To be determined.
Goal Notes	

Goals - Real Time

Goal 5 - Increase research productivity.

Goal Statement	To increase research productivity.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	Conducting research that shapes the future of information and communication and that transforms the lives of the people of South Carolina, the nation, and the world.
Status	Progressing as expected (multi-year goal)
Action Plan	To support research efforts through (1) infrastructure enhancements, (2) creation of an associate dean position to maintain focused attention on research, (3) hire faculty with high research capacity, (4) incentivize research, (5) encourage interdisciplinary opportunities (e.g., College of Nursing, AI Institute, Public Health), and (6) create research lab infrastructure.
Achievements	Publication and citation metrics have increased relative to our peers. External funding is up, especially in our iSchool. Two research have been created to support research. An associate dean has been appointed and has hosted a number of cross-college meet-and-greets. A round of internal seed grants has been completed and plans are being made to consider a second round. Successful hiring of research-oriented faculty has taken place.
Resources Utilized	Funding, facilities, and hiring.
Goal Continuation	Yes.
Goal Upcoming Plans	To continue cross-college research-oriented meet-and-greets, another round of internal seed grants, and to continue hire high-research potential faculty. To consider our internal grant support infrastructure and discuss hiring a grant-oriented director.
Resources Needed	Funding.
Goal Notes	

Goals - Real Time

Goal 6 - Increase diversity, equity and inclusion

Goal Statement	To continue to increase DEI outcomes within the college.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	A commitment to diversity, equity, and inclusion and to transforming the lives of the people of South Carolina, the nation, and the world.
Status	Progressing as expected (multi-year goal)
Action Plan	The college and both schools are undergoing a multifaceted approach to DEI that is spelled out in detail in this blueprint. It includes faculty hiring plans, 4+1 agreements, scholarships to incoming and continuing students, welcome events, workshops, internal training, college-specific climate surveys, and much more at the school level.
Achievements	Diversity at all ranks continues to increase. We also successfully signed a 4+1 agreement with Claflin University. Many of our plans were put on hold this year because of COVID but we did ratify a new college-level DEI strategic plan.
Resources Utilized	Time and resources.
Goal Continuation	
Goal Upcoming Plans	Continuing.
Resources Needed	Time and resources.
Goal Notes	

Goals - Looking Ahead

Goals for the next Academic Year.

Goal 1 - Fundraising for capitol and naming opportunities.

Goal Statement	To secure funding to name the college and both schools, and to provide instructional and facility needs.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships.
Alignment with Mission, Vision, and Values	Will provide needed resources and upgraded facilities to enhance our students learning experience.
Status	Progressing as expected (multi-year goal)
Action Plan	Working with development to identify potential funders to name both schools and the college. Taking advantage of upcoming anniversaries and the university capital campaign. Identify opportunities to enhance facilities to support instruction, research, and service.
Achievements	In progress.
Resources Utilized	Development research database.
Goal Continuation	Yes.
Goal Upcoming Plans	To continue making progress.
Resources Needed	TBD.
Goal Notes	

Academic Programs

Program Rankings

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

Colleges such as ours are not ranked. However, we are one of only seven universities in the country to combine both the LIS and JMC disciplines within the same college. This pairing offers us a unique advantage over most traditional LIS / JMC programs as we take advantage of natural synergies and work together to address common information-related social and professional challenges.

School of Journalism and Mass Communications

There are no official US-based rankings for schools of journalism and mass communications (e.g., US News). However, the school is ranked within the 76-100 range for global communication programs in 2019 (Academic Rankings of World Universities / Shanghai Ranking). Also, our QS World University Ranking in Communication & Media Studies for 2019 was within the 151-200 range.

Notably, according to Academic Analytics, faculty in SJMC rank 8 out of 163 universities with similar programs according to the number of faculty with a journal publication. It is ranked 4 out of 163 universities according to its number of faculty with a citation.

School of Information Science

The Masters of Library and Information Science is ranked 18th overall, 5th in School Library Media, and 11th in Services for Children and Youth by U.S. News & World Report. These rankings are for 2017 and show no change in the iSchool rankings overall and for specialization. These new rankings are expected at the end of March. The school's library and information science master's program is also ranked 5th overall by Best College Reviews; 10th overall by Best Schools; 7th by Best Colleges; and 6th by College Rank. It should be noted that while the university prefers U.S. News & World Report, these rankings are based on an opinion survey by other LIS programs.

Instructional Modalities

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

School of Journalism and Mass Communications

The SJMC has enrolled its first class of students in the accelerated master's of mass communications program. Students in the online program may elect to follow the multimedia journalism track, established to attract students interested in careers in journalism or the strategic communication management track designed for students interested in integrated communication, visual communication or other areas of mass communication.

The school is exploring joint programs with historically black colleges and universities in the Southeast as a means of attracting minority students to the professional master's of mass

Academic Programs

communications degree program. This year we began one such partnership with Claflin University. Our ultimate goal is to provide the rapidly growing communications field with a more diverse workforce.

The SJMC launched an online version of its strategic communication track of the professional masters in Spring 2021.

School of Information Science

The school continues to review and improve all of its academic programs. From 2016-2018 the undergraduate information science degree was revised to include more experiential learning opportunities, better integration of courses across campus majors, and make it more marketable. The changes to the program have resulted in continued growth. It has grown every year since it began. In 2008 it had 4 students, today it has 69. From the 2016-17 academic year, when the new director began, the spring enrollment was 33 and is currently at 69 (a109% increase).

The target enrollment for the program is 300, and we have put in place specific measures to achieve that goal within 5 years. These include a name change for the School from School of Library and Information Science (SLIS) to the School of Information Science (iSchool). This was done in response to data that showed potential undergraduate students wrongly believed the school only prepared librarians. We have also instituted regular meetings with admissions, university transfer advisors, offered honors courses to demonstrate the subject and employment span of our BSIS, and we are in the process of putting in place an on-campus recruiter to seek intra-university transfers.

The iSchool is also working more closely with SJMC to make the BSIS degree more attractive to SJMC students interested in analytics and media management. Of note are joint efforts in teh informatics minor to include more SJMC courses, and joint work on the Social Media minor. The school has also begun conversations with related majors on the campus (ITEC, Computer Science) to better attract and advise students interested in technology. The aim is to better place students who make false assumptions that anything related to computers is "computer science"and see better fits to their skills and career interests.

This year the school implemented a new core curriculum at the masters level; the culmination of a multi-year curriculum revision process. The new expanded core sets a new standard for librarian preparation by including specific coursework in community analysis. It also incorporates all program outcomes, improving data collection for our accreditation. We are also in the process of implementing a two-year course rotation to make scheduling more predictable for students, advisors, and staff.

This year we implemented a revised graduate certificate in Specialized Study in Information Science that allows current masters students to specialize their degree (stacking the certificate in a sort of "two for the price of one" marketing pitch) while attracting new students who only seek the certificate. The first of these specializations is in Equity, Diversity, and Inclusion building on the school's growing reputation and work in this area.

Academic Programs

Also, at the graduate level we continue our Library Scholar program that partners with South Carolina school districts to prepare classroom teachers to become teacher librarians and meet critical state hiring needs.

We have seen increase interest and enrollment the doctoral program, and are still seeking out partners to expand the program.

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 School of Journalism and Mass Communications will be offering a new Sports Media minor and a Social Media minor.

The faculties for the two schools have approved a new Master's and graduate certificate in Data Communications. The new degree combines the capabilities and reputations of Information Science and Media & Communications to enter into the competitive, but growing data science market.

This year we launched a revised and renamed Certificate in Specialized Study in Information Science

While not a new program the School of Library Science has changed it's name to the School of Information Science, and adopted the moniker "iSchool" to bring it into alignment with an international iSchool effort in marketing, increased reputation, and other shared efforts.

Program Terminations

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

None to report.

Academic Initiatives

Experiential Learning For Undergraduates

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

Our schools are doing amazing work to further the experiential education of students and the college is working to support those efforts that include: (1) a newly appointed study abroad coordinator within the college who will work to increase the number of students expanding their horizons overseas, (2) a full-time career services manager to facilitate internships for students, (3) this year's Give 4 Garnet campaign will be focused on raising funds to support student out-of-class experiences, and (4) a commitment to fund students traveling to enlightening professional conferences and festivals such as SXSW. Overall challenges include funding to support experiences and the need for additional staff assistance to both prepare students for internship interviewing and identifying and maintaining systematic relationships with internship providers.

School of Journalism and Mass Communications

The SJMC continues to be a campus leader in experiential learning. The school has a student-run strategic communications firm that produces real work for real clients. Called the Carolina Agency (TCA), the agency provides strategic communications solutions produced by students on behalf of a diverse selection of local, regional, national and international clients. The agency is taught as a class and is open to SJMC students as well as majors from other units. TCA features a dynamic of student and faculty leadership. The organization has an impressive record of more than 20 professional and student awards.

The SJMC also regularly participates in the Bateman Competition, a real-life, client-based case study competition lead by the Public Relations Student Society of America. Similarly, our "Ad Team," participates in an advertising client-based case study competition organized by the American Advertising Federation.

The school's new building features a converged newsroom where both broadcast and journalism students work together reporting and producing a live 30-minute broadcast (Carolina News), a newspaper (The Carolina Reporter), and a news website. This 12-credit hour "senior semester" engages students in multimedia, multiplatform journalism that covers the metropolitan area.

The college's alumni magazine, InterCom, is produced by students in Publication Writing and Design (JOUR 534). The course involves reporting, designing and preparing a magazine for publication, and serves an outreach role by connecting current students with alumni.

CreateAthon is an annual 24-hour-marathon designed to deliver pro bono advertising, marketing and communications solutions to nonprofits in the North America and Europe. In 2013, the school launched CreateAthon@USC to provide similar help to nonprofits in the Midlands of South Carolina. Students from all majors at the school participate in the event, which is mentored by faculty and members of the local professional advertising and design communities.

Students in all majors at the school have the opportunity to enter media competitions that can

Academic Initiatives

help them improve their work and learn more about opportunities in the professional world. SJMC students regularly compete in the public relations Bateman Team competition, the AAF competition, the Hearst competition, the Society of Professional Journalists Mark of Excellence Awards, the Washington Media Scholars Case Competition and the school's own A. Jerome Jeweler Advertising Award, which includes a $500 cash prize.

We are campus leaders in "study away" education, spearheading domestic and international programs to destinations including Atlanta, New York, Germany, Africa, China, Oman, and in 2017, Cuba. We are in year two of a scholarship program for SJMC students, awarding more than $20,000 in need-based scholarships to students wanting to participate in our study away program. Domestically, this summer the school is offering a course in digital content creation in Atlanta on the campus of one of the top portfolio programs in the country.

School of Information Science

There can be no doubt that COVID restrictions have hampered efforts around experiential learning. Internships at the graduate and undergraduate level have been effected. However teh school has worked with students and partners to find innovative solutions to the problem.

The BSIS program now requires experiential learning in the form of internships. The internship process is being reviewed to ensure that the proper resources are in place for the students and those supervising the internships.

The clearest example of this was in the School Library Certification program, part of the Masters of Library and information Science. Students seeking state certification as a school libarian are required to have field work experience - to work in a school library. It is parallel to education students needed student teaching experience in a classroom. It is a state requirement.

iSchool faculty worked with the College of Education and the State Department of Education to find alternatives to in-person internships in shuttered schools. Student were able to work virtually with mentoring school liabrians to take part in, and in many cases, create innovative virtual programming for K-12 students. The hard efforts of the faculty meant that students were no slowed in their progress towards degrees and the state did not miss a class of potential hires for this critical state position.

Experiential Learning For Graduate Students

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

The college houses two doctoral degrees, three masters degrees, and specialist certifications. Our nationally-ranked MLIS is offered entirely online and is the third largest online degree program at the university. Our MMC degree was offered online for the first time in January 2021. This year the college took advantage of $150,000 of one-time funding to promote both online offerings with good success so far. We look forward to expanding our offerings in a

Academic Initiatives

number of ways in the near future. For example, in Spring 2021 the faculty approved a new interdisciplinary online MS degree and certificate in Data and Communication. These new offerings are currently working through the university approval process. This year the college also finalized a new 4+1 agreement with Claflin University that will funnel well-qualified undergraduates into both our MLIS and MMC graduate degrees. The college also supports a full-time recruiter who actively promotes applications for both schools.

Currently the SJMC face-to-face MMC program has a credit-bearing practicum requirement which provides students work experience in their field.

The iSchool has put in place a new Certificate in Specialized Study in Information Science that allow students to use their electives in the Masters of Library Science to earn a specialized certification, initially in Equity, Diversity, and Inclusion, but soon in other areas of librarianship such as public and academic libraries. These specializations will set the students apart in the job market.

Affordability
Assessment of affordability and efforts to address affordability.
The CIC program fee at both the graduate and undergraduate level is among the lowest on campus despite significant technology and instructional needs. For example, we maintain two broadcast studios, a multimedia newsroom, six computer labs, a photo studio and a strategic communications center. We also employ a full time engineer and a studio manager to oversee these facilities.

School of Journalism and Mass Communications
Trying to keep cost down by being mindful of equipment and technology expenses.

School of Information Science
The school continues to create access points to our graduate programs. We have put in place a cohort program for school districts preparing teachers to become school librarians (a high needs job category in South Carolina). The cohort model provides significant cost reduction to districts in the terms of program fees and second year tuition in accordance with university policies while helping K-12 schools and public libraries subsidize the cost of education. The Charleston County School Districts about to begin a 4th cohort (each cohort having 10-15 students).

iSchool continue to promote Open Access (OA) and Open Education Resources (OERs) resources in the classroom. The faculty recognize that textbooks present significant financial burden to students and high quality OERs can lower the cost of textbooks for students. Under a new policy, faculty are encouraged to prioritize high quality OERs over costly proprietary textbooks. The Policy will be implemented with support of the Scholarly Communication Librarian at the Thomas Coper Library.

Reputation Enhancement
Contributions and achievements that enhance the reputation of UofSC Columbia regionally and nationally.
The college is working to enhance the reputation of its two schools by supporting their efforts

Academic Initiatives

through communication, hiring, and encouraging complimentary areas of instruction and research endeavors. This summer we will offer a new program called the Media Innovation Academy that is specifically designed to build our undergraduate brand nationally as a program that offers cutting-edge digital education within our two schools. The goal is to attract non-majors and non-UofSC students to campus when our classrooms and labs are empty with courses in emerging areas such as digital content creation, drone photography, data visualization, social media analytics, blockchain, and multimedia storytelling, among others, and features speakers from leading companies such Google, Facebook, Adobe, and IBM. The college is also working with the schools to communicate research, awards, initiatives, and accomplishments to build their brands among influential stakeholder groups (e.g., parents, students, peers). Hiring is another area to build reputation. The SJMC, for instance, is pursuing a multi-year cluster hire initiative to increase its expertise in data, media and society. And both schools are participating in a cluster-hire initiative this year around diversity. These hiring initiatives are creating awareness among the professorate of our commitment to emerging areas including diversity.

School of Journalism and Mass Communications

SJMC faculty members are involved in many local, state, regional and national professional associations including the South Carolina Press Association, Society of Professional Journalists, South Carolina Broadcasters Association, the Columbia Ad Club, the National Press Photographers Association, International Association of Business Communicators, and Public Relations Society of America. Their involvement includes leadership positions within those organizations, and providing advice, counsel and input into issues and problems.

From an academic standpoint, the SJMC had an outstanding year with faculty / student awards and presentations at national conferences, and with numerous faculty serving on editorial boards of leading journals in the field. Faculty also serve as judges for these organizations' annual competitions of professional work

School of Information Science

The reputation of the school continues to grow nationally and internationally. Of particular note is the 703.8% increase in research funding from FY2015 to FY2021. Our faculty have attended and presented at leading conferences in the field (ALISE, ALA, IFLA, ASIS&T, iSchool Conference). Faculty continue to engage internationally in research, teaching and service. This year we implemented the SLIS Fellows program. Sari Feldman, Jason Broughton, Erik Boekesteijn and Lee Rainie have been named to the inaugural class of School of Library and Information Science Fellows. The program is an effort to enhance the school's curriculum by building a direct line to leading thinkers in the field.

Of particulate note is the work of Nicole Cooke as the Augusta Baker Chair. The Baker Chair has launched a highly regarded virtual speakers series in issues of equity, diversity's and inclusion. The bi-weekly series regularly attracts on average 200 participants from around the country.

iSchool faculty have been named visiting scholars at the French National Library Institute Enssib. The director has just been awarded the highly coveted Isadore Gilbert Mudge Award for distinguished contribution to reference librarianship.

Academic Initiatives

The school is currently organizing an international symposium series on New Librarianship with the support of The Library of Congress, The Institute for Museum and Library Services, The British Library, The International Federation of Library Associations, The Royal National Library of the Netherlands, theBlack Caucus of the American Library Association, and The French National Library School. The series will attract library and information scholars around the world into a University of South Carolina event.

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.

College-wide challenges include: (1) the need for--and better allocation of--space, (2) a relatively lean staff, (3) lack of competitive compensation for faculty and staff, (4) more support for external funding opportunities, (5) additional funding, and (6) the need to build stronger community within our college.

School of Journalism and Mass Communications

Recruiting a high quality and quantity of students across our graduate programs: To encourage top-tier students to enroll in our graduate programs, the school continues to update the MMC curriculum, promote the "accelerated" program where current students can obtain a bachelor and master's degree in five years, and to look for new avenues for publicizing our graduate programs

Because of the increasing difficulty in recruiting top candidates for the school's doctoral program, the school is investigating additional sources for doctoral student funding. The SJMC is also making use of the services provided by the CIC's recently hired graduate programs recruiter.

Diversity: The SJMC continues to address the issue of increasing the diversity of our staff. We have taken steps to ensure that our efforts at recruiting students and hiring faculty and staff are widely publicized in diversity-orientated publications and social media.

School of Information Science

Undergraduate Growth:
While the undergraduate program continues to grow, we need to accelerate the growth. Growing the program is necessary to provide resources. We are currently too small to justify more faculty, but too big for our current classroom space and faculty workload.

Faculty Workload:
Between 4 years of major curriculum reviews and revisions, an expanded research program (703.8% increase in research funding over the past 5 years), an increased international reputation our faculty is being stretched. Faculty that have in the past been available for committee work and service assignments are either putting their effort into research (travel, data collection, program delivery, course buy outs), or administration (associate dean for academic affairs, coordinating the Capstone program, overseeing field work).

Faculty Population

Faculty Employment by Track and Title

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

Table 1. Faculty Employment by Track and Title.

	Fall 2020	Fall 2019	Fall 2018
Tenure-track Faculty	44	40	42
Professor, with tenure	10	10	11
Associate Professor, with tenure	19	16	16
Assistant Professor	15	14	15
Librarian, with tenure	0	0	0
Research Faculty	0	0	0
Research Professor	0	0	0
Research Associate Professor	0	0	0
Research Assistant Professor	0	0	0
Clinical/instructional Faculty	19	20	20
Clinical Professor	0	1	1
Clinical Associate Professor	0	0	0
Clinical Assistant Professor	0	0	0
Instructor	18	18	18
Lecturer	1	1	1
Visiting	0	0	0
Adjunct Faculty	19	24	16

Faculty Population

Faculty Diversity by Gender and Race/Ethnicity

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

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

	Fall 2020	**Fall 2019**	**Fall 2018**
Gender	63	60	62
Male	26	24	28
Female	37	36	34
Race/Ethnicity	63	60	62
American Indian/Alaska Native	0	0	0
Asian	4	4	6
Black or African American	7	6	3
Hispanic or Latino	2	2	2
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	4	3	3
Two or More Races	0	0	2
Unknown Race/Ethnicity	0	0	0
White	46	45	46

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

Faculty Population

Illustration 1. Faculty Diversity by Gender

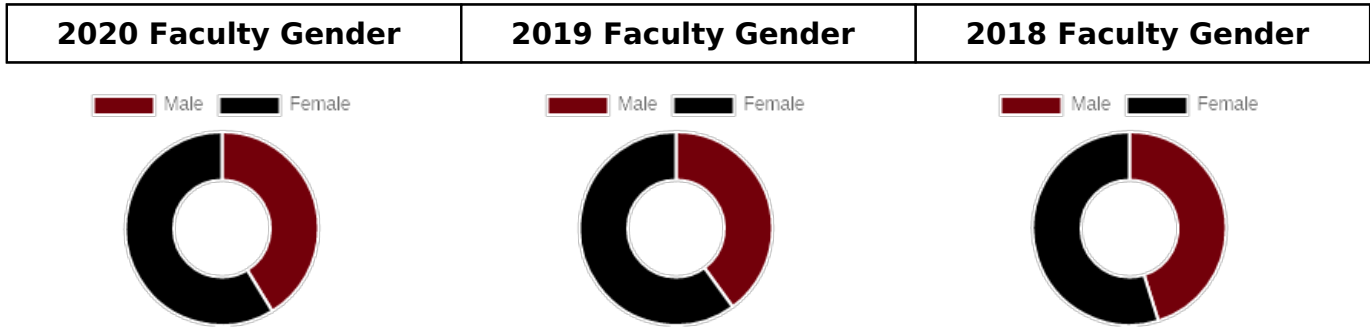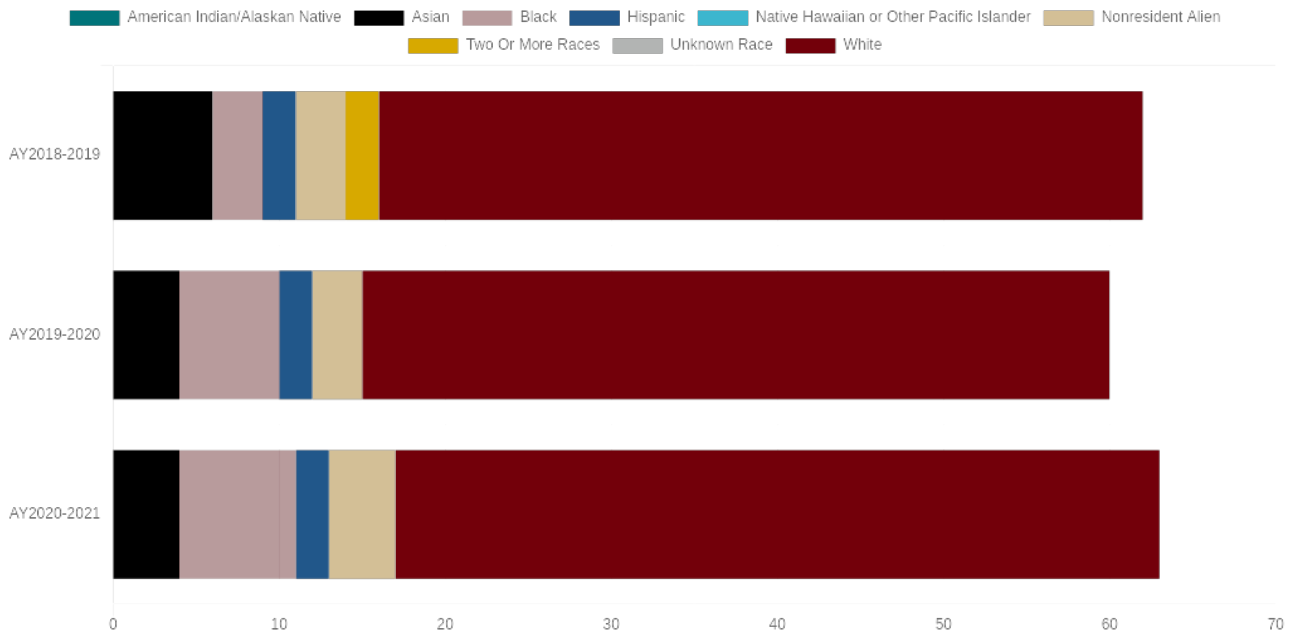| 2020 Faculty Gender	2019 Faculty Gender	2018 Faculty Gender

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 for the appropriate fiscal year (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).
3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.

School of Journalism and Mass Communications

Faculty research productivity continues to reach new levels of achievement. Recent faculty searches have focused on hiring faculty with a blend of strong scholarly and professional credentials who can contribute to the research and teaching missions of the SJMC. This strategy has led to an increase in research quantity and quality. We have a large number of recently hired junior faculty who are highly productive and committed to working collaboratively. Overall we are in a period of faculty transition. We had five faculty members take advantage of the VSP in late 2020.

School of Information Science

Faculty were actively involved in writing research grant proposals. Since January 2019, SLIS faculty have submitted 16 internal and external grants totaling $2,345,089. The increase in grant activity has led to a significant increase in faculty research productivity evident in the number of publications and conference presentation. Faculty are also serving on editorial boards, journal reviewers and editors in record numbers. Growth in research productivity is expected to increase in the coming years.

The barrier related to our doctoral program discussed in the previous years remain. Last year we graduated 2 Ph.Ds in 2019. We anticipate admitting at least 7 new doctoral students. We continue to get strong interest in the program. However, the program to this point funding remains a challenge although the recent successes with external grants will greatly enhance our ability to support PhD students. That said, teaching assistantships will continue to be important sources of funding for our doctoral students.

Current tuition policies for doctoral students position the program as an income generator, as opposed to research cost. Tuition waivers for doctoral students, at the very least for dissertation hours, would dramatically increase the research profile and productivity of the whole school.

Faculty Development

Faculty Information

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

The college has ensured funding to support faculty development, primarily in the form of conference and research travel. Recently, $50,000 was offered to teams of faculty to support research collaboration and seed grants. Also, two research labs now exist to support and facilitate faculty scholarship--a social media lab and a biometric and UX lab. Multiple training sessions have been offered for interested faculty. This year the Associate Dean of Research facilitated two meet-and-greet sessions with the College of Nursing and the AI Institute to spur research collaboration. Before COVID restrictions, a group of faculty traveled to Silicon Valley to visit leading companies such as Facebook, Google, LinkedIn, eBay, and Verizon's Innovation Lab. This year, COVID has placed a significant strain on faculty that we are trying to address by slowing down initiatives being mindful of the increased load--both personally and professionally.

School of Journalism and Mass Communications

SJMC has a Faculty Development Fund that provides financial resources to faculty members seeking to improve teaching and research and/or creative skills. Funds are available to those wanting to attend workshops and seminars or to cover professional memberships that are required to serve as student advisers (e.g. PRSSA). Faculty members who receive funding through this initiative are encouraged to share their knowledge with colleagues in formal and informal settings.

We have the Caldwell Excellence in Teaching Award, which is awarded each fall to a SJMC faculty member (tenure-track or non-tenure track). The faculty member is honored at our fall alumni award banquet and receives a plaque and a $1500 monetary award.

Faculty may apply for funding to support their professional development. A faculty committee reviews proposals and awards funding from the Caldwell Faculty Development Fund. Approximately $15,000 is awarded each academic year.

New tenure track and tenured faculty typically receive start-up funding to support their research and/or creative endeavors and aid them in their pursuit of tenure and promotion. If a faculty member is making successful progress toward tenure, this funding is given annually until a faculty member applies for tenure and/or promotion.

School of Information Science

Faculty development is an important part of the school's work. Each assistant professor hire member receives startup research funds. These funds, typically $5,000 per year for up to three years, can be used for research-related travel, GA support, software, or any research-related expenses.

In the FY 2020-21, The iSchool has focused on supporting adjunct instructor. The Committee on Instruction Quality has developed tools and resources to support adjunct instructor.

Teaching

Faculty to Student Ratio

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

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

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

Analysis of Ratio

Analysis of the ratio, agreement with the data, and plans for the future to impact this ratio.
Our schools' facutly-to-student ratios reflect natural variation between the disciplines and length of time degrees have been offered. For example, SJMC enrollment is comparable to other large public programs and has been offering degrees for almost 100 years. On the other hand, the iSchool's faculty-to-student ratio generally reflects its sizable graduate enrollment and the need for smaller classes.

Table 4. Faculty-to-Student Ratio.

	Fall 2020	**Fall 2019**	**Fall 2018**
Analysis of Ratio	01:28.1	01:29.1	01:27.2

Student Recruiting and Retention

Student Recruitment

Efforts, including specific actions, to recruit students into College/School programs.
The Office of Student Services continues to build upon strategies and efforts previously identified while simultaneously incorporating new ideas to recruit students into the College of Information and Communications.

A thorough review of the student life cycle produced engagement opportunities to strengthen our partnership with admissions, college recruiting, and outreach for admitted students to increase yield. Our Assistant Dean for Student Services remains a member of the Academic Recruitment Council, through the University's Office of Admissions. The Recruitment Council was formed to bridge the communications between admissions and the various schools and colleges. Additionally, the role of "CIC Undergraduate Recruiter" has been created to assist with recruitment efforts for information science students in the College. The search for this position is currently underway. In the wake of the COVID -19 Pandemic, recruitment efforts have shifted to a virtual environment utilizing the Zoom Platform.

The relationship with the College and USC Visitors Center continues to grow, virtual tours are held each Monday and socially distant, in-person tours led by our Assistant Dean for Student Services are available upon request each Friday. Additional emphasis has been placed on the college's participation in Undergraduate Recruiting Special Events including Open House, Discover Carolina, Top Scholars Program, and Admitted Student Days (held both virtually and in-person). In addition, the Office of Student Services also follows-up with students via email after each event. Last year, the Assistant Dean of Student Services joined the University's Diversity Admissions' Recruitment Council to recruit underrepresented students in the University. Although, many of the in-person luncheons and activities were placed on hold.

During the 2019-2020 academic year, promotional videos for our graduate journalism program were created and we are refining and editing those to include our newly formed online graduate Master of Mass Communications (MMC) Program. We are continuing to strengthen the promotion of each major through a complete webpage redesign and mobile optimization processes to improve user experience across all platforms. Individual videos highlighting each major are forthcoming. For the current admissions cycle, (2021-2022) we expanded our outreach to admitted students with regular communication from the dean, directors and assistant dean, we have expanded this practice by also mailing each student an auto-generated letter signed by the dean. Each undergraduate CIC admit will also now receive a handwritten welcome note from a CIC faculty, staff, or student. This outreach was meant to yield admitted students and produced an increase in enrolled freshman for fall 2021. We are rounding year four of our Media Diversity Scholarship Program. The Media Diversity Program was introduced as an intentional recruitment effort to attract diverse students into the SJMC. Our initial group of Media Scholars will graduate in May 2021. We have been able to retain all original participants for 4 years, meeting the goal of our program. These renewable $1,500 or $1,000 scholarships are designed to attract and maintain diverse scholars.

This year marks a continued shift in strategies and efforts to recruit students to our School of Information Science (i-School), as well. The undergraduate curriculum was revised and launched at the beginning of AY 2018-2019. We have continued to receive positive feedback from students. Program faculty and staff continue to meet with the Undergraduate Advising

Student Recruiting and Retention

Center to increase Major Change Advisors' knowledge of the Information Science degree requirements. A focus of the College is continually recruiting undergraduates, an initiative that will be a key priority for our new undergraduate recruiter. The Dean's Scholar Program is on-going and an integral piece of recruiting high performing students into the Information Science Program. The Dean's Scholars program is seen as the second part of a three-year plan: year 1 outcomes, messaging and greater university awareness; year 2 curriculum revisions and robust recruiting; and year 3, a relaunch of the Information Science degree. This all provided excellent input to developing strong program outcomes and a refinement in messaging. Using the tongue-in- cheek tag line "In Search of Geeks with Social Skills," we have met with university admissions and are hosting university recruiters to make clear what the program is and how it relates to programs such as computer science. We have also strengthened our relationship with the Honors College to make our courses available to honors students and educate Honors College advisors about our offerings. This messaging was also used in fall open houses where the information science program was promoted as part of a unified outreach from the College of Information and Communications. This intentional blurring of the lines between undergraduate programs in the two schools has continued to be a great success in Admitted Students Day activities. We are also continuously working to engage school alumni, particularly school librarians in high schools to develop and disseminate marketing materials related to the programs. This internal work has resulted in a marked increase in admitted students and information science minors.

We have an increased effort in the area of graduate recruiting. Our graduate manager of student recruitment was hired in fall 2020. We have deliberately shifted our efforts from conferences and travel to use of social media, AdWords and now virtual "meet and greets". We have launched a Google AdWords campaign by and increased our social media presence. Virtual conferences have also been added to our recruitment agenda. Moreover, our recruiter has participated in class talks with local universities to build an admissions pipeline. For the SJMC graduate programs, the Master of Mass Communication program has been redesigned and an accelerated 4+1 program has been designed and promoted to our existing undergraduate populations. A new Master of Mass Communication (MMC) online program has also been created as of Spring 2021.

Student Retention

Efforts at retaining current students in College/School programs.
The College of Information and Communications takes a proactive approach to support student development, success in academic majors, and lifelong engagement for graduates. The Office of Student Services has developed and implemented programs and processes encompassing recruiting, academic advising, and retention that facilitate student academic success, career development, and personal growth for all students.

Advising efforts consist of student-centered, proactive, interactive, and holistic approaches to addressing academic and personal concerns of students. The primary effort to retain current students has been with our increased emphasis on flexibility and quality professional academic advising. All advisors attend at least 2 professional development activities per year and three of six had proposals accepted for national or regional advising conferences. Based on a student-focused approach, we provide students with an assigned academic advisor who serves as the first point of contact for class registration, financial aid application and preparation for graduation. We continue to host "Student Services September" a month

Student Recruiting and Retention

dedicated to making students aware of the advising office and various student-centered resources available on campus.

We have also begun to take a look into our Pell-eligible students. The graduation rate for our Pell-Eligible students (68%) is four points lower than our non-Pell eligible students (72%). After reviewing the data, we discovered that about 18% (324) of our CIC undergraduates are Pell grant recipients. As a result, an ad-hoc committee was formed. The committee is chaired by our Assistant Dean, and include our Associate Dean for Diversity, Equity, and Inclusion along with our Director of the Journalism School, Director of the School of Information Science, and an Academic Advisor. The committee is currently exploring the needs of those students via a survey and will provide recommendations (suggestions or best practices) to the Dean.

As a professional major, special attention has been given to Career Services during the current academic year. Rather than focusing only on 1:1 student appointments, and teaching the internship course, the career services manager has hosted virtual workshops on programs such as LinkedIn and creating opportunities for students within corporations in the southeast and beyond. We introduced "CIC Career Month" for the month of February to allow adequate time for students to explore career options, garner resume/interview advice and prepare for the upcoming virtual fair. A virtual career conference was introduced for all undergraduate CIC Students, with attendance surging to over 375 student participants.

The main objective in student services is to provide quality supportive services to ensure students have a positive academic experience while earning their degree from UofSC.

Student Enrollment & Outcomes

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

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

Student Enrollment by Level & Classification

Table 5. Student Enrollment by Level & Classification.

	Fall 2020	Fall 2019	Fall 2018
Undergraduate Enrollment			
Freshman	246	306	271
Sophomore	419	447	476
Junior	490	492	438
Senior	617	556	517
Dual/Non-Degree	0	0	0
Sub Total	1772	1801	1702
Graduate Enrollment			
Masters	410	369	334
Doctoral	30	29	33
Graduate Certificate	0	0	4
Sub Total	440	398	371
Professional Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
Sub Total	0	0	0
Total Enrollment (All Levels)	2212	2199	2073

Student Enrollment & Outcomes

Illustration 3. Undergraduate Student Enrollment by Classification
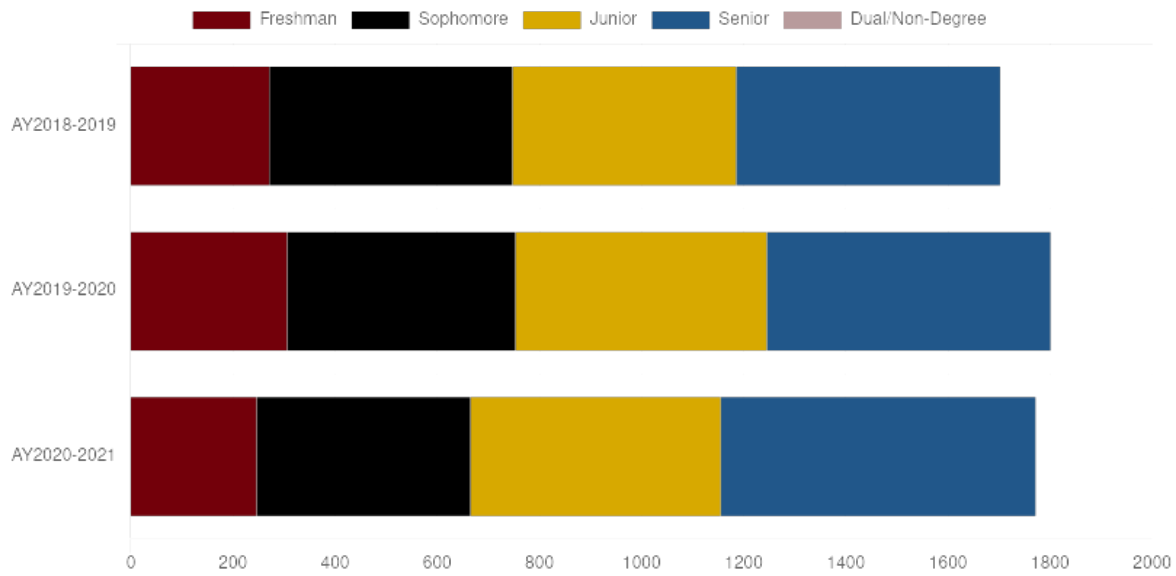
Illustration 4. Graduate/Professional Student Enrollment by Classification
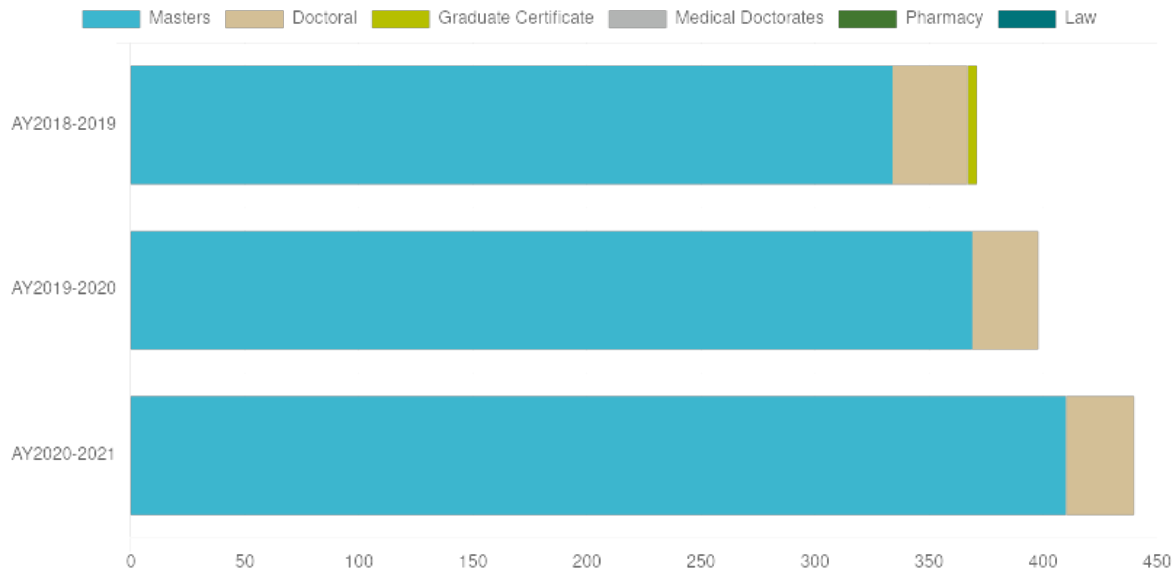
Student Enrollment & Outcomes

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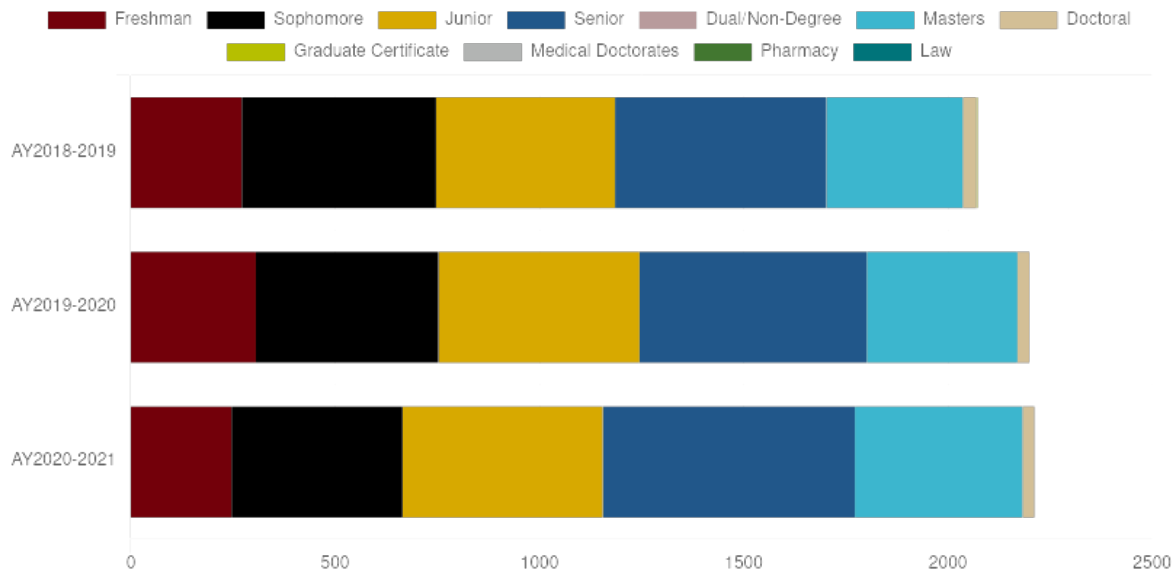
Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status

	Fall 2020	Fall 2019	Fall 2018
Undergraduate	1772	1801	1702
Full-Time	1726	1767	1673
Part-Time	46	34	29
Graduate/Professional	440	398	371
Full-Time	127	102	115
Part-Time	313	296	256
Total - All Levels	2212	2199	2073
Full-Time	1853	1869	1788
Part-Time	359	330	285

Student Enrollment & Outcomes

Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2020	**Fall 2019**	**Fall 2018**
Undergraduate	1772	1801	1702
Female	1185	1237	1195
Male	587	564	507
Graduate/Professional	440	398	371
Female	362	329	302
Male	78	69	69

Illustration 6. Undergraduate Student Diversity by Gender

AY2020-2021 Undergrad Gender	**AY2019-2020 Undergrad Gender**	**AY2018-2019 Undergrad Gender**
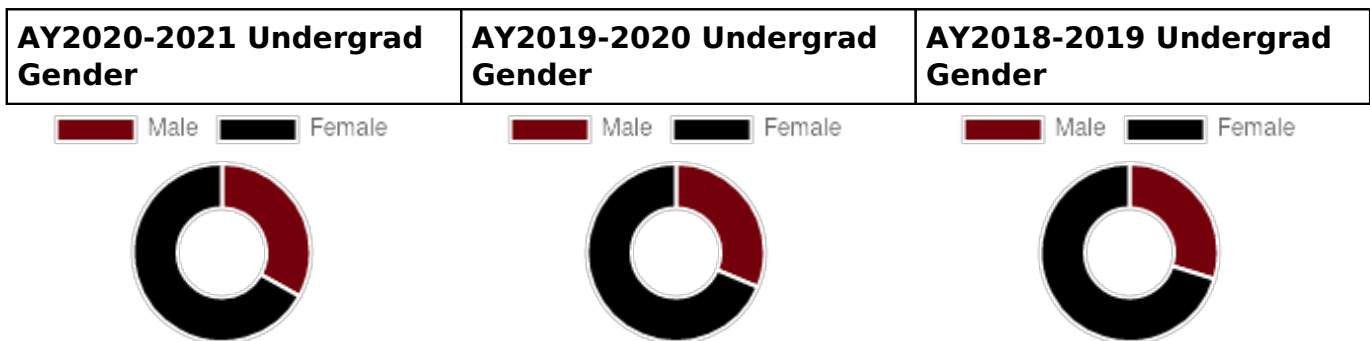
Illustration 7. Graduate/Professional Student Diversity by Gender

AY2020-2021 Graduate Gender	**AY2019-2020 Graduate Gender**	**AY2018-2019 Graduate Gender**
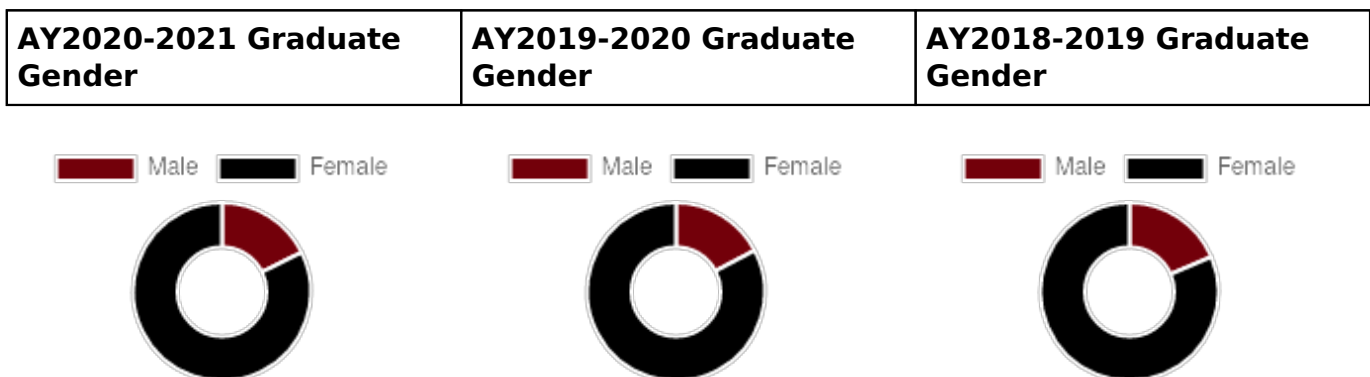
Student Enrollment & Outcomes

Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity

	Fall 2020	Fall 2019	Fall 2018
Undergraduate	1772	1801	1702
American Indian/Alaska Native	2	3	2
Asian	23	20	18
Black or African	165	159	154
Hispanic or Latino	92	89	78
Native Hawaiian or Other Pacific Islander	1	4	2
Nonresident Alien	12	9	11
Two or More Races	72	67	63
Unknown Race/Ethnicity	9	7	10
White	1396	1443	1364
Graduate/Professional	440	398	371
American Indian/Alaska Native	2	0	1
Asian	0	1	1
Black or African	62	46	39
Hispanic or Latino	10	10	11
Native Hawaiian or Other Pacific Islander	1	1	1
Nonresident Alien	9	12	14
Two or More Races	7	9	8
Unknown Race/Ethnicity	6	6	5
White	343	313	291

Student Enrollment & Outcomes

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity

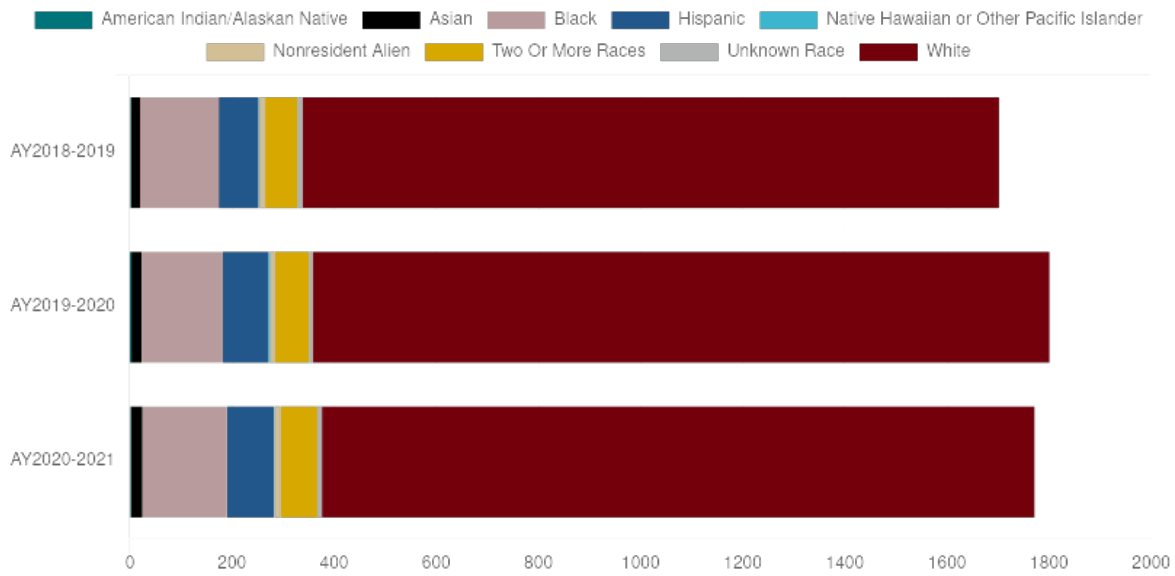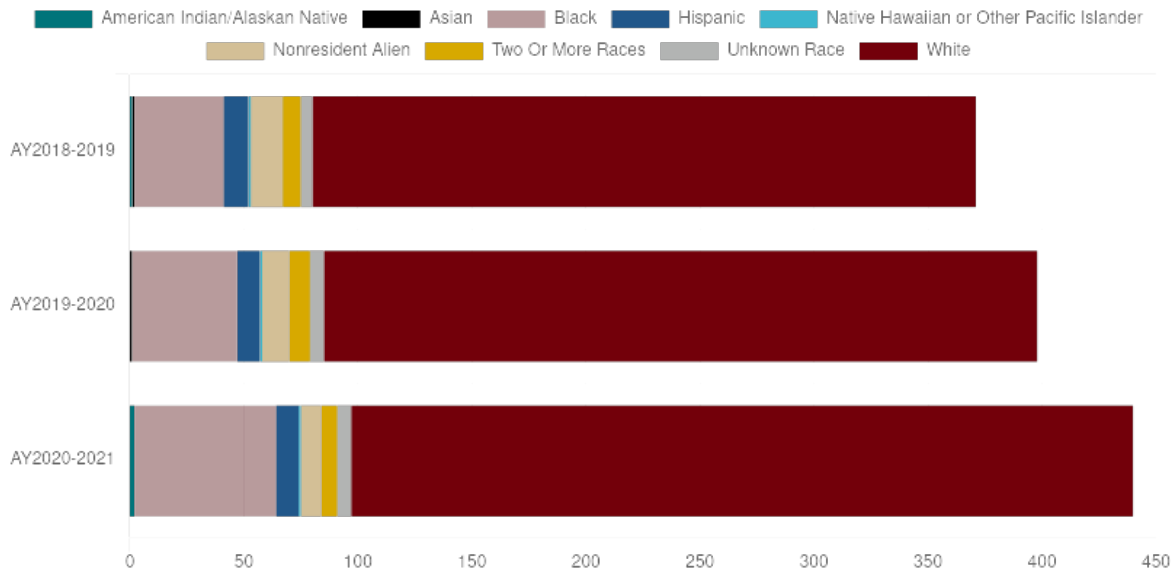## Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity

Student Enrollment & Outcomes

Undergraduate Retention

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

	First Year	**Second Year**
Fall 2019 Cohort	80.6%	11.1%
Fall 2018 Cohort	84%	8.7%
Fall 2017 Cohort	80.3%	10.5%

Illustration 10. Undergraduate Retention, First and Second Year

First Year

Second Year
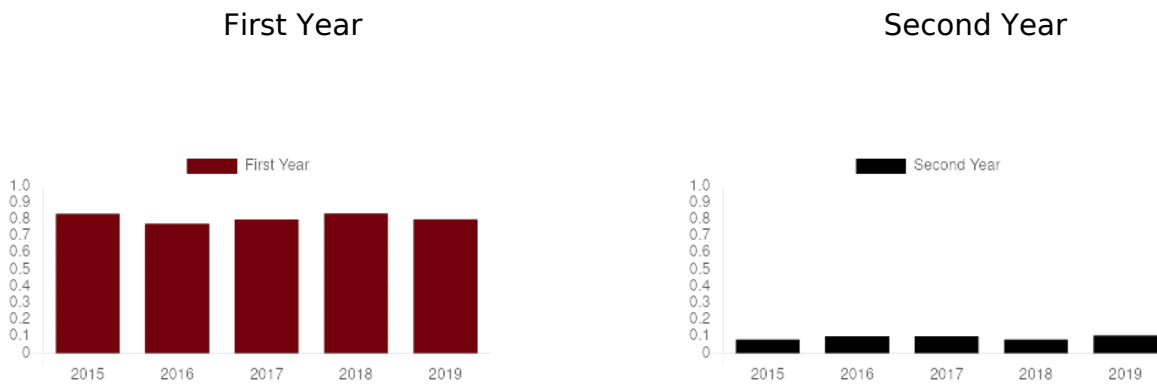
Student Completions

Graduation Rate - Undergraduate

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

	Fall 2020	**Fall 2019**	**Fall 2018**
4-Year Same Cohort	60.9%	58.4%	55.6%
4-Year Diff Cohort	12.3%	15.5%	15.4%
4-Year Total Cohort	73.2%	73.9%	71%
5-Year Same Cohort	70.6%	62.6%	59.4%
5-Year Diff Cohort	15.7%	16.9%	17.3%
5-Year Total Cohort	86.3%	79.5%	76.7%
6-Year Same Cohort	70.6%	63%	59.8%

Student Enrollment & Outcomes

6-Year Diff Cohort	15.7%	17.8%	17.7%
6-Year Total Cohort	86.3%	80.8%	77.5%

Student Enrollment & Outcomes

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	Fall 2020	**Fall 2019**	**Fall 2018**
Associates Degree		0	0
Bachelors		469	419
Masters		134	125
Doctoral		4	6
Medical		0	0
Law		0	0
Pharmacy Doctorate		3	1
Graduate Certificate			

Illustration 11. Degrees Awarded by Level
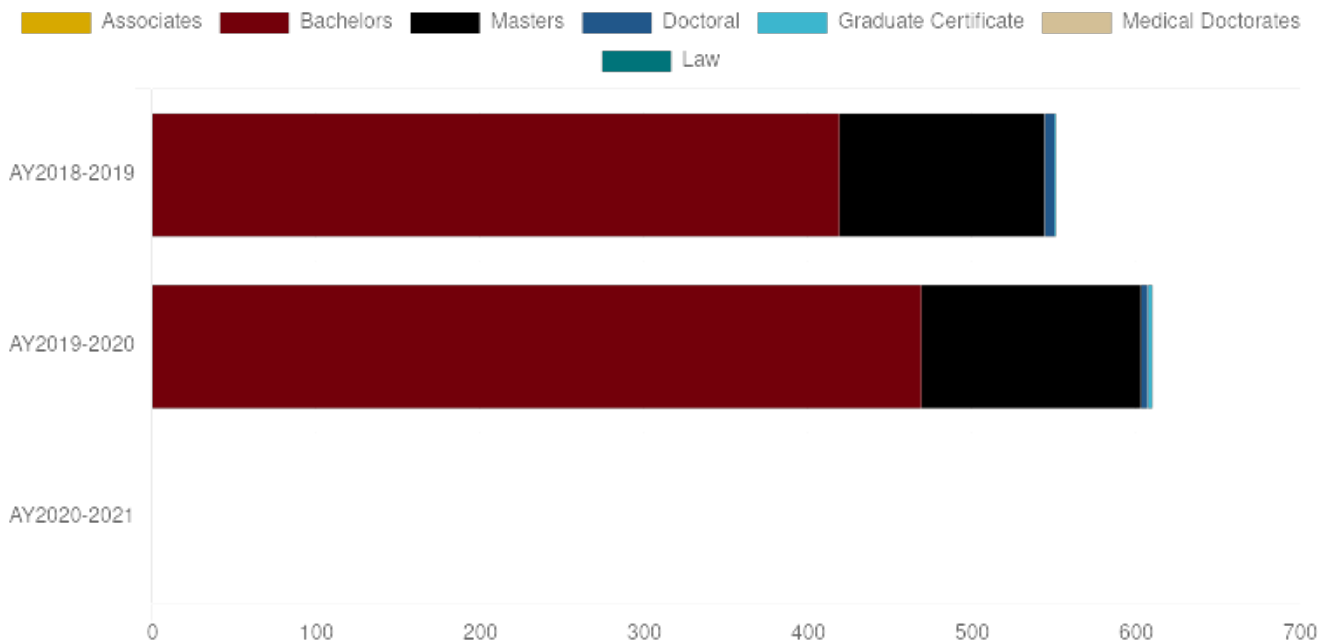
Faculty Awards Nominations

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

Research Award Nominations

Recipient(s)	Award	Organization
Green, Lucy	2020 Takeshi Murofushi Research Award (recipient)	International Association of School Librarians (IASL)
Spiering, Jenna	2020 Takeshi Murofushi Research Award	International Association of School Librarians (IASL)
Wu, Linwan	American Academy of Advertising Research Fellowship 2021 (recipent)	American Academy of Advertising
Wen, Taylor	American Academy of Advertising Research Fellowship 2021 (recipient)	American Academy of Advertising
Xiao, Anli	Arthur W. Page Center Benchmarking Award 2021 (recipient)	International Public Relations Research Conference
Overton, Holly	Arthur W. Page Center Benchmarking Award (recipient	International Public Relations Research Conference
Bowen, Shannon	University of Florida Employee Communication Research Award	University of Florida
Kitize , Vanessa	UofSC Breakthrough Star Award 2020 (recipient)	University of South Carolina

Faculty Awards Nominations

Service Award Nominations

Recipient(s)	Award	Organization
Cooke, Nicole	Intellectual Freedom Award (recipient) for her work on combatting online bullying and harassment	Illinois Library Association

Faculty Awards Nominations

Teaching Award Nominations

Recipient(s)	Award	Organization
Farrand, Scott	Caldwell Excellence in Teaching Award 2020 (recipient)	School of Journalism and Mass Communications
Kitzie, Vanessa	SLIS Excellence in Teaching Award 2020 (recipient)	School of Information Science
Copeland, Clayton	SLIS Excellence in Teaching Award 2020 (nominee)	School of Information Science
Freeburg, Darin	SLIS Excellence in Teaching Award 2020 (nominee)	School of Library and Information Science
Lankes, David	Carolina Trustees Professorship 2021 (nominee)	University of South Carolina
Byrd-Fort, Valerie	ALISE 2021 Excellence in Teaching Award (nominee)	Association for Library and Information Science Education
Cooke, Nicole	Excellence in Teaching Award 2020 (recipent)	Association of Library and Information Science Education
Habib, Sabrina	AEJMC Visual Communications Division Best Teacher of the Year Award 2020 (recipient)	AEJMC

Faculty Awards Nominations

Other Award Nominations

Recipient(s)	Award	Organization
Karami, Amir	CIC Rising Star Award 2020 (recipient)	College of Information and Communications
Bowen, Shannon	CIC Leadership in Scholarship Award (recipie	College of Information and Communications

Faculty Awards Received

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

Faculty Research Awards Nominations
No Awards have been entered for this section.

Faculty Awards Received

Faculty Service Awards Nominations
No Awards have been entered for this section.

Faculty Awards Received

Faculty Teaching Awards Nominations
No Awards have been entered for this section.

Faculty Awards Received

Faculty Other Awards Nominations
No Awards have been entered for this section.

Alumni Engagement & Fundraising

Alumni

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

The college hosts its own Alumni Council comprised of 20 alumni volunteers who graduated from either the School of Journalism and Mass Communications or the School of Information Science. The Alumni Council supports several student-oriented activities and alumni connection events annually. Each fall, the Mentor Match program links alumni with current students interested in their professional disciplines. These mentorships often last through a student's entire academic career. Our team continues to work with the Career Services team on the college's Career Symposium event and many of our graduates are involved. The event this year was virtual due to the pandemic and our team helped secure a sponsorship from Nebo Agency to support costs of the event. The CIC Alumni Council continues to raise funds for an annual scholarship that supports students in both schools. The college hosts an annual Homecoming reception, Gamecocks on the Green, for all alumni each fall in addition to many other events and programs for alumni and donors throughout the year. We were not able to host any in-person events last fall due to the pandemic but we did host several virtual engagement events over the summer and fall for our constituents. The college communicates with alumni regularly through an electronic newsletter, eNews, and sends a printed magazine, InterCom, to alumni twice per year. To date, the college has 19,085 living alumni – 5,737 are Information Science graduates and 13,348 are Journalism and Mass Communications graduates.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes, including Fundraising and Gifts.

FY21 has been the most successful fundraising year since the university's capital campaign in 2015 with a total of $1,249,238 raised to date, reflecting our team's diligence and hard work over preceding years. Our development team continues to work on increasing its prospect list and building a strong pipeline before the next capital campaign. In FY2018, the university held its first-ever Giving Day and our focus was the Social Media Insights Lab. On this day, we raised more than $290,000 from more than 240 donors. Our development team continues to seek funding for this lab to sustain it for many years to come. Our 2019 Giving Day focus was the college's literacy initiative and we raised more than $41,000 from more than 250 donors. Last year's funding focus for Giving Day was going to be our diversity, equity and inclusion initiatives but that changed due to the pandemic. Giving Day 2020 was postponed and a large focus was placed on supporting the emergency relief funds for students and faculty. For this year's Giving Day, we will focus on a student experience fund. This idea was voted on by our faculty. Our annual giving solicitation last fall was very successful with more than $20,000 raised to support our diversity, equity and inclusion initiatives. Our development team continues to work with the dean and faculty on other initiatives that need funding including scholarship support, our media sales initiative, our digital media academy, study away experiences for students and our career services programs for students.

The alumni and development team is comprised of Elaine Arnold, who has served as the senior director of development since April 2017. Our alumni and donor relations manager, Karson Terry, was promoted to assistant director of development last February. We concluded a successful search for the alumni and donor relations coordinator position but were not able to make the offer due to the university shutting down last March for COVID-19. We hope to fill

Alumni Engagement & Fundraising

that position this year.

The dean is very involved in all aspects of development and meets with the development staff weekly. In 2018, our development team worked with the dean to create a Dean's Leadership Council. This council serves as an executive level, visionary group of thought leaders to help expand opportunities for the college and help extend our reach. Members are asked to support our philanthropy effort for the college and we continue to receive positive responses and recruit additional members. We had hoped to hit the road last spring for a Dean's Tour to connect with alumni, donors and friends to share college updates, ways to get involved and support our students. We were going to visit areas where we have large numbers of graduates including Greenville, Charleston, Myrtle Beach, Hilton Head, Charlotte, Atlanta, DC and New York. Due to the pandemic, we were not able to implement this Dean's Tour. We hope to conduct this in Spring 2022. We have two big events coming up in the college that will serve as great development opportunities including the 50th anniversary of our School of Information Science in 2022 and the 100th anniversary of our School of Journalism and Mass Communications in 2023.

Community Engagement

Community Engagements and Community - Based Activities

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

School of Journalism and Mass Communications

Scholastic Journalism: The school is affiliated with the South Carolina Scholastic Press Association (SCSPA) and the 15-state Southern Interscholastic Press Association (SIPA), which support and promote journalism programs in middle and high schools throughout the Southeast. Through conventions and conferences, evaluative services, scholarship opportunities and various individual competitions, SCSPA and SIPA strive to empower and educate scholastic journalists.

Special Lectures: The school hosts many speakers throughout the year that benefit not only SJMC students and faculty, but the community at large.

We have two ongoing lecture series. Recent lectures/speakers are noted below:

Buchheit Lecture: Each school year, the SJMC hosts a prominent journalist to give a public lecture, made possible by a fund provided by the Buchheit family. In fall 2018, Pete Souza, White House photographer for President Barack Obama gave a lecture on having an eyewitness account of history.

Baldwin Lecture: Mr. Kenneth Baldwin, a significant donor to the school, provides funding for a lecture series, in addition to his other generous partnerships with the school. In fall of 2018, the speaker will be Karen Amanda Toulon, senior editor for Global Content and Talent

Development at Bloomberg News. Research Roundtables

The SJMC's Research Roundtable series is sponsored by the school's graduate program and is held monthly during the academic year. Speakers are from inside and outside of the school, and focus on research and professional scholarship of interest to our faculty and students.

Professional Organization Involvement and Judging: SJMC faculty members are involved in many local, state, regional and national professional associations including the South Carolina Press Association, Society of Professional Journalists, South Carolina Broadcasters Association, the Columbia Ad Club, the National Press Photographers Association, International Association of Business Communicators, and Public Relations Society of America.

Academic Involvement and Judging: Faculty members are actively involved in academic organizations and publications, in many instances, holding leaderships roles. Research faculty routinely serve as reviewers for academic journals and conferences. Many are on the editorial boards of academic journals.

Student Media: Campus media are operated independently from the school, and are under the

Community Engagement

Office of Student Media. School faculty members and staff, however, do serve in advisory roles to each of the four media: The Daily Gamecock newspaper, Garnet & Black magazine; SGTV and WUSC-FM radio.

School of Information Science

Our most visible community engagement program within the state of South Carolina is Cocky's Reading Express. Look closely, and you may see a new CRE billboard on I-26. As of today, CRE has donated over 137,000 books across the state of South Carolina. CRE is currently wrapping up projects with Dominion Energy and International Paper, which enabled CRE to visit over 3,900 students in five elementary schools, present three family literacy nights, and purchase aeroponic indoor gardens for four schools and their communities.

• In collaboration with the Thomas Cooper Library/ Comic Book Exhibit, CRE conducted a Story Time during Parents Weekend.

• CRE has a new partnership with the Richland County Foster Parents Association.

• CRE Coordinator, Valerie Byrd Fort is on the slate for the 2022 Caldecott Committee.

The South Carolina Center for Community Literacy is the primary mechanism for community engagement within the school and is focused on K-12 education. The center currently has over 11,000 books in the collection. Below are a few of our accomplishments.

Nicole Cooke, the Augusta Baker Chair, has been actively reaching out to the library community to provide diversity training and awareness. This includes a very successful speakers series that regularly attracts national audiences of hundreds.

This year the school has developed a professional development plan in librarary and information science. The program offers non-academic certificates. Highlights of this work include partnerships with the Charleston County Public Library to provide staff development for non-librarian staff. We have also teamed with CUBISS in the Netherlands to certify their course on community-centered librarianship.

Staff Workshop Series
• 18 library staff participants
• 5 in-person workshops

Certificate Program
• 12 library staff participants
• 4 in-person workshops
• 9-month online curriculum

Community Perceptions

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

Community Engagement

The SJMC maintains close contact with hundreds of alumni, professionals and professional organizations to keep the school current. Day-to-day involvement by alumni includes speaking in classes, mentoring current students, participating in school events, offering portfolio critiques and taking other steps to help assure that our soon-to-graduate students succeed.

The iSchool is fortunate to have a strong connection with professionals connected to our graduate degree in library and information science. Librarians are an active and well connected population. SLIS works closely with professionals in field in Columbia, the State of South Carolina, Nationally, and Internationally. This includes offering a series of workshops within the Columbia area.

Incentivizing Faculty Engagement

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

School of Journalism and Mass Communications

The SJMC has a service award and the Caldwell Teaching Excellence Award that are given annually to faculty who have excelled in these areas. Because of the unique mission of the school, we have dual track tenure system, a more traditional research track and a professional track. Professional track faculty are more heavily involved in service to the community and professional practice.

Direct support is given to faculty (i.e., graduate assistants, travel funding for research, other monetary support) for community engagement activities. Some of the school's largest initiatives include CreateAthon@USC, Pre-collegiate Workshop for Business and Investigative Journalism, the Media and Civil Rights History Symposium and The Carolina Agency.

School of Information Science

Societal impact is the cornerstone of the iSchool's Knowledge School Initiative. This initiative, involving speakers, faculty development efforts, presentations and the like, focuses on the role of academic programs in information science to go beyond studying the world to improve it. This engagement approach can be seen in scholars studying and promoting literacy, then going out to the poorest communities to give books and, more importantly, to show that athletes and undergraduates from all walks of life value learning. Direct support is given to these activities in social media coverage, travel funding, and in some cases, course releases.

Collaborations

Internal Collaborations

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

The college is working with university libraries on a grant to develop AR/VR capabilities for students. The college sponsors many talks and symposia with other colleges on campus. For example, the year we co-hosted the new Virtual Education conference with the colleges of engineering and education, and CTE. Both our schools participate in the Graduate Certificate in Health Communication with the Arnold School of Public Health. This year the college hosted research meet-and-greet sessions with the College of Nursing and the AI Institute. We are offering a collaborative seed grant with Nursing as a result of the session.

School of Journalism and Mass Communications
Science and Health Communication Research Group at USC
Joint graduate program with the University of South Carolina School of Law
Concentration in Sports Communication with the university's athletic department.

School of Information Science
ALL4SC with the College of Education
Health Communications with the School of Journalism and Mass Communications and the Arnold School of Public Health
SLIS 202 Information Technology and Literacy course as part of the INF Carolina Core Requirements
Developing Data Science and Knowledge Management Courses for the Honors College Global Carolina @ CIC with School of Journalism and Mass Communication Coordination of internships for school librarians with the College of Education
Managing contract courses with the College of Education
Thomas Cooper Library on joint planning and delivery of courses on special collections, archives, and preservation.

External Collaborations

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

Our schools have a new official relationship with NCCU in Taiwan. SLIS now has a sister-school relationship with NCCU's library and information science program and the SJMC has a joint-masters degree program approved this year. We will further these relationships in a variety of ways including potential study abroad opportunities for undergraduate students. Also, in 2020-21, a new 4+1 partnership with Claflin University was approved by both universities and the BOT. Undergraduate students from Claflin will be funneling into the graduate programs fro both of our schools.

School of Journalism and Mass Communications
Numerous research collaborations across USC units (i.e., Arnold School of Public Health, History Department, School of Library and Information Science) and with researchers both across the country and globally in places like Washington, D.C., Michigan and South Korea.

School of Information Science
Charleston Public Library on the development of staff development programs

Collaborations

Charleston County Public Schools on cohort programs to transition classroom teachers to school librarians

Darlington County Public Schools on cohort programs to transition classroom teachers to school librarians

Florence 1 Public Schools on cohort programs to transition classroom teachers to school librarians

Charleston County Public Library as a partner in a new shared research institute

Black Caucus of ALA, IMLS, Royal National Library of the Netherlands, Gigabit Libraries Network, URFIST de Bordeaux, IFLA, British Library, Library of Congress, Enssib, MIT Press in the New Librarianship Symposium Series

Equity and Diversity Plan

Improve Under-Represented Minority (URM) Student Enrollment

The College of Information and Communications is committed to improving under-represented undergraduate and graduate student enrollment to reflect the diversity of the populations served by the University of South Carolina. Key Tactics include:

- Develop pipeline programs that target enrolled underrepresented undergraduate students who are undeclared majors or transfer students.
- Develop pipeline and pathway programs with Historically Black Colleges and Universities --(HBCUs) and Minority-Serving Institutions (MSIs) to attract underrepresented students to the SJMC and SLIS graduate programs.
- Establish scholarships that aid in attracting, recruiting and retaining underrepresented students.
- Develop pipeline programs to attract underrepresented students in middle and high school.

 Performance Targets and Metrics—how we will measure our success:

- Annually track and compare the number of underrepresented undergraduate majors admitted as freshmen and transfers, and those who declare SLIS and SJMC majors after freshman year.
- Annually track and compare the number of underrepresented students enrolled in SLIS and SJMC graduate programs.
- Annually track and compare scholarships awarded to underrepresented undergraduate and graduate students,
- Annually measure and evaluate diversity recruitment and retention strategies that are adopted and implemented.
- Metric: The College of Information and Communications' Black undergraduate student enrollment will increase from 11% Fall 2020 in the J-School to 15% by 2025 and increase from 27% Fall 2020 in the I-School to 28% by 2025.
- Metric: The CIC's ethnic and gender undergraduate student representation is at or above the relative state population.
- Metric: The CIC's Black graduate student enrollment of 35% in the J-School exceeds the relative state population. The Black graduate student enrollment in the I-School will increase from 10% in Fall 2020 to 15% by 2025.
- Metric: The CIC launched its 4+1 Memorandum of Agreement (MOA) with Claflin University during Spring 2021, allowing students to earn an undergraduate degree at Claflin and the Master of Mass Communications or Master of Library and Information Science in five years, the first of its kind in the nation.

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

The CIC is committed to improving the number of full-time underrepresented faculty to better reflect the diversity of the students in the college and university and the populations served by the university, and where feasible, recruit international faculty. Key Tactics include:

Equity and Diversity Plan

• Collaborate with college leadership and faculty to identify critical areas of need for underrepresented faculty in the SJMC and iSchool.
• Develop and implement a policy requiring training in diversity, equity and inclusion for faculty interested in serving on faculty search committees.
• Recruit at national and international meetings of SJMC and iSchool professional organizations.
• Create a "grow your own" pathway to the professoriate for outstanding underrepresented students enrolled in the SJMC and iSchool doctoral programs.
• Identify, cultivate and invite diverse scholars in the information and communication fields to campus as guest speakers, keynote speakers, visiting professors, panelists and presenters at campus research symposia, and encourage them to apply when positions are advertised.
• Establish an alternative path to tenure-track appointments for the hiring of diverse faculty with strong professional credentials and industry ties.
• Develop a doctoral graduate "information sharing program" with the Southeast Conference (SEC) and other R1 institutions to attract underrepresented PhDs to the CIC faculty.
• Develop and underrepresented student post-doctoral program.

Performance Targets and Metrics—how we will measure our success:
• Annually track and compare increases in the number and percentage of full-time underrepresented faculty in search pools, number of underrepresented candidates among search finalists, and the number of offers and hires made to and accepted by underrepresented finalists.

• Metric: The CIC staff, including senior administrative staff, is 73% female, and 31% Black.
• Metric: The CIC conducted a cluster hire for up to three new faculty members whose research explores race and ethnicity at the intersection of data, media and society. The J-School will hire two Black faculty members and the I-School will hire one underrepresented faculty member.
• Metric: The CIC ranks fourth among 13 colleges and schools at UofSC for underrepresented tenured and tenure-track faculty—34% overall, and 11% Black.
• Metric: During the 2020 fall semester, the CIC provided university-wide diversity training for all faculty who serve on search committees.
• Metric: The CIC 2021 faculty search required a diversity statement of all applicants.
• Metric: The CIC will develop and seek funding to support post-doc fellows, cluster hires, spousal hires, and other opportunity hires, launching its first cluster hire in 2021.
• Metric: The CIC will nominate a woman or underrepresented faculty in leadership programs when available or eligible.

Enhance Outcomes For URM Undergraduate and Graduate/Professional Students

The CIC is committed to enhancing the academic outcomes for underrepresented undergraduate and graduate students. Key Tactics include:
• The CIC Office of Student Services will identify and develop as warranted programs (based on high impact practices) to increase student retention and reduce any 4 and 6-year graduation gaps among underrepresented students.
• The CIC will continue to increase scholarships and stipends that support our underrepresented undergraduate and graduate students.

Equity and Diversity Plan

Performance Targets and Metrics—how we will measure our success:
• Underrepresented student (by race/ethnicity) freshman to sophomore retention is equal to the average retention rate for all CIC freshman and sophomores by 2024.
• Underrepresented student 4-year graduation rates are equal to the average graduation rate for all CIC students by 2024.
• Underrepresented student 6-year graduation rates are equal to the average graduation rate for all CIC students by 2024.
• Underrepresented graduate student completion rates are proportional to the average graduation rates for graduate students by 2024.

• Metric: A student services task force was appointed in spring 2021 to retention and graduation rates among Pell Grant recipients.
• Metric: Increase CIC participation in the Grace Jordan McFadden Professors Program and other pipeline/pathway programs for underrepresented doctoral students

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

The CIC is committed to improving post-graduate outcomes for underrepresented undergraduate and graduate students. Key Tactics include:
• Improve data collection and reporting of post graduate outcomes by conducting graduate exit interviews and tracking graduate placement in jobs and graduate/professional study.
• Develop and implement strategies to target and increase the number of undergraduate underrepresented students who participate in internships, research assistantships, study abroad and other experiential opportunities.

Performance Targets and Metrics—how we will measure our success:
• Undergraduate underrepresented student post-graduate employment and enrollment in graduate and professional study placement rates are equal to the average student employment/graduate and professional study rate by 2024.
• Underrepresented student participation in beyond the classroom and experiential learning opportunities is comparable to the average student participation rate.

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

The CIC is committed to increasing the engagement of students, faculty, staff, and administrators in courses, training and events that promote the awareness and understanding of diversity, inclusion, critical analysis and civil discourse. Key Tactics include:
• Encourage participation in the Center for Teaching Excellence (CTE) Teaching Towards Inclusive Excellence (TTIE) certificate of completion program.
• Provide intellectual forums for exploring equity and inclusion issues.
• Encourage faculty and staff participation in equity and inclusion training.

Equity and Diversity Plan

Performance Targets and Metrics—how we will measure our success:
• Annually track increases in the number of participants in programs, training, and workshops that promote awareness and understanding of equity and inclusion.
Metric: In 2019, the CIC established one of the first university Staff councils to create equitable and empowering policies in the CIC.
Metric: By 2025, the CIC will complete unit-level reviews and make recommendations for improvement where needed
Metric: Develop a policy to incentivize professional development training for all faculty by 2025.
Metric: Create more transparency and equity in faculty workloads, paying attention to faculty who perform excessive service, by 2025.
Metric: Conduct unit-level reviews of T&P criteria and evaluation processes to identify any elements of systemic bias, by 2025

Improve The Sense Of Inclusion Amongst All University Community Members

The CIC is committed to creating and maintaining a welcoming environment to improve the sense of inclusion among all university community members. Key Tactics include:
• Expand the awareness of bias incident reporting and microaggressions.
• Improve the communication of diversity and inclusion as a strategic imperative,
• Perform annual climate survey.
• Ensure equity in faculty pay and rank.
• Ensure better and more equitable outcomes for all staff.
• Improve employee retention rates (taking into account qualitative data such as exit interviews).

Performance Targets and Metrics—how we will measure our success:
• Use key results of annual climate survey to develop new programs to improve the college environment for students, staff, faculty, administrators and others.
• Track faculty and staff participation in equity, inclusion and engagement training and workshops.
Metric: In 2021, the CIC with support from the ODEI offered a joint keynote address by Nikole Hannah-Jones for the SJMC biennial Media & Civil Rights History Symposium and the CIC Diversity, Equity and Inclusion Research Symposium.
Metric: The CIC provides continuing support for the I-School's Augusta Baker Chair and Diversity Lecture Series, the I-School LLEAD programs, the Brown Bag Lecture Series, and the Dean's Dive-In Lunch series.
Metric: The CIC annually encourages and promotes participation in the Center for Teaching Excellence Teaching Toward Inclusive Excellence certificate program.
Metric: By 2022, establish a new women's leadership initiative to promote gender equality and career professional development.
Metric: The CIC conducted a climate survey in fall 2020 to guide continuing progress in creating a welcoming college culture/climate.
Metric: By 2025, ensure accessibility for all students, faculty and staff.

Dashboard Metrics and Narrative

Metrics

Student Information Narrative

We are pleased to see increases across the board. The college offers in-demand majors and graduate degrees. We look to continue to increase students at both the undergraduate and master's levels to strengthen our college's financial health.

Contribution (Per Student) Narrative

We're pleased to be in a "producer" position. We've created some essential staff, administrative, and faculty positions but attempt to balance those increases with growth. Obviously, any student increases necessitate an increase in faculty and student services costs.

Model Allocations (Per Student) Narrative

Again, we're pleased to be in a position to be a "producer." Trend data indicate that we continuing to strengthen our position. That we are increasingly supporting other colleges can be seen as a concern among our administration and faculty.

Faculty Information Narrative

Our faculty numbers have increased slightly to handle student growth and to increase the research profile of our college. Our faculty continue to increase their scholarship as measured by publications and citations. We look to increase our faculty numbers and potentially lower our student/faculty ratio depending on student enrollment.

Credit Hours Taught Narrative

Again, we're pleased to see increases in hours taught and hours taught by faculty. We're being very intentional about both indicators by (1) increasingly offering new courses, degrees, certificates, (2) creating an associate dean of academic affairs position that oversees instructional efficiency, and (3) preparing for an incentive-based budget model instead of an historically-based model.

College/School Financial Information Narrative

As this is the first year of the new budget model, we are curious to see how these numbers compare to subsequent years. The college is being very intentional about instructional efficiencies, summer school, and new program development. Recurring and one-time budget cuts over the last few years have decreased our ability to invest in areas that will improve our reputation.

Student Outcomes Narrative

We are very pleased to have the best 4-year graduation rate and retention rate among all the colleges. We do an exceptional job eduating students, and moving them toward graduation. As a professional college, we place great emphasis on employability. We now have a full-time career services manager who has increased sustained relationships with employers and runs

Dashboard Metrics and Narrative

a great deal of career-related programming. Internships are either required or strongly recommended depending on the major. We believe the NACE Survey underrepresents our placement rate because the response rate (27%) is so low. Starting salaries in our fields are respectable but in line with comparable programs at other flagship schools.

HERD Research Expenditures Narrative

We have appointed an associate dean of research in a concerted effort to increase research funding. We had a 30.30% increase in external submissions from our college compared to 2019, and at 56.25% increase in internal submissions from our college compared to 2019.

Other Information Narrative

Concluding Remarks

Quantitative Outcomes

Explain any surprises regarding data provided in the quantitative outcomes modules throughout this report.

Cool Stuff

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

We are a vibrant college looking to grow and enhance our offerings in many ways. We have two new labs that are assisting faculty and students with their research and learning. We have the best four-year graduation rate and first-year retention rates on campus. We are excited to continue to attract new faculty and offer new opportunities for curricula, scholarship, and service. We recently completed our strategic planning as well. New leadership, new ideas, and wonderful faculty and students make our program among the best in the land.

School of Journalism and Mass Communications

The school continues to make key hires, of both staff and faculty. Strengths of the school included a spectacular renovated building, strong scholarly output, excellent student services, up-to-date curriculum (undergraduate and graduate programs), strong leadership, outstanding faculty, a full-service, student-run public relations agency and a converged newsroom.

We are very interested in paying a leading role in cybersecurity efforts and we have faculty collaborating with the AI Institute.

School of Library and Information Science

2020 is the 50th anniversary of library science at UorSC. We are holding a series of national events including a big alumni event during Homecoming.
We are excited for the name change of the school. It should help with undergraduate recruitment and bring us in line with our peer programs.

Appendix A. Research & Scholarly Activity

Office of Research
IT and Data Management Office

College of Information & Comm
Summary of Awards

SAM ACTIVITY	FY2016	FY2017	FY2018	FY2019	FY2020	% Change Avg. (16-19) & 2020
Division Award Totals	*504,994*	*343,283*	*147,888*	*639,200*	*480,279*	17.5
Unit Totals						
Information & Comm. - Dean	0	108590	0	0	0	(100.0)
Journalism & Mass Comm	499,994	59,775	60,442	101,944	0	(100.0)
Library & Information Sciences	5,000	174,918	87,446	537,256	480,279	138.8
Source						
Federal	499,994	234,693	142,888	626,822	480,279	27.7
Private	5,000	108,590	5,000	12,378	0	(100.0)
State/Local	0	0	0	0	0	0
Proposals						
Submissions	15	10	29	19	29	58.9
Dollars Requested	2,773,563	1,558,984	4,251,065	1,960,990	1,775,535	(32.6)

Awards by Source
5 Year Average

Awards by Department
5 Year Average