

Executive Summary

Blueprint for Academic Excellence College of Information and Communications AY2022-2023

Introduction

The College of Information and Communications continues to make 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 is 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 progressing toward building a stronger identity, structure, and purpose that benefits both schools and the communities we serve. Innovative thinking and collaboration have paved the way for our continued success.

- Graduate enrollment increased for the fourth year in a row. This trend is anticipated to continue with a new Master's in Data and Communications degree coming online Fall 2022.
- Strategic use of online instruction to meet student needs and maximize classroom utilization.
- Hosted UNESCO international forum and chair established to further research in social and ethical issues related to social media.
- Continued strong work in undergraduate education resulting in highest retention and four-year graduation rates on campus.

Tom Reichert Dean
College of Information and Communications



Table Of Content

Executive Summary	1
Introduction	1
Highlights	1
Foundation for Academic Excellence	4
Mission Statement	4
Vision Statement	4
Values Statement	4
Goals - Looking Back	5
Goals - Real Time	6
Goals - Looking Ahead	15
Academic Programs	17
Program Rankings	17
Instructional Modalities	17
Program Launches	18
Program Terminations	18
Academic Initiatives	19
Experiential Learning For Undergraduates	19
Experiential Learning For Graduate Students	20
Affordability	20
Reputation Enhancement	21
Challenges	21
Faculty Population	22
Faculty Employment by Track and Title	22
Faculty Diversity by Gender and Race/Ethnicity	23
Faculty Information	25
Research and Scholarly Activity	25
Faculty Development	25
Teaching	26
Analysis of Ratio	26
Student Recruiting and Retention	27
Student Recruitment	27
Student Retention	28
Student Enrollment & Outcomes	30
Student Enrollments	30
Enrollment by Time Status	32
Student Diversity by Gender	33
Student Enrollment by Race/Ethnicity	34
Student Retention, Transfer, and Graduation	36
Degrees Awarded by Level	38
Faculty Awards Nominations	39
Research Awards	39

- Teaching Awards 41
- Other Awards 42
- Faculty Awards Received 43**
 - Research Awards 43
 - Service Awards 44
 - Teaching Awards 45
- Alumni Engagement & Fundraising 47**
 - Alumni 47
 - Development, Fundraising and Gifts 47
- Community Engagement 49**
 - Community Engagements and Community - Based Activities 49
 - Community Perceptions 50
 - Incentivizing Faculty Engagement 50
- Collaborations 51**
 - Internal Collaborations 51
 - External Collaborations 51
- Equity and Diversity Plan 53**
 - Improve Under-Represented Minority (URM) Student Enrollment 53
 - Improve The Number Of Full-Time URM Faculty Across Academic Units 54
 - Enhance Outcomes For URM Undergraduate and Graduate/Professional Students 55
 - Improve Post-Graduate Outcomes For URM Undergraduate and Graduate/Professional Students 55
 - Increase the engagement of students, faculty, staff, administrators in Equity and Inclusion 56
 - Improve The Sense Of Inclusion Amongst All University Community Members 56
- Dashboard Metrics and Narrative 58**
 - Metrics 58
 - Student Information Narrative 58
 - Contribution (Per Student) Narrative 58
 - Model Allocations (Per Student) Narrative 58
 - Faculty Information Narrative 58
 - Credit Hours Taught Narrative 58
 - College/School Financial Information Narrative 58
 - Student Outcomes Narrative 58
 - HERD Research Expenditures Narrative 59
 - Other Information Narrative 59
- Concluding Remarks 60**
 - Quantitative Outcomes 60
 - Cool Stuff 60
- Appendix A. Research & Scholarly Activity 61**
- Appendix. Diversity, Equity and Inclusion Plan 64**

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 - Looking Back

Goals for the previous Academic Year.

Goal 1 - Adjust College's Structure to Enhance Learning, Research, and Service

Goal Statement	Listen to the request of faculty on adding additional positions in the college (eg, Associate Deans and staff).
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff.
Alignment with Mission, Vision, and Values	This goal aligns with the college's values by promoting inclusion and engagement in strategic planning to support the mission of teaching, research, and creative activity.
Status	Completed successfully
Action Plan	<ul style="list-style-type: none"> • Adjust and create positions to maximize outcomes for students, faculty, and staff • Serve the college as a united team • Maximize personnel efforts • Enhance administrative structure
Achievements	<p>The college continues to improve structure through:</p> <ul style="list-style-type: none"> • Appointment of Associate Dean positions in Academic Affairs, Diversity, Equity, and Inclusion, and Research • Evaluation of staff responsibilities resulting in position realignment and strategic hires
Resources Utilized	Time and effort of college personnel and financial resources
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	

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	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	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	<p>Engage faculty, staff, and student in the discovery and expansion of the Data, Media, and Society theme that includes research, curriculum, and service. This goal is being obtained through a range of activities:</p> <ul style="list-style-type: none"> • College-level strategic plan that affirms strategic direction • Curriculum building • New degrees • Opportunities for faculty & staff to attend professional events • Creating relevant research infrastructure • Focused cluster hires
Achievements	<p>Achievements to date include:</p> <ul style="list-style-type: none"> • Launched Media Innovation Academy summer 2021 • New Master's degree and post-graduate certificate in Data and Communications (fall 2022) • New course offerings to include blockchain, information visualization, and news literacy • New Social Media minor • New Sports Media minor • Multiple labs for social media, biometric, and UX to engage research and generate revenue

Goals - Real Time

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	<ul style="list-style-type: none">• Appointment of UNESCO Chair within the college• Continue to hire faculty with the cluster hire• 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 2 - Student Recruitment Plan

Goal Statement	Implement student recruitment plan to increase enrollment in undergraduate and graduate programs.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	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	<p>The multifaceted student recruitment plan includes:</p> <ul style="list-style-type: none"> • Aggressively promoting our undergraduate majors and graduate students across the University • Hiring a dedicated undergraduate recruiter position • Continue recruiting for diversity through HBCUs • Working toward target enrollment goals: <ul style="list-style-type: none"> • Increase BSIS majors to 100 by Fall 2023 • Doubling enrollment in our MMC program by Fall 2023 • Increasing the yield of top candidates to doctoral program
Achievements	<p>Achievements to date include:</p> <ul style="list-style-type: none"> • Graduate enrollment increased 16% from Fall 2020 to Fall 2021 • Undergraduate enrollment temporarily declined Fall 2021 • Increased online master's offerings to include MMC and MDC
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	<ul style="list-style-type: none"> • Hire an undergraduate recruiter • Consider recommendations from consulting partners • Continue to adjust curricula to meet student demand
Resources Needed	Funding and significant faculty and administrative time.
Goal Notes	

Goals - Real Time

Goal 3 - Expand International Activities

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	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Increasing international exposure will inspire our students to embrace diversity and work within global communities.
Status	Progressing as expected (multi-year goal)
Action Plan	<div data-bbox="483 972 1497 1031" style="border: 1px solid black; height: 28px; width: 100%;"></div> <p>Create programs and pathways for students to engage with their peers in a global setting. Programs include study abroad programs for current USC students and non-USC students.</p>
Achievements	<p>Achievements to date include:</p> <ul style="list-style-type: none"> • Created study abroad program with no program fee with 60 students in the first year (summer 2022) • Created a study away coordinator position to organize and promote study abroad opportunities • Established MOU with NCCU in Taiwan
Resources Utilized	Funding and administrative time.
Goal Continuation	<ul style="list-style-type: none"> • Continue to develop joint degree programs, increase college-led study abroad programs, and increase international study infrastructure • Explore a set of offerings to attract non-UofSC students to study on our campus during the summer • Additional partnerships with Taiwan universities (NCHU)
Goal Upcoming Plans	Explore further academic connections with international institutions

Goals - Real Time

	in Taiwan, Hong Kong, and elsewhere.
Resources Needed	Funding
Goal Notes	

Goals - Real Time

Goal 4 - Evaluate Future Space Needs

Goal Statement	Ensure college is efficiently utilizing existing and future facility needs.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	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	<ul style="list-style-type: none"> • Create a space utilization and planning committee which includes faculty and staff • Assess needs and propose both long- and short-term solutions
Achievements	In progress.
Resources Utilized	Faculty and staff time.
Goal Continuation	Reconvene task force to continue evaluation
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	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • 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	<p>To support research efforts through:</p> <ul style="list-style-type: none"> • Infrastructure enhancements • Creation of an associate dean position to maintain focused attention on research • Hire faculty with high research capacity • Incentivize research • Encourage interdisciplinary opportunities (e.g., College of Nursing, AI Institute, Public Health) • Create research lab infrastructure
Achievements	<p>Achievements to date include:</p> <ul style="list-style-type: none"> • Publication and citation metrics have increased relative to our peers • External funding is up, especially in our iSchool • An associate dean has been appointed and has hosted several 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 • Faculty are serving on editorial boards, journal reviewers and editors in record numbers
Resources Utilized	Funding, facilities, and hiring
Goal Continuation	Yes
Goal Upcoming Plans	<ul style="list-style-type: none"> • Continue cross-college research-oriented meet-and-greets, another round of internal seed grants • Continue hire high- research potential faculty • 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	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships. • 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	<p>The college and both schools are undergoing a multifaceted approach to DEI that is spelled out in detail in this blueprint.</p> <ul style="list-style-type: none"> • Faculty hiring plans • 4+1 agreements • Scholarships to incoming and continuing students • Welcome events, workshops, and internal training • College-specific climate surveys
Achievements	<p>Achievements to date include:</p> <ul style="list-style-type: none"> • Diversity at all ranks continues to increase • Ratified a college-level DEI strategic plan including detailed goals and target metrics • Engaged guest speakers to promote DEI within the university community • Maintained Black undergraduate student enrollment at 11% for Fall 2021 despite across the board pandemic-related enrollment declines • Enrolled the first student in the Graduate School's Rising Star Fellowship in Fall 2021 with anticipated graduation in August 2022 • New Certificate of Advanced Study in LIS with DEI Focus (fall 2021)
Resources Utilized	Time and resources

Goals - Real Time

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	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships.
Alignment with Mission, Vision, and Values	Will provide needed resources and upgraded facilities to enhance our students learning experience.
Status	Progressing as expected (multi-year goal)
Action Plan	<ul style="list-style-type: none"> • Working with development to identify potential funders to name both schools and the college • Taking advantage of upcoming anniversaries and the university capital campaign • Identifying 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	

Goals - Looking Ahead

Goal 2 - Develop Strategic Partnerships

Goal Statement	<ul style="list-style-type: none"> The College of Information and Communications is working with the College of Hospitality, Retail, and Sport Management and The Carolina Panthers to establish the Center for Sports Excellence in Media and Management. This center will include opportunities supporting academic degrees, internships, workshops, executive education, training, and industry research.
Linkage to University Goal	<ul style="list-style-type: none"> Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. Assemble and cultivate a world-class faculty and staff.
Alignment with Mission, Vision, and Values	The goal supports our mission to engage in teaching, research, and community outreach.
Status	Newly Established Goal
Action Plan	<ul style="list-style-type: none"> Coordinate with HRSM and external partners on curriculum and continuing education needs
Achievements	
Resources Utilized	Personnel and funding
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
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 IS and JMC disciplines within the same college. This pairing offers us a unique advantage over most traditional IS / JMC programs as we take advantage of natural synergies and work together to address common information-related social and professional challenges.

US News & World Report 2021 Rankings for our Master of Library and Information Science:

- 17th overall for the Master of Library and Information Science
- 7th in School Library Media
- 9th in Services for Children and Youth by U.S. News & World Report.

Our nationally-ranked MLIS is offered entirely online and is the top online graduate degree program for Academic Common Market enrollment at the university.

There are no official US-based rankings for schools of journalism and mass communications (e.g., US News).

- The school is ranked within the 101-150 range for global communication programs in 2021 (Academic Rankings of World Universities / Shanghai Ranking).
- QS World University Ranking in Communication & Media Studies for 2021 was within the 151-200 range.

The faculty in SJMC are ranked 11th with regard to number of faculty with a journal publication, ranked 2nd in terms of the number of faculty members who have received an award, and rank 3rd based on the number of faculty with a book.

Instructional Modalities

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

The CIC promotes inclusive learning by exploring best practices in course design and delivery. In 2021:

- Our MMC degree was offered online for the first time in January 2021
- The CIC proposed and processed two new online graduate programs:
 - Master of Science in Data and Communication (to be launched Fall 2022)
 - Certificate of Advanced Study in Data and Communication (to be launched Fall 2022)

Academic Programs

- We proposed approvals for online delivery of 17 JOUR and 4 SLIS and 2 JOUR/SLIS courses

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.

For academic year 2021-2022:

- Launched a revised and renamed 12-credit Certificate in Specialized Study in Information Science. This first year of the Certificate, 8 students[TK1] have enrolled in the Equity, Diversity, and Inclusion track.
- Launched two (2) online undergraduate minors:
 - Sports Media (enrollment 6 FA21, 32 SP 22)
 - Social Media and Mass Communications (enrollment 2 FA 21, 11 SP 22)

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.

Although travel was curbed during COVID-19 in 2021, the CIC was able to engage in the following experiential learning activities for undergraduates:

- **The Carolina 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 Bateman Competition** is a real-life, client-based case study competition lead by the Public Relations Student Society of America.
- **AdTeam** participates in an advertising client-based case study competition organized by the American Advertising Federation.
- The SJMC 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.
- **CIC Ambassadors:** (2021-2022 academic year) Open to sophomores, juniors, seniors—to support and facilitate student and other engagement within the CIC.
- **Media Innovation Academy:** (May 9-26 and May 31-Jun 17, 2021) Open to all majors to hone digital media skills in areas such as social mobile journalism, digital content creation, multimedia sports storytelling, podcasting, and drone photography.
- **Digital Media Experience:** (May 15-20, 2021) Students from diverse backgrounds were invited to campus for an immersive experience with digital storytelling with Adobe Creative Cloud. Open to undergraduate students and potential students.
- **Create-a-thon@UofSC:** (October 29-30, 2021) 24-hour-marathon designed to deliver pro bono advertising, marketing and communications solutions 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.
- **Atlanta-Creative Circus:** (Maymester 2021) A two-week Maymester experience with students, featuring advanced content explorations (branded social media content; photo and video basics for generating content) and creative lab exploration (the power of brand storytelling; digital image editing).
- **Public Relations Student Society of America (PRSSA)** and other student associations provide students with opportunities to engage with the community in creative and inclusive ways.
- The **BSIS program** has a required internship that provides students with opportunities for professional mentoring and engagement with the community.
- **Blockchain Club** was started in 2021 by iSchool Fellow Dr. Gordon Jones to provide students with opportunities to explore professional applications of blockchain technology

Academic Initiatives

and explore start-up options.

- **Cocky's Reading Express** brings students, books, and Cocky to schools across South Carolina to engage in early-literacy efforts and promote lifelong learning. Volunteers include both undergraduate and graduate level students.

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

Experiential Learning For Graduate Students

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

- All our masters level graduate programs allow students to take **internships** for credit, providing them with valuable experiential learning opportunities.
- The School Library track of the MLIS requires **120 hours of practicum/internship experience** for all students, providing them with a deep experiential learning opportunity in a school library setting.
- **Cocky's Reading Express** brings students, books, and Cocky to schools across South Carolina to engage in early-literacy efforts and promote lifelong learning. Volunteers include both undergraduate and graduate level students.

Affordability

Assessment of affordability and efforts to address affordability.

The college strives to promote affordability and access for our students:

- CIC program fee at both the graduate and undergraduate level is among the lowest on campus despite significant technology and instructional needs including two broadcast studios, a multimedia newsroom, six computer labs, a photo studio and a strategic communications center.
- The college introduced a study abroad option with no program fee for summer 2022. The goal of this program is to allow access to students who may not be able to participate in traditional programs. As of February 2022, 60 students are registered to participate in the inaugural trip to Barcelona.
- The college continues 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 highquality OERs can lower the cost of textbooks for students. Under a new policy, faculty are encouraged to prioritize high quality OERs over

Academic Initiatives

- costly proprietary textbooks.
- The iSchool 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.
- Inclusion of Adobe Creative Cloud in program fee for all students.

Reputation Enhancement

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

The college is working to enhance its reputation through many local and global programs that directly impact the student experience including:

- Branding and community outreach such as the Media Innovation Academy
- Community research, awards, initiatives, and accomplishments in the area of social media
- Cluster hire to promote diversity, equity, and inclusion
- Providing additional scholarships and fellowships for doctoral students
- Increased study away and study abroad opportunities
- Hosting of international UNESCO forum and appointment of chair
- Cocky's Reading Express billboard for community awareness and engagement
- Expansion of international outreach programs with NCHU beginning summer 2022
- Membership in professional organizations such as 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

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:

- Growth in undergraduate enrollment
- Recruiting for graduate programs
- Community building within the college
- Operating with a relatively lean staff
- Increasing the diversity of our staff
- Competitive compensation for faculty and staff
- Efficient use of office and classroom space
- Support for external funding opportunities

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 2021	Fall 2020	Fall 2019
Tenure-track Faculty		41	44
Professor, with tenure		9	10
Associate Professor, with tenure		19	19
Assistant Professor		13	15
Librarian, with tenure		0	0
Research Faculty		0	0
Research Professor		0	0
Research Associate Professor		0	0
Research Assistant Professor		0	0
Clinical/instructional Faculty		20	19
Clinical Professor		0	0
Clinical Associate Professor		0	0
Clinical Assistant Professor		0	0
Instructor		20	18
Lecturer		0	1
Visiting		0	0
Adjunct Faculty		22	19

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 2021	Fall 2020	Fall 2019
Gender		61	63
Male		26	26
Female		35	37
Race/Ethnicity		61	63
American Indian/Alaska Native		0	0
Asian		5	4
Black or African American		8	7
Hispanic or Latino		3	2
Native Hawaiian or Other Pacific Islander		0	0
Nonresident Alien		3	4
Two or More Races		1	0
Unknown Race/Ethnicity		0	0
White		41	46

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

Faculty Population

Illustration 1. Faculty Diversity by Gender

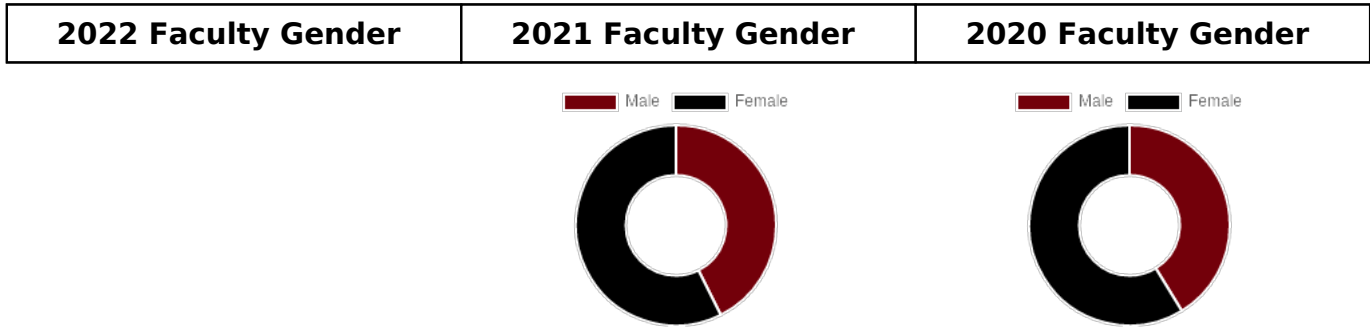
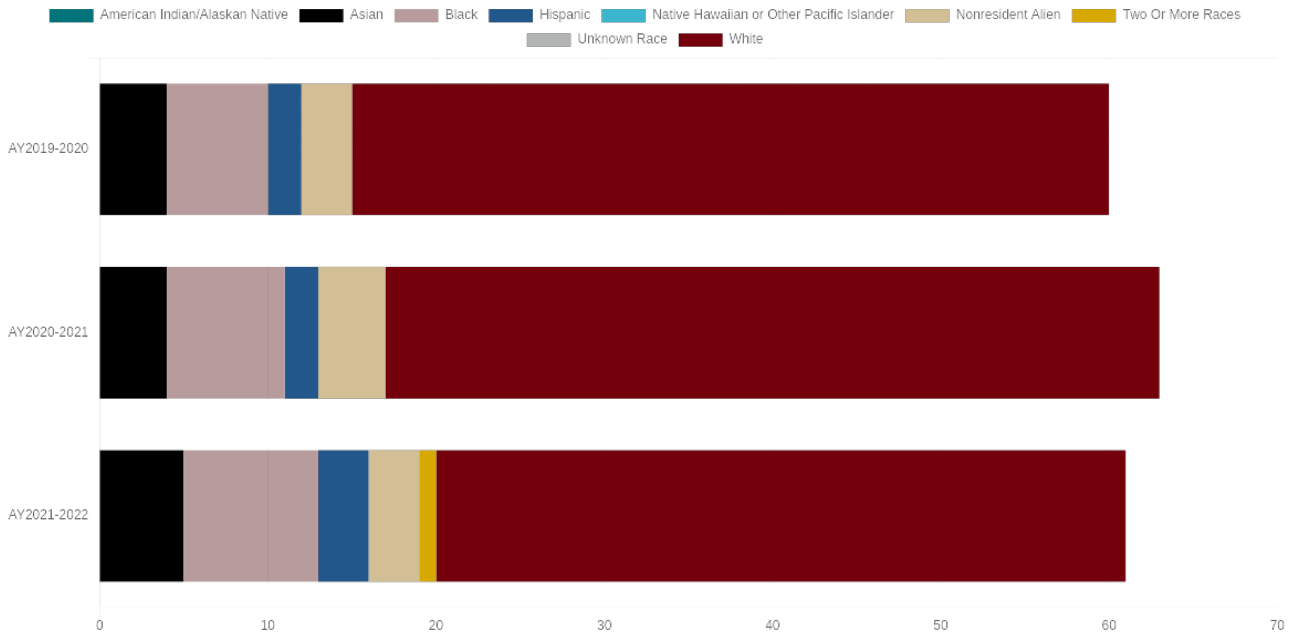


Illustration 2. Faculty Diversity by Race & Ethnicity



Faculty Information

Research and Scholarly Activity

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

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

The college's faculty were actively involved in writing research grant proposals. Since January 2021, CIC faculty have submitted 48 internal and external grants totaling \$983,835. 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.

Faculty Development

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.

- 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.
- 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.
- Development and evaluation of college strategic plan includes faculty contributions.
- Faculty development is a priority for the college:
 - Faculty are encouraged to participate in leadership opportunities both within the college and at the university level.
 - College administration is partnering with the Center for Teaching Excellence for instructional development to support online teaching.
 - 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 attend workshops or cover professional memberships and faculty are encouraged to share new knowledge with their colleagues. Approximately \$15,000 is awarded each academic year.
 - The Caldwell Excellence in Teaching Award 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.

Teaching

Faculty to Student Ratio

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

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

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

Analysis of Ratio

Analysis of the ratio, agreement with the data, and plans for the future to impact this ratio. Our schools' faculty-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 2021	Fall 2020	Fall 2019
Analysis of Ratio		01:26.4	01:28.1

Student Recruiting and Retention

Student Recruitment

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

At-a-Glance

Given the uncertainty over the past few semesters because of the Covid-19 pandemic and the academic common market program ending with several key states, we have seen a substantial fluctuation in our student enrollment trends.

- Freshman enrollment in our public relations and visual communications programs, have been affected. Our graduate program enrollment (PhD and Masters) has increased steadily.
- Our undergraduate enrollment has decreased by nearly 12 percent, overall.
- Since our last report, we have introduced two new minors, social media and sports media. The additional minors will attract students to our courses, increasing course enrollment.
- Additionally, we have a new online Master in Mass Communications (MMC) program, which is also a factor in our increased graduate enrollment numbers.
- We also have a new Masters of Data and Communication Degree and Certificate. The college will begin enrolling students into these programs, Fall 2022.
- The Master of Library and Information Science Program (MLIS) continues to increase steadily as it is offered 100 percent online.
- Our PhD Enrollment is also up across all programs.

Recruitment

Given our overall enrollment status, the office of student services looks forward to incorporating new ideas to recruit undergraduate students into the College of Information and Communications' majors and minors. After speaking with the undergraduate admissions office, we have ramped up our efforts to identify and connect with potential students. While our college's freshman enrollment is down, 14% of our undergraduate students were admitted as transfer students. We have created a new CIC undergraduate recruiter role that will help enhance our recruitment strategy to increase our overall enrollment in our major, minor, and elective courses. The CIC undergraduate recruiter will also place special emphasis on recruiting for our Bachelor of Science in Information Science (BSIS) program. We have a goal of increasing enrollment in that program to 100 students. The recruiter position is currently posted, and we hope to have someone identified later this spring.

Moreover, a thorough review of the student life cycle produced engagement opportunities to strengthen our partnerships with undergraduate admissions, college recruiting, and outreach for admitted students to increase yield. Our recruitment philosophy is that undergraduate student engagement and recruitment incorporates an intentional three-legged approach involving, faculty, staff, and students. Each perspective is considered an essential component in attracting students into our college particularly as we participate in undergraduate recruiting events: Open House, Discover Carolina, Top Scholars Program, and Admitted Student Days.

The relationship with the College and USC Visitors Center continues to flourish. We have resumed in-person building tours every Monday and Friday. Additional tour dates are available upon request. We now include the sequence head of each major in the tours, as available.

Student Recruiting and Retention

For the upcoming academic year (2022-2023), we plan to begin a pipeline program that will involve connecting with local high schools and sponsoring workshops or lunches. The aim is to catch the students early and attract them to our CIC programs. As a professional school, we have access to equipment and workshops to provide high school students with beginner skills in drone photography, cyber security, and video editing among other opportunities.

Further, the college is also using Cyberwoven, a local marketing firm to manage the marketing efforts of our online Master of Communications (MMC) program that began accepting students during Summer 2021. Cyberwomen has requested the email addresses of all 2021 graduates and has been communicating information to them regarding our graduate programs.

For the current admissions cycle, we expanded our outreach to admitted students with regular communication from the dean, directors and assistant dean, we have expanded our personal outreach to become more major specific this year. We will have our sequence head connect with students in their major rather than just assigned randomly. We continue to offer our Media Diversity Scholarship Program along with the SJMC Scholars Program. Both programs are renewable with students receiving \$1,000 each academic year for 4 years pending college enrollment at a 3.0 GPA. This program is a recruitment tool and becomes a retention tool as students matriculate through our majors.

As mentioned earlier in the document, we have maintained continued effort to recruit students to our School of Information Science (i-School). Program faculty and staff continue to meet with the Undergraduate Advising Center to increase Major Change Advisors' knowledge of the Information Science degree requirements. 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. 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.

Student Retention

Efforts at retaining current students in College/School programs.

Efforts at retaining current students in College/School programs

The College of Information and Communications has taken a proactive approach to support student development, success in academic majors, and lifelong engagement for graduates.

Student Recruiting and Retention

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 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. A survey for all pell-eligible students was developed and sent to students in February 2022. This survey will help to glean the needs of our students.

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. Our in-person career conference resumed in February 2022.

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 2021	Fall 2020	Fall 2019
Undergraduate Enrollment			
Freshman	248	246	306
Sophomore	331	419	447
Junior	412	490	492
Senior	570	617	556
Dual/Non-Degree	0	0	0
Sub Total	1561	1772	1801
Graduate Enrollment			
Masters	473	410	369
Doctoral	37	30	29
Graduate Certificate	0	0	0
Sub Total	510	440	398
Professional Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
Sub Total	0	0	0
Total Enrollment (All Levels)	2071	2212	2199

Student Enrollment & Outcomes

Illustration 3. Undergraduate Student Enrollment by Classification

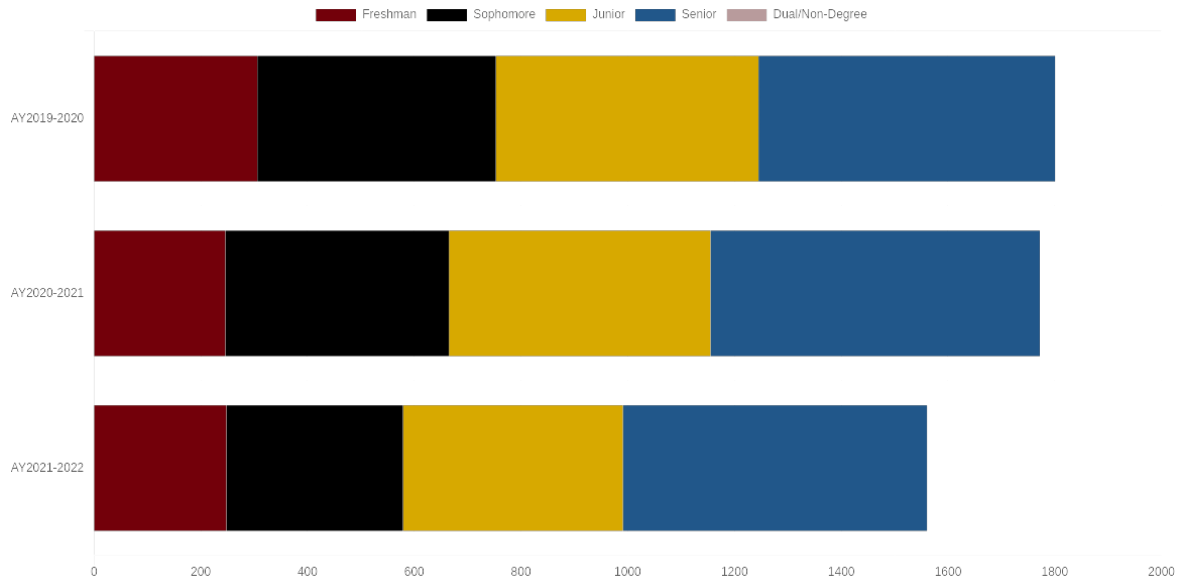
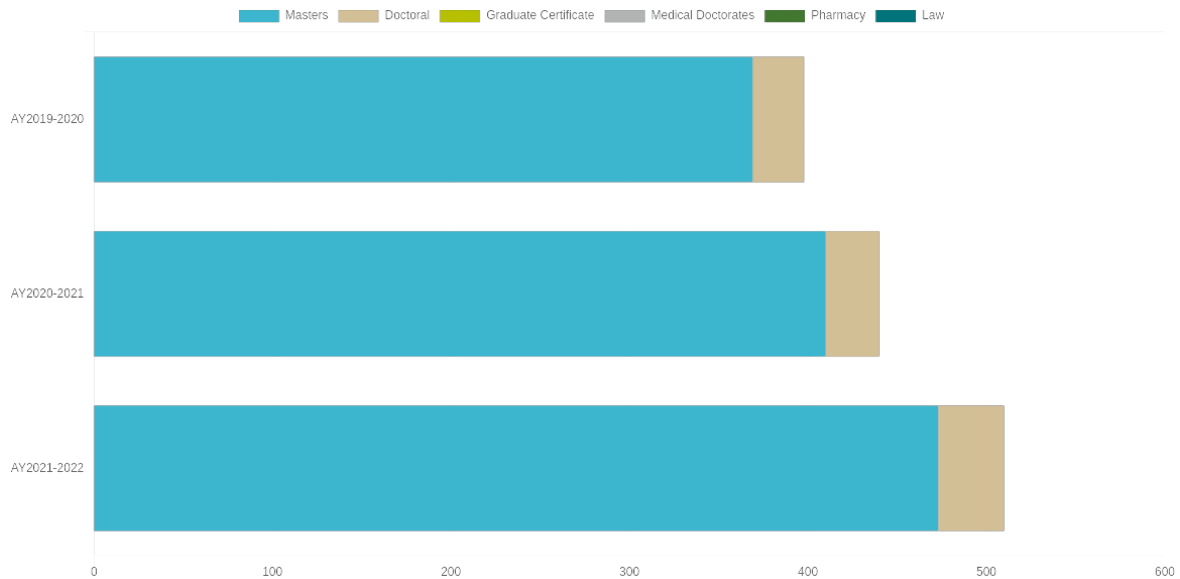
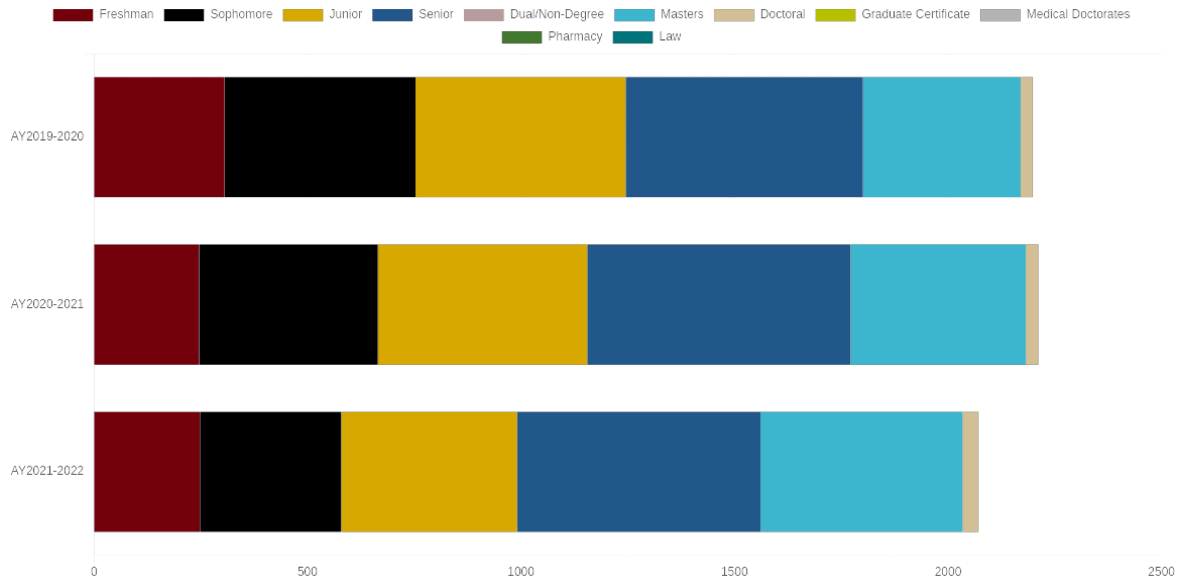


Illustration 4. Graduate/Professional Student Enrollment by Classification



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 2021	Fall 2020	Fall 2019
Undergraduate	1561	1772	1801
Full-Time	1517	1726	1767
Part-Time	44	46	34
Graduate/Professional	510	440	398
Full-Time	169	127	102
Part-Time	341	313	296
Total - All Levels	2071	2212	2199
Full-Time	1686	1853	1869
Part-Time	385	359	330

Student Enrollment & Outcomes

Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2021	Fall 2020	Fall 2019
Undergraduate	1561	1772	1801
Female	1064	1185	1237
Male	497	587	564
Graduate/Professional	510	440	398
Female	425	362	329
Male	85	78	69

Illustration 6. Undergraduate Student Diversity by Gender

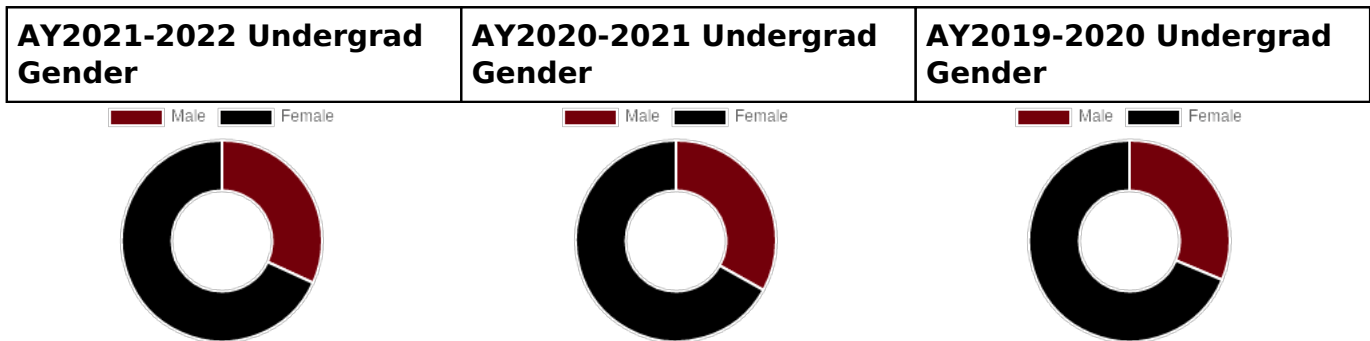
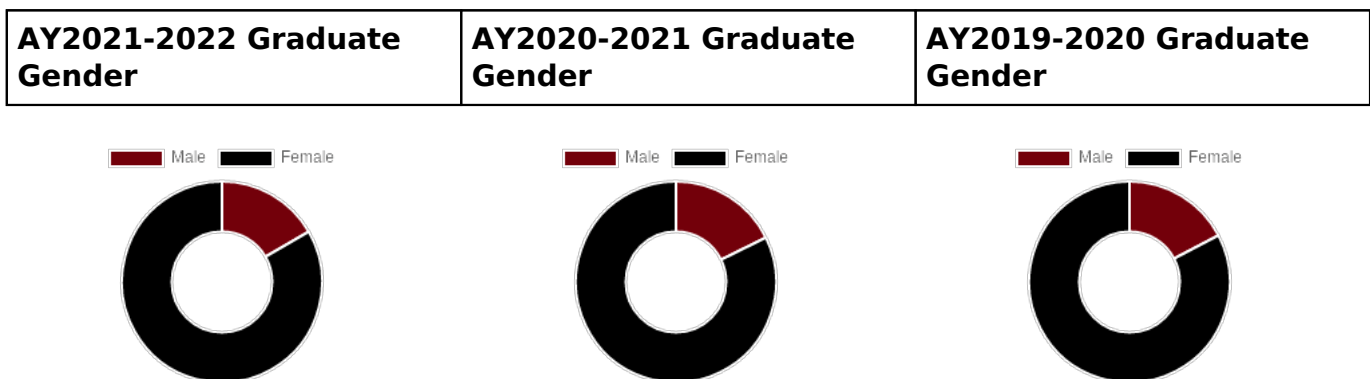


Illustration 7. Graduate/Professional Student Diversity by Gender



Student Enrollment & Outcomes

Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity

	Fall 2021	Fall 2020	Fall 2019
Undergraduate	1561	1772	1801
American Indian/Alaska Native	1	2	3
Asian	22	23	20
Black or African	156	165	159
Hispanic or Latino	74	92	89
Native Hawaiian or Other Pacific Islander	1	1	4
Nonresident Alien	11	12	9
Two or More Races	65	72	67
Unknown Race/Ethnicity	10	9	7
White	1221	1396	1443
Graduate/Professional	510	440	398
American Indian/Alaska Native	1	2	0
Asian	2	0	1
Black or African	75	62	46
Hispanic or Latino	13	10	10
Native Hawaiian or Other Pacific Islander	1	1	1
Nonresident Alien	17	9	12
Two or More Races	12	7	9
Unknown Race/Ethnicity	6	6	6
White	383	343	313

Student Enrollment & Outcomes

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity

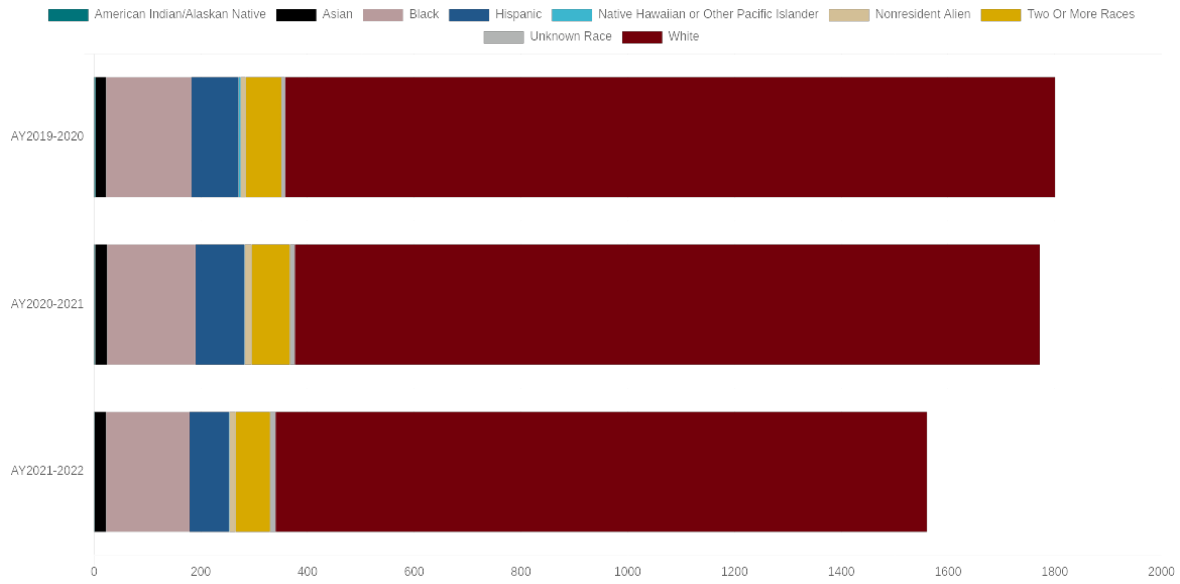
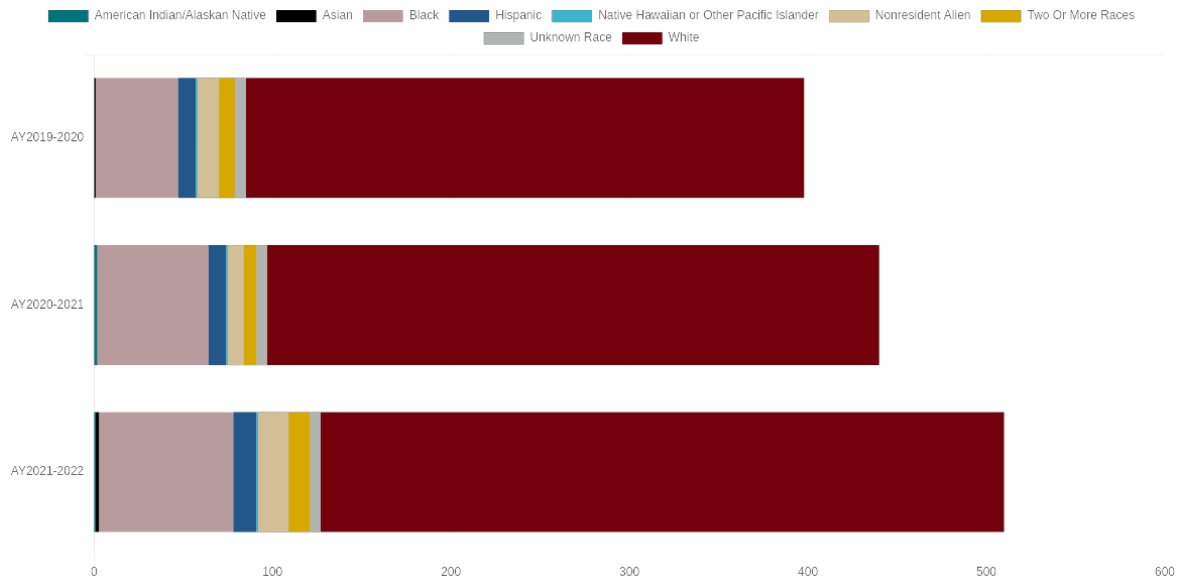


Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity



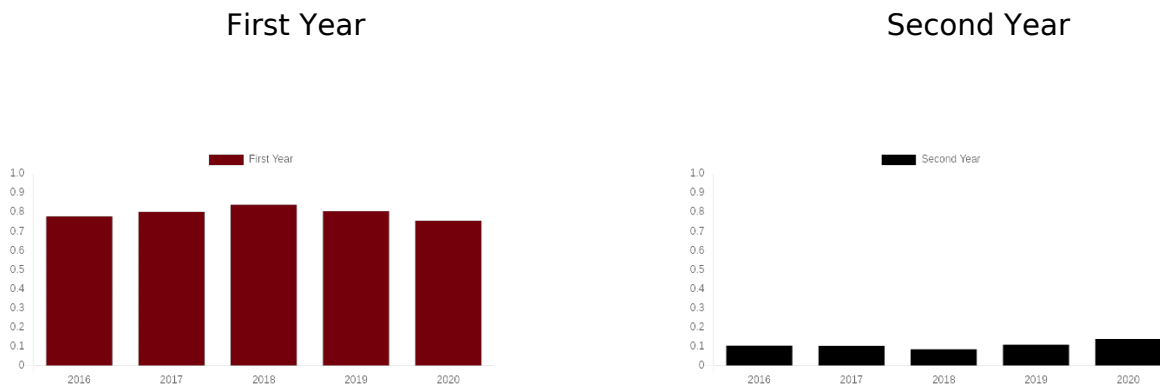
Student Enrollment & Outcomes

Undergraduate Retention

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

	First Year	Second Year
Fall 2021 Cohort	0%	N/A
Fall 2020 Cohort	75.55%	13.97%
Fall 2019 Cohort	80.6%	11.1%

Illustration 10. Undergraduate Retention, First and 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 2021	Fall 2020	Fall 2019
4-Year Same Cohort	55.6%	0%	66.94%
4-Year Diff Cohort	15.4%	0%	13.22%
4-Year Total Cohort	71%	0%	80.16%
5-Year Same Cohort	59.4%	0%	70.25%
5-Year Diff Cohort	17.3%	0%	14.46%
5-Year Total Cohort	76.7%	0%	84.71%
6-Year Same Cohort	59.8%	0%	70.66%

Student Enrollment & Outcomes

6-Year Diff Cohort	17.7%	0%	16.12%
6-Year Total Cohort	77.5%	0%	86.78%

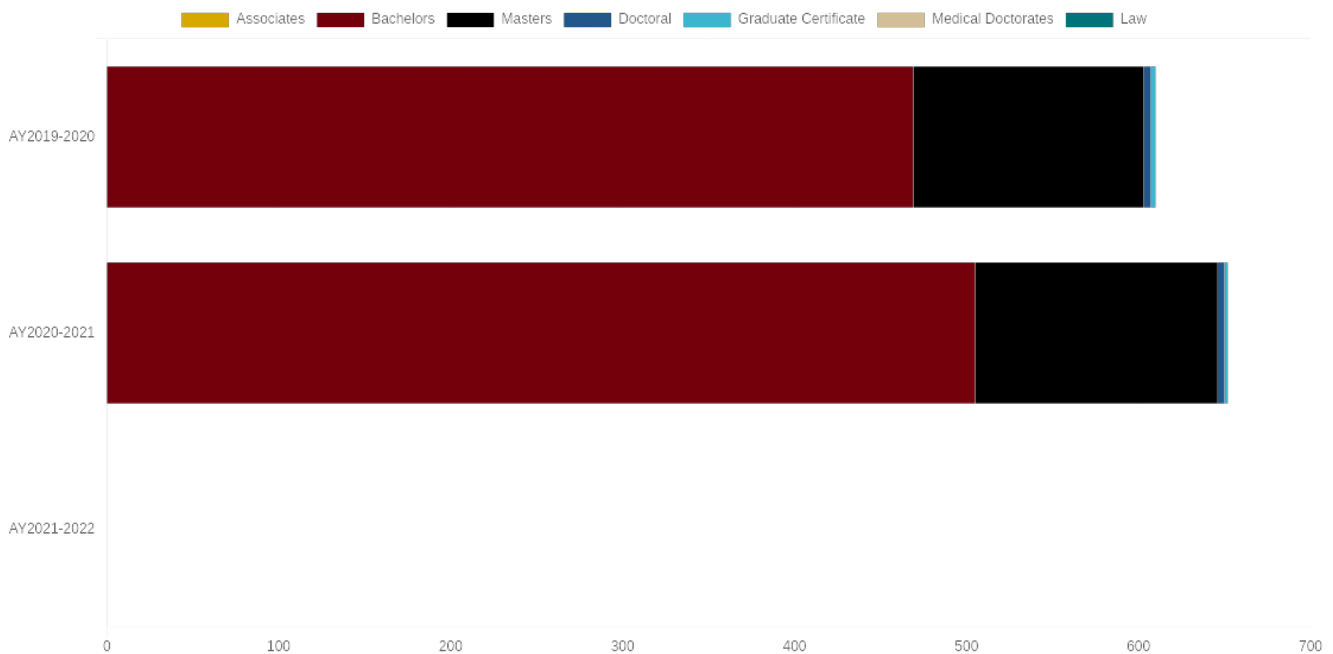
Student Enrollment & Outcomes

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	Fall 2021	Fall 2020	Fall 2019
Associates Degree		0	0
Bachelors		505	469
Masters		141	134
Doctoral		4	4
Medical		0	0
Law		0	0
Pharmacy Doctorate		2	3
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
Hickerson, Andrea	UofSC Educational Foundation Research Award	University of South Carolina
Karami, Amir	Breakthrough Stars Award	University of South Carolina

Faculty Service Awards Nominations

No Award Nominations have been entered for this section.

Faculty Awards Nominations

Teaching Award Nominations

Recipient(s)	Award	Organization
Shelek, Christine	M. Stuart Hunter Award for Outstanding Teaching in University 101	University of South Carolina
Thorp, Laura	M. Stuart Hunter Award for Outstanding Teaching in University 101	University of South Carolina
Smedburg, Amy	M. Stuart Hunter Award for Outstanding Teaching in University 101	University of South Carolina
Watson, Shana	M. Stuart Hunter Award for Outstanding Teaching in University 101	University of South Carolina
Copeland, Clayton	Garnet Apple Teaching Award	University of South Carolina
Byrd Fort, Valerie	ALISE Excellence in Teaching Award 2021	Association for Library and Information Science Education

Faculty Awards Nominations

Other Award Nominations

Recipient(s)	Award	Organization
Kitzie, Vanessa	ALA Oboler Award	American Library Association
Moscowitz, David	CIC Inclusive Excellence Award	College of Information and Communications
Byrd Fort, Valerie	CIC Inclusive Excellence Award	College of Information and Communications

Faculty Awards Received

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

Research Awards

Recipient(s)	Award	Organization
Robertson, Brett	2021 Communication and Aging Division Outstanding Dissertation Award	National Communication Association
Robertson, Brett	W. Charles Redding Outstanding Dissertation Award in Organizational Communication	International Communication Association
Wen, Taylor	UofSC Breakthrough Star Award	University of South Carolina
Click, Carolyn	Racial Justice and Equity Research Fund Award	University of South Carolina
Cooke, Nicole	Racial Justice and Equity Research Fund Award	University of South Carolina
Evans, Jabari	Racial Justice and Equity Research Fund Award	University of South Carolina
Jun, Jungmi	Racial Justice and Equity Research Fund Award	University of South Carolina
Chen, Yingying	Datathon Challenge Winner	7th International Conference on Computational Social Science
Kim, Sei-Hill	CIC Leadership in Scholarship Award	College of Information and Communications
Wu, Linwan	CIC Rising Star Award	College of Information and Communications

Faculty Awards Received

Service Awards

Recipient(s)	Award	Organization
Moorer, Terri	2022 Exceptional Research Service Award	UofSC Office of the Vice President for Research

Faculty Awards Received

Teaching Awards

Recipient(s)	Award	Organization
Copeland, Clayton	iSchool Excellence in Teaching Award	School of Information Science

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 about 20 alumni volunteers who graduated from either the School of Journalism and Mass Communications or the School of Information Science. Council activities were paused during the COVID-19 pandemic, but it will relaunch in the fall following the hire of Danielle McNaughton, our new alumni engagement coordinator. The Alumni Council traditionally 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. Members also contribute toward a scholarship that support students in both schools. Alumni relations and development team members continue to work with the career services team on the college's Career Month events, and many of our graduates are involved as employers and panelists. This year's Career Fair returned to an in-person format, and Nebo Agency agreed to sponsor the event once again.

The college hosts a number of other events and programs for alumni and donors throughout the year, many of which have returned in person. The CIC's annual Homecoming reception, Gamecocks on the Green, reimagined as Gamecocks in the Garden and drew nearly 100 attendees. The college also hosted a summer webinar series (CIC Conversations) and a virtual conversation on diversity with actress and comedian Amanda Seales. Plans are underway to bring back the iSchool's annual Deans' and Directors' Lecture, the J-school's annual Alumni Awards gala, and an in-person iSchool 50th anniversary celebration featuring keynote speaker Maj. General Charles Bolden Jr.

The college communicates with alumni regularly through an electronic newsletter, eNews, and produces an alumni magazine, InterCom, twice a year. To date, the college has 19,261 living alumni – 5,737 are Information Science graduates and 13,757 are Journalism and Mass Communications graduates.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes, including Fundraising and Gifts.

FY21 was the most successful fundraising year for the CIC since the university's capital campaign in 2015 with a total of \$1,287,708 raised. To date, \$518,976 has been raised toward our unit goal of \$1.1M. This total includes two six-figure planned gifts that have been secured this year.

Our development team continues to work with the dean and faculty on other initiatives that need funding including scholarships, unrestricted dollars, our digital media experience, study away experiences for students, career services programs for students and alumni, building enhancements, DEI programs and others. We secured a multi-year commitment this year from an advertising agency to support our career events for students.

We have two big events coming up in the college that are serving as great development opportunities including the 50th anniversary of our School of Information Science this year and the 100th anniversary of our School of Journalism and Mass Communications in 2023. We launched a crowdfunding campaign for the 50th anniversary and we anticipate exceeding our

Alumni Engagement & Fundraising

goal of \$25,000 by April 30th.

Our team has experienced success with engaging donors with special events this year. We utilized the Cockaboose, Homecoming tailgate, additional President's tailgate visits and Women's basketball gatherings as opportunities to bring donors and prospects to campus and move them forward on the donor continuum. We implemented a highly successful event in February for our Dean's Circle Society donors with more than 50 attendees, including Interim President Harris Pastides and Patricia. In addition, our team has utilized Gamecock Air to visit prospects outside of South Carolina, when available.

A large focus over the next 12 - 18 months will be stewarding our donors through increased touch points, utilizing central support systems and resources, and creating more streamlined processes. We are also working to increase our prospect lists and build a strong pipeline before the next capital campaign.

The dean is involved in all aspects of development and meets with the development staff regularly. We continue to work with the dean on his Leadership Council and have a spring meeting coming up April 7th. 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.

The development team is comprised of Elaine Arnold, who has served as the senior director of development since April 2017. Toni Mathis was hired in October 2021 as our assistant director of development. Austin Reed was hired in January 2022 to provide part-time support for our development team. We also have a graduate assistant from our School of Information Science that supports our team.

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.

- **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 leadership 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 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.
- 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.

Community Engagement

- 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 library 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 and 5 in-person workshops
 - Certificate Program: 12 library staff participants, 4 in-person workshops, and a 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.

The college 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 and workshops, offering portfolio critiques and taking other steps to help assure that our soon-to-graduate students succeed.

Incentivizing Faculty Engagement

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

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

Collaborations

Internal Collaborations

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

- Arnold School of Public Health: graduate certification Health Communication, Science and Health Communication Research Group at USC
 - College of Education: contract course management and coordination of school librarian internships, ALL4SC
 - College of Engineering, College of Education, CTE: co-hosted the new Virtual Education conference
 - College of Hospitality, Retail, and Sport Management: Center for Sports Excellence in Media & Management
 - College of Nursing and the AI Institute: a collaborative seed grant
 - School of Law: Joint graduate program
 - Carolina Core: SLIS 202 Information Technology and Literacy
 - Honors College: developing Data Science and Knowledge Management courses
 - University Athletics: concentration in sports communication
-
- University Libraries: grant development for AR/VR capabilities for students; 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.

National/ International:

- International Association of School Librarians: hosting 50th international conference summer 2022
- NCCU (Taiwan): The iSchool has a sister-school relationship with NCCU's library and information science program and the SJMC has a joint- masters degree program.
- NCHU (Taiwan): The iSchool is working with NCHU's Graduate Institute of Library and Information Science for a sustainable connection for student exchanges for library science students. We facilitated 2 NCHU student interns within the UofSC Libraries in summer 2019 and are currently coordinating a second round of three student interns for summer 2022 with the State Library and/or UofSC Libraries.
- Association with various organizations including: Black Caucus of ALA, IMLS, Royal National Library of the Netherlands, Gigabit Libraries Network, URFIST de Bordeaux, IFLA, British Library, Library of Congress, Ensib, and MIT Press in the New Librarianship Symposium Series.
- Numerous research collaborations across USC (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.

State:

- 4+1 Partnership with Claflin University where undergraduate students from Claflin will be funneling into the graduate programs in our college.

Collaborations

- Charleston Public Library: staff development programs; shared research institute
- Cohort programs to transition classroom teachers to school librarians with Charleston County, DarlingtonCounty, and Florence 1 School Districts

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.
 - Progress toward completion: Black undergraduate student enrollment in the CIC during Fall 2021 held steady at 11.06 percent despite across the board pandemic-related enrollment decline.
- 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.
 - Progress toward completion: The first student enrolled in the 4+1 MOA received the UofSC Graduate School's first Rising Star Fellowship for Graduate Students in Fall 2021 and will graduate in August 22. Claflin currently has six students participating in the MOA during Spring 2022, and four students in the pipeline for Fall 2022.

Equity and Diversity Plan

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:

- 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 guestspeakers, 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.
 - Progress toward completion: The CIC’S cluster search resulted in hiring four new faculty during the 2020-2021 fall semester—two Black male and female assistant professors, one Black female as instructor pending completion of her dissertation, and one Latina female assistant professor in the iSchool.
- 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.

Equity and Diversity Plan

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.

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,

Equity and Diversity Plan

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 civildiscourse. Key Tactics include:

- Encourage participation in the Center for Teaching Excellence (CTE) Teaching Towards Inclusive Excellence (TTIE) certificate of completion program, and the Office of Diversity, Equity and Inclusion DEI educational training.
- Provide intellectual forums for exploring equity and inclusion issues.
- Encourage faculty and staff participation in equity and inclusion training.

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 amongst all university community members. Key Tactics include:

- Expand the awareness of bias incident reporting and microaggressions.
 - Progress toward completion. During the 2022 spring semester the CIC published guidelines for reporting bias and discrimination incidents in the CIC and university policies and procedures.
- Improve the communication of diversity and inclusion as a strategic imperative.
 - Progress toward completion. During Spring 2021, the CIC awarded its first faculty/staff award for Inclusive Excellence, for advancing DEI initiatives in the college and community.
- Perform annual climate survey.
 - Progress toward completion. The Associate Deans for Academic Affairs and Diversity, Equity and Inclusion partnered to offer climate surveys during the fall of 2020 and 2021.
- 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:

Equity and Diversity Plan

- Use key results of annual climate survey to develop new programs to improve the college environment for students, staff, faculty, administrators and others.
 - Progress toward completion. The majority of respondents (80%) feel that the CIC is making progress in DEI and creating a welcoming and inclusive environment. The DEI will develop programming in response to survey recommendations.
- Track faculty and staff participation in equity, inclusion and engagement training and workshops.
 - Progress toward completion. 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. The ODEI also supported a February 2022 career awareness event featuring Amanda Seales, actress, comedian, and TV talk show host in conversation with one of our new faculty members, Assistant Professor Jabari Evans.
- 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 2025, establish a new women's leadership initiative to promote gender equality and career professional development.
- Metric: By 2025, ensure accessibility for all students, faculty and staff.

Please see full College of Information and Communications Diversity, Equity, and Inclusion Plan in the appendix.

Dashboard Metrics and Narrative

Metrics

Student Information Narrative

Although we saw increases in undergraduate enrollment for FY21, the college experienced a decline in undergraduate enrollment in Fall 2021. Graduate enrollment continues to increase for the fourth year in a row in FY22.

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 are 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 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. Nine faculty members took voluntary retirement in December 2020 and the director of the iSchool left our college in August 2021.

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:

- Increasingly offering new courses, degrees, certificates
- Creating an associate dean of academic affairs position that oversees instructional efficiency
- Preparing for an incentive-based budget model instead of an historically-based model

College/School Financial Information Narrative

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 educating 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 a great deal of career-related programming. Internships are either required or strongly

Dashboard Metrics and Narrative

recommended depending on the major. We believe the NACE Survey under represents 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. Research expenditures have more than doubled from FY19 to FY20. Externally funded research remains a priority for the college.

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.

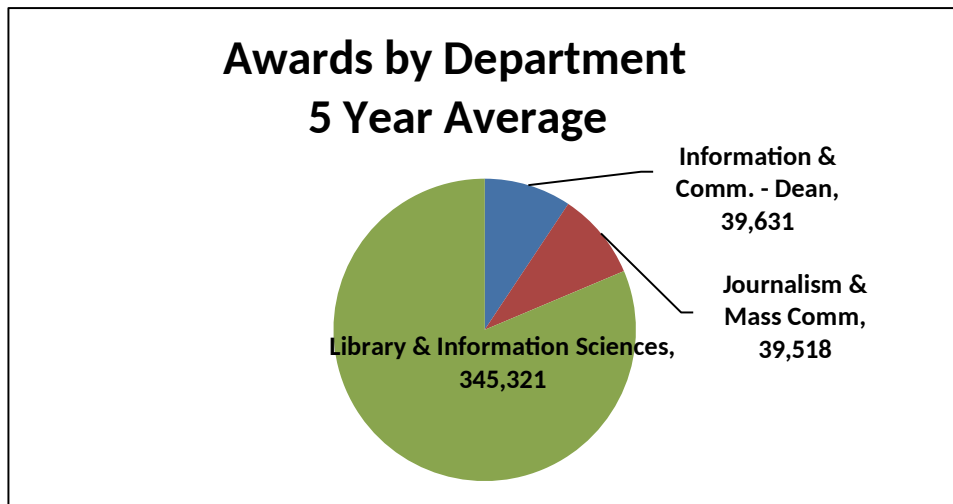
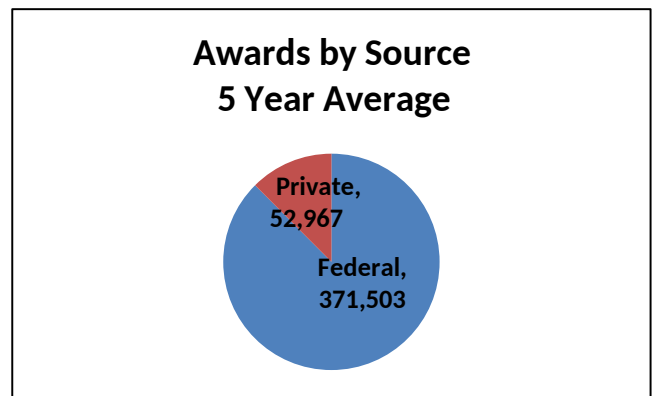
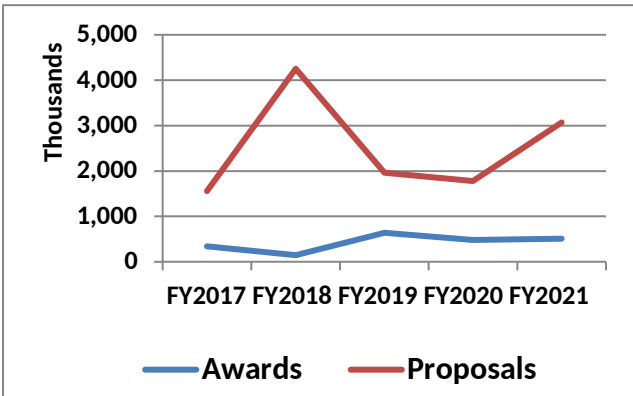
- Two new labs that are assisting faculty and students with their research and learning
- Best four-year graduation rate and first-year retention rates on campus
- Recently completed strategic planning incorporates new leadership, new ideas, and wonderful faculty and students
- We are very interested in playing a leading role in cybersecurity efforts and we have faculty collaborating with the AI Institute
- The 50th anniversary of library science at UofSC is currently underway including a series of national events and a big alumni event during Homecoming
- College Advisory Council is in its fourth year with over 30 members including public library directors from San Francisco and Dallas, two chief marketing officers, and two members from IBM specializing in blockchains and influencer marketing

Appendix A. Research & Scholarly Activity

Office of Research IT and Data Management Office

College of Information & Comm Summary of Awards

SAM ACTIVITY	FY2017	FY2018	FY2019	FY2020	FY2021	% Change Avg. (17-20) & 2021
Division Award Totals	343,283	147,888	639,200	480,279	511,704	27.1
Unit Totals						
Information & Comm. - Dean	108590	0	89,566	0	0	(100.0)
Journalism & Mass Comm	59,775	60,442	12,378	0	64,997	96.1
Library & Information Sciences	174,918	87,446	537,256	480,279	446,707	39.6
Source						
Federal	234,693	142,888	626,822	480,279	372,835	0.4
Private	108,590	5,000	12,378	0	138,869	341.0
State/Local	0	0	0	0	0	0
Proposals						
Submissions	10	29	19	29	28	28.7
Dollars Requested	1,558,984	4,251,065	1,960,990	1,775,535	3,070,600	28.7



COLLEGE OF INFORMATION AND COMMUNICATIONS

	Invention Disclosures	Provisional Patent Applications	Non-Provisional Patent Applications	Issued Patents
TOTALS:	1	0	0	0
Department Breakdown				
Information Science	1 (ID no. 1543 (TM))	0	0	0

Appendix. Diversity, Equity and Inclusion Plan

STRATEGIC PRIORITY 4: UPDATED PROGRAMS

College of Information and Communications Diversity, Equity and Inclusion Plan

GOAL 1

Objective 1

1.1.1	<p>Develop and/or expand pipeline programs (e.g., “University of Possibilities”) focused on preparing and inspiring students in K-12 to attend the university</p> <p>Progress toward goal: The CIC will continue to work with University Admissions to attract and recruit underrepresented students to the college, and regularly participates in admissions initiatives. For undeclared majors, the CIC is hiring an undergraduate recruiter as well as implementing other initiatives and collaborating with the Southern Interscholastic Press Association (SIPA) and South Carolina Scholastic Press Association (SCSPA). These pipeline programs are housed within the CIC.</p>
1.1.2	<p>Develop a targeted recruitment campaign for prospective undergraduate, graduate, and professional students from underrepresented groups</p> <p>Progress toward goal: Since Fall 2018, the College of Information and Communications has hosted the Inclusive Excellence Graduate Program Open House to attract underrepresented students from nearby colleges, including HBCUs to the colleges MMC, MA, MLIS and Ph.D. programs. To date, more than 150 students have participated in this pipeline/pathway program.</p> <p>To attract undergraduate students, the CIC builds awareness among high school students and college students whose majors are undecided, through such programs as the Martin Luther King day Breakfast of Champions and the Digital Media Experience (formerly Digital Media Academy). At least 50 students have participated in these two programs since 2019. See additional information above in section 1.1.1.</p>
1.1.3	<p>Develop and/or increase scholarships and fellowships that attract and support students from underrepresented, low-income and other marginalized groups.</p> <p>Progress toward goal: In the past three years, the CIC has added several new scholarships that target underrepresented, low-income and other marginalized groups, including the Diverse Media Scholarship and the Trailblazer Scholarship. The CIC currently has 15 diversity scholarships that attract and support undergraduate and graduate students.</p>
1.1.4	<p>Increase the number of bachelors/masters accelerated programs in collaboration with in-state Historically Black Colleges and Universities (HBCU)</p> <p>Progress toward goal: The CIC launched the university’s first 4+1 Memorandum of Agreement with Claflin University in October 2020, under the auspices of the new Strategic Priority 4. The dual degree pipeline program will allow students an opportunity to earn their undergraduate degree at Claflin, and MMC or MLIS degree in the CIC in five years. The first student enrolled in the program in fall 2021 as the university’s first Rising Star Fellow. Six Claflin seniors are in the pipeline to enroll in fall 2022, and four Claflin juniors will enter the non-degree seeking protocol in fall 2022.</p>

STRATEGIC PRIORITY 4: UPDATED PROGRAMS

	The CIC has developed partnerships with all HBCUs in South Carolina that include Allen, Benedict, Claflin, South Carolina State, and Voorhees. Additional outreach is planned for Clinton and Morris, among others.
--	---

Objective 2

1.2.1	Develop and enforce a policy requiring diversity education for all members of professional and administrative staff search committees. Progress toward goal: The CIC hosted a university-wide virtual faculty diversity search committee training in December 2020 with more than 100 registrants.
1.2.2	Require inclusive excellence statements of all applicants for senior administrative positions.
NP #	Incorporate DEI into the initial review, interview, and final selection processes for senior administrative positions. Progress toward goal: The CIC formally implemented this process during the 2020-2021 academic year.
NP#	Incorporate DEI into the interview and selection processes for vacancies at all staff levels. Progress toward goal: The CIC formally implemented this process during the 2020-2021 academic year.
1.2.3	Increase the participation of staff members from under-represented groups in leadership pipeline programs (e.g., the Emerging Leaders Program and the Pipeline for Academic Leaders). Progress toward goal: The college annually recommends the participation of women and underrepresented groups in leadership pipeline programs.

Objective 3

1.3.1	Develop and enforce a policy requiring diversity education for all faculty who serve on search committees Progress toward goal: The CIC HR administrator has developed a faculty and staff recruitment guide for search committees, and the Associate Dean for Diversity, Equity and Inclusion regularly updates the CIC on faculty search committee best practices for diverse recruitment and retention.
NP#	Develop and enforce a policy requiring diversity education for all faculty who perform tenure and promotion reviews Progress toward goal: This is the purview of the University's Committee on Tenure and Promotion, the body with the responsibility to develop and enforce T&P policy and procedures.
1.3.2	Require inclusive excellence statements of all applicants for faculty and academic administrative positions

STRATEGIC PRIORITY 4: UPDATED PROGRAMS

	Progress toward goal: Applicants for the 2020-2021 CIC faculty search submitted diversity statements as required in the position announcements.
NP#	Incorporate DEI into the initial review, interview, and selection processes for faculty and academic administrative positions Progress toward goal: The CIC incorporated DEI into the initial review, interview, and selection processes for all 2021-2022 faculty and academic administrative positions and hires.
1.3.3	Increase the participation of faculty members from underrepresented groups in leadership pipeline programs (e.g., the Pipeline for Academic Leaders and the SEC Academic Leadership Development Program). Progress toward goal: The CIC has regularly nominated women faculty for the PAL and SALDP programs and will increase its nominations of Asian, Black, Latina and other underrepresented faculty.
1.3.4	The Provost's Office will fund a Faculty Diversity & Excellence Initiative (FDEI) to support cluster, spousal, and opportunity hires
1.3.5	Create and promote partnerships with local and regional institutions (e.g., other SEC institutions, other regional R1 schools) to facilitate the recruitment and hiring of doctoral recipients from underrepresented groups. Progress toward goal: The CIC participated in the 2021 SEC Emerging Scholars Preparation Workshop last fall (facilitated virtually by LSU) as doctoral scholars and university ambassadors. The CIC is currently exploring opportunities to create a similar program in our disciplines.

GOAL 2

Objective 1

2.1.1	Increase participation among undergraduate students from underrepresented, low-income, and other marginalized groups in high-impact practices by enhancing the availability of, access to, and support for internships, study abroad, (grant-funded) research and other experiential learning opportunities.
-------	--

STRATEGIC PRIORITY 4: UPDATED PROGRAMS

	<p>Progress toward completion: Our Career Services staff and faculty annually recommend students for local, state, regional and national internships, Magellan Scholars, and other experiential learning opportunities such as the American Advertising Federation’s (AAF) Most Promising Multicultural Student, the American Association of Advertising Agencies (4 A’s) Multicultural Advertising Internship Program (MAIP) among others. More than 20 students have participated in these programs the past three years.</p>

Objective 2

2.2.1	Solicit the formation of employee affinity groups and encourage existing faculty-only groups to consider welcoming staff where feasible.
2.2.2	Conduct across-the-board unit-level reviews of promotion criteria and evaluation processes to identify any elements of systemic bias

Objective 3

2.3.1	Create a peer-lead leadership development program to increase the proportion of faculty from URGs (including race, ethnicity, gender identity, and disability status) in academic administration positions
2.3.2	Moved to Strategic Priority 2
2.3.3a	During its first official year of operation, integrate into the work of the Professional Track Faculty Committee the production and dissemination of best-practice guidelines for avoiding systemic bias (to include narrowly defined parameters for scholarship) in performance evaluation processes
2.3.3b	Engage the UCTP in the production and dissemination of best-practice guidelines for avoiding systemic bias (to include narrowly defined parameters for scholarship) in performance evaluation processes

STRATEGIC PRIORITY 4: UPDATED PROGRAMS

Goal 3

Objective 1

NP#	Develop a comprehensive University-wide diversity education curriculum for faculty, staff, and administrators.
3.1.1	<p>Increase the engagement of students, faculty and staff members, administrators and local community members in courses, trainings and events that promote the awareness and understanding of equity, inclusion, justice, critical analysis, and civil discourse.</p> <p>Progress toward goal: The CIC participates in training and educational opportunities in DEI offered by the Center for Teaching Excellence, the Teaching Towards Inclusive Excellence Certificate, and the ODEI Inclusive Excellence Education workshops. Our faculty members were among the first to receive the TTIE certificate, serve on the planning committee, and regularly lead DEI workshops.</p> <p>The CIC's biennial Media and Civil Rights History Symposium and annual DEI Research Symposium promote the awareness and understanding of equity, inclusion, diversity, social justice, critical analysis and civil discourse through CIC and invited faculty panel presentations and national diversity and social justice thought leaders. In 2021 the CIC hosted New York Times writer and Pulitzer Prize winner Nikole Hannah-Jones in partnership with the Office of Diversity, Equity and Inclusion.</p>
3.1.2	<p>Develop, implement and promote new courses, training programs and events that foster engagement in topics aligned with inclusive excellence</p> <p>Progress toward goal: The CIC faculty have offered training sessions on integrating DEI across curricula through partnerships with the CTE and College of Education. Faculty have also proposed and developed new courses in the Library and Information Science and Journalism and Mass Communications disciplines in the past two years.</p>
3.1.3	Establish a central University fund that buys a 50%-time allocation for all academic diversity officers to engage in work that promotes awareness of, understanding of, and engagement in inclusive excellence.
3.1.4	Complete the renovation of Booker T. Washington and support the expansion of programmatic efforts organized by the Center for Civil Rights History and Research

Objective 2

NP#	Create more clarity, transparency, equity, and accountability in ADOs' workload by developing, adopting, and implementing a standardized position description for those who assume the role
-----	---

STRATEGIC PRIORITY 4: UPDATED PROGRAMS

3.2.1	<p>Fund capital improvement projects (e.g., gender neutral and ADA compliant bathrooms, elevators, prayer/meditation spaces, nursing facilities) that increase access and accessibility for all students, faculty, and staff members.</p> <p>Progress toward goal: The CIC’s two main program buildings—Davis College and the SJMC building—are regularly assessed to maintain ADA compliance.</p>
3.2.2	<p>Expand awareness of the system for reporting incidents of bias and unlawful discrimination and its role in ensuring compliance with anti-discrimination laws and policies, and establish a process to systematically coordinate university resources dedicated to ensuring compliance with anti-discrimination laws and policies.</p> <p>Progress toward goal: The CIC recently developed and disseminated a college manual that includes all university policies and processes to report incidents of bias and unlawful discrimination that occur within the college. These incidents are reported to the AD for DEI who reports them directly to appropriate university offices such as EOP and ODEI.</p>
3.2.3	<p>Perform biennial campus climate surveys and report results across the university community</p> <p>Progress toward goal: Combined results of the climate surveys conducted by the CIC in the past two years reveal 84 percent of students, faculty and staff respondents think CIC leaders consider diversity and inclusiveness as extremely important, and 78 percent think the CIC is supportive of fostering a culture of diversity and inclusiveness.</p>
3.2.4	<p>Implement a comprehensive program review cycle every five years to assess the effectiveness and impact of student diversity programs, events and services based on national standards</p> <p>Progress toward goal: The CIC annually conducts an audit of DEI program impact and course mapping to ensure DEI issues are included in the curriculum and meet ACEJMC and MLA accrediting standards.</p>