

Executive Summary

Blueprint for Academic Excellence South Carolina Honors College AY2017-2018

Introduction

This past fall we enrolled our largest and most accomplished class ever--504 students out of an applicant pool that was up 13.8% over the previous year (and up 29.8% over the year before that). This superb group of students (cf. the Ivy League's average SAT/ACT of 32.5/1455 to SCHC's average of 32.4/1442) came to us through the great efforts of everyone involved in their recruitment.

Our retention, graduation, and honors completion rates, along with our student survey data, all indicate that we are delivering on our promise to offer our 1831 students a uniquely extraordinary undergraduate experience: 560 honors courses this year, plus our programs in research, internships, study abroad, service learning, and senior thesis.

Highlights

- A fruitful merger with OFSP; the effective launch of our Honors Ambassadors program; an extremely rich curriculum offered; dramatic expansion of the Stamps Scholars Program; successful and extensive restructuring of the staff; the generous assistance of many people as we dealt with the devastating loss of our business manager; searches to replace advisors and our development director; the evolution of a plan to create the strongest honors Engineering program; movement toward a naming gift; renovating DeSaussure; plans for new dorm wing.

Steven Lynn

Dean, South Carolina Honors College, Louise Fry Scudder Professor of English



Blueprint for Academic Excellence

South Carolina Honors College

AY2017-2018

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Foundation for Academic Excellence

Mission Statement

The South Carolina Honors College (SCHC) will serve its students by offering a rich curriculum of core, major, and special-interest courses, featuring small enrollments and excellent teachers; by providing individualized and insightful advising that leads to academic success, on-time graduation, and meaningfully focused lives after college; by creating and fostering a nurturing and stimulating learning community; by requiring and enabling transformative "out-of-the-classroom" experiences (study abroad, internships, service learning, undergraduate research); by working cooperatively with other units, including especially the Office of Fellowships and Scholar Programs, to enhance students' experiences and to achieve the University's mission; and by engaging with parents, alumni, supporters, and donors to assure that the SCHC continues to thrive and improve.

Updated: 09/01/2016

Vision Statement

By attracting a diverse group of high-ability, high-aspiration students to the University of South Carolina, and by providing them with an extraordinary education, the South Carolina Honors College will continue to prepare its graduates for leadership roles in all fields and continue to be recognized as the pre-eminent Honors College in the nation.

Updated: 09/01/2016

Values

We endorse the Carolinian Creed as our values statement.

Updated: 09/01/2016

Goals - Looking Back

Goals for the South Carolina Honors College for the previous Academic Year.

Goal 1 - Develop and Expand the Faculty Fellows (Core Faculty)

Goal Statement	Develop and Expand the Faculty Fellows (Core Faculty)
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	The Faculty Fellows Program secures outstanding faculty to teach honors classes; creates informed advocates for the SCHC within key units; generates faculty participation in recruiting, thesis direction, course development, research opportunities, scholarship and fellowship support, and much else. The Honors College has no faculty of its own, and the involvement of faculty is crucial to all our goals. Thus, this program, which aims to involve faculty in the Honors College, is aligned with the University goals.
Status	
Achievements	
Resources Utilized	

Goal 2 - Continue to evolve processes, structures, and staff performance

Goal Statement	Continue to evolve processes, structures, and staff performance to deal with Banner, registration, advising, new orientation schedule, Core Curriculum, growth, and other challenges.
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal relates in part to adapting to growth and institutional changes, but it is also focused on continuing to deliver and even improve upon the education we have promised students.
Status	
Achievements	
Resources Utilized	

Goal 3 - Expand Course Offerings in the STEM and Business Fields

Goal Statement	Expand Course Offerings in the STEM and Business Fields
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	<p>Our students need to be able to take honors courses in their major fields of study, and to fulfill their "with honors" distribution requirements. With about 15 to 20% of our students in Engineering, and about an equal number in Business, we should be providing advanced Engineering and Business honors courses. Students in those fields can fulfill their Honors requirements, but they sometimes complain that they cannot take advanced-level Honors classes in their majors. For students in all majors, we struggle to provide a sufficient number of science courses, especially Honors science for non-science majors. Although we have considered changing our requirements to allow students to take any 45 honors credits, we believe that such a move would clearly be a step backward, driven by expediency rather than educational value. We did, a few years ago, change our requirements from six English and eight science Honors credits, to three English and four science. We justified this change because it allowed students more flexibility, especially with courses in their majors--and not simply because we were struggling to provide enough of these particular classes to our growing population. But we believe that there is clear value in a distribution requirement above and beyond the Core.</p> <p>Obviously, providing courses in appropriate fields at various levels is central to our mission.</p>
Status	
Achievements	
Resources Utilized	

Goal 4 - Continue to improve and expand activities to support students, build community, increase diversity, and enrich students' educational experiences.

Goal Statement	Continue to improve and expand activities to support students, build community, increase diversity, and enrich students' educational experiences.
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	This goal is obviously consonant with our mission.
Status	
Achievements	
Resources Utilized	

Goal 5 - Know with more clarity what our students are doing when they graduate, and be thinking more effectively with them, throughout their undergraduate experience

Goal Statement	We need to know with more clarity what our students are doing when they graduate, and we need to be thinking more effectively with them, throughout their undergraduate experience, about their options and opportunities.
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Building Inclusive and Inspiring Communities Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Understanding the outcomes and working to enhance them are obviously right at the heart of our mission.
Status	
Achievements	
Resources Utilized	

Goals - Real Time

Goals for the South Carolina Honors College that are in progress for AY2017-2018.

Goal 1 - A new goal was to reorganize the structure of the College, providing vertical lines of reporting, clarifying duties, taking advantage of talent.

Goal Statement	A new goal for this year was to reorganize the structure of the College, providing vertical lines of reporting, clarifying duties, taking advantage of talent.
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Efficiency, communication, clarity of duties, and mentoring are all essential to our mission. The SCHC had outgrown a mostly horizontal organizational chart.
Goal Status	
Achievements	
Resources Utilized	
Continuation	
Action Plan for Achieving the Goal	We need to replace Sandra Kelly, who was in charge of the Faculty Fellows Program, worked on advising, and was in general just extremely helpful. An associate dean who is an experienced and respected faculty member is particularly valuable to us.
Upcoming Plans	

Goal 2 - Evolve the procedures and resources needed to establish clear and shared expectations for essential courses, and work to limit all class sizes to 18.

Goal Statement	Evolve the procedures and resources needed to establish clear and shared expectations for essential courses, and work to limit all class sizes to 18.
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Building Inclusive and Inspiring Communities Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	At the heart of our mission is providing small classes that are distributed across the curriculum and taught by research-active faculty.
Goal Status	
Achievements	
Resources Utilized	
Continuation	
Action Plan for Achieving the Goal	1) Hire Instructors to free up faculty (In Math, Scott Dunn has been hired, funded initially by SCHC, then centrally; we have initiated hiring three additional Instructors for next year by A&S, although the funding source for these hires is not clear; we are prepared to fund them if necessary, as having an insufficient number of classes is not an option). 2) Hire faculty who are designated to teach honors classes, or who create a teaching slot. (In Biology, SCHC assisted with start-up costs for a minority candidate in return for an uncompensated class each year. This model over time could create a stable curriculum and free up funds for study abroad, student research, and internships.) 3) Expand honors offerings into colleges and departments who are not offering courses, or could offer more. 4) Increase the student fee and seek additional funds--first to deal with growth, but also to fund additional courses from all sources (faculty, instructors, adjuncts). 5) Explore overload (dual employment) teaching and course banking as a strategy to generate more teaching capacity.
Upcoming Plans	

Goal 3 - Expand the Faculty Fellows participants from 15 to 25; refine and focus their duties and expectations.

Goal Statement	Expand the Faculty Fellows participants from 15 to 25; refine and focus their duties and expectations.
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	Securing outstanding faculty to teach our classes is key to our mission, and the Faculty Fellows program does that.
Goal Status	
Achievements	
Resources Utilized	
Continuation	
Action Plan for Achieving the Goal	With the loss of Sandra Kelly (who worked with the Faculty Fellows program), the budget problems in Arts and Sciences and the resulting resource strains on units in Arts and Science, and the loss of our budget manager (clouding even further an already-murky budget picture), our expansion of the reworked Fellows program has been pushed back to 2017-18.
Upcoming Plans	

Goal 4 - We will continue to improve and expand activities to increase diversity, support students, and cultivate potential award applicants with OFSP, evolving

Goal Statement	We will continue to improve and expand activities to increase diversity, support students, and cultivate potential award applicants with OFSP, evolving ways to make use of our merger with OFSP. We will build community and enrich students' educational experiences, both within and beyond the classroom.
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	This goal drives those aspects of our mission that are predominantly extracurricular, although the relationships are obviously interdependent.
Goal Status	
Achievements	
Resources Utilized	
Continuation	

Action Plan for Achieving the Goal	<p>Our ongoing plans for achieving this goal have included many specific activities. Associate Dean Kim Simmons serves as our Inclusion and Diversity dean, and we have increased our diversity both our recruiting and admissions endeavors, and by inviting students to apply to transfer. In 2016, almost one-fourth of our students were non-white (61 African American, 16 American Indian, 141 Asian, 4 Hawaiian, 75 Hispanic, 134 two or more races, and 30 "no race identified"). Our courses reflect diversity in many forms. We have increased support for student travel, including study abroad and research presentations. We have taken advantage of unique opportunities, such as the Experimental Music Class, which led to a Workshop on Creativity led by two illustrious alumni who supported the Music concerts. To replace an advisor who left us, we hired a new advisor dedicated to developing and executing events.</p> <p>Our new leadership structure includes the director of the Office of Fellowships and Scholar Program, who serves as an assistant dean, and the interrelationship of Honors and OFSP is mutually beneficial, as our students, honors and non-honors, continue to compete effectively for national and international awards. (Please see OFSP's separate blueprint for more details about their past, present, and future.)</p> <p>A few examples of enrichment efforts: advisors hold offices hours in the HRH weekly; Thesis Taco Night (students learn about how to do a great senior thesis); bedtime stories; open mic night; Honors Week (about a dozen separate events); Family Feud competition; and an improved weekly newsletter to students.</p> <p>One of the most effective innovations this year is the launch of the Honors Ambassadors program, which selects outstanding students to work with us in recruiting and programming. The BARSC MD program will be selecting its third class and appears to running well and attracting potential students to consider USC.</p> <p>We have also continued to make considerable progress building community, adding many events and activities. We may in fact be at a saturation point with community-building activities, and in the future we will analyze with Housing how we might collaborate more effectively and increase attendance and participation.</p> <p>Almost all of our students engage in an internship, service learning activity, directed research, or study abroad. Our study abroad participation has been increasing (now over 70%), and our internship program is thriving. Our students participate in some amazing research.</p>
Upcoming Plans	

Goal 5 - Continue to focus more attention on enriching students'™ understanding of their possible pathways after college

Goal Statement	Continue to focus more attention on enriching students' understanding of their possible pathways after college, and the steps they need to take to maximize their options and satisfaction. Continue to develop our understanding of what students are doing when they graduate. Expand our internships. Develop our alumni engagement, both as a development opportunity and a network for students.
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Building Inclusive and Inspiring Communities Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	A better understanding of outcomes is intimately aligned with our mission.
Goal Status	
Achievements	
Resources Utilized	
Continuation	
Action Plan for Achieving the Goal	We are collecting data from students prior to advising and at Revocation; we are training advisors, and hiring staff. Our internship director has grown that program, and we are adding an Externship with the Smithsonian for Maymester. We are developing an exchange program with the American College of Greece, initiated by President Pastides. We have expanded our annual alumni reunions to include Greenville, Charleston, Charlotte, and Atlanta. The mentorship program that is linked to our leadership course provides opportunities for our students to connect with leaders in various fields, and at the same time has opened up development opportunities.
Upcoming Plans	

Goals - Looking Ahead

Goals for the South Carolina Honors College that are slated for the upcoming year.

Goal 1 - Implement the new Engineering Honors curriculum

Goal Statement	Implement the new Engineering Honors curriculum, which will increase our Engineering offerings fourfold and give us the strongest Engineering honors program in the country, we believe. Develop a similar program in Business. Reduce or eliminate H10 courses. Expand courses to meet the needs of a larger student body. Cultivate courses in fields not currently served or underserved. Pursue alternative models of securing courses, shifting from the view of Honors courses as supplemental, optional, to the view of Honors courses as a core part of departmental and program missions.
Linkage to University Goal(s)	Educating the Thinkers and Leaders of Tomorrow Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	The curriculum is the foundation of our mission.
Goal Status	
Action Plan for Achieving the Goal	The curriculum is our top priority. Advancing in this area will require additional funds. We can generate some of these funds but only at the cost of other aspects of the College. Our action plan must, therefore, include the key step of determining how improvements to the curriculum will be funded. We must also engage with deans, chairs, directors, and faculty to get more classes. We also need to encourage faculty to develop new courses, and toward that end, if we can afford it, we are considering incentive grants to faculty for expenses necessary to developing new courses. Building the curriculum is difficult for many reasons, and we will continue to try to address some of the technological problems--some inherited, some emerging--as the University continues to refine its technology.

Resources Needed

The resources needed to maintain and advance our curriculum have been discussed above. The simplest way to think about this, perhaps, is to recognize that an incoming student needs 5 Honors classes per year, on average, so the addition of 18 students adds the need for more Honors classes. The cost per class varies widely, but a good minimum number would be \$5000 per class, since an Instructor who teaches 4/4 and is paid \$42k per year could deliver courses for approximately that amount. This projection is problematic, of course, because we cannot staff the Honors College with Instructors; \$42k seems too low to get quality teachers; and 4/4 seems too high to get quality teaching.

We know that \$266k is needed to launch the Engineering Honors upgrade, and that Engineering at this point has agreed to cover 25% of that cost, or \$66.5k, leaving \$199.5k. A similar upgrade in Business would likely cost about the same amount, or perhaps a bit more.

Another way to think about this resources issue related to the curriculum: The current budget of the Honors College is only enough to fund a student body of our current size. With the 12% student body growth expected in the Honors College in AY2017-2018, our budget model is no longer sustainable. We cannot grow our course offerings without increasing our revenues. We have requested a fee increase of \$100 per semester, but this is a short term solution. The more permanent solution is for our base budget to increase (or decrease) at the same rate that our student body does. This solution would allow us to grow (or reduce) our course offerings at the same rate as demanded by our increased student body. (Reductions seem unlikely, but we are living in an unpredictable universe!)

Academic Programs

Program Rankings

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

Although U.S. News is reportedly exploring a ranking of honors colleges, at this time the only evaluations of honors colleges have been done by John Willingham, in 2012, 2014, and 2016. In the most recent ranking, published in 2016 in "Inside Honors," the SCHC was given 5 stars (or "mortarboards") overall, and ranked in the top group. Willingham did not publish numerical rankings in this most recent ranking or the previous one, but it is easy enough to convert his data into points (various features are weighted and assigned 1 to 5 stars), and simple math reveals that we are indeed the highest-ranked honors college. (Our score is 97.45. The next-highest score is the University of Kansas at 92.86. The top group of eleven schools ranges down to the University of Georgia at 87.12 and Clemson at 85.08.

Willingham's ranking is sensible (he assigns the most weight to the things that any reasonable person would consider most important), thorough (in addition to things like class size and distribution, he even counts early registration and dorm amenities, for instance), and empirical (there is very little subjectivity, beyond the act of assigning different weights to the various factors measured). We have in fact improved on our ranking from his 2014 publication. In the 2012 analysis, Willingham offered two numerical rankings, and in one of them, which compared honors colleges to other honors colleges only, we were #1. In a second numerical ranking, Willingham attempted to factor in the quality of the university that each honors college inhabits. He did this, interestingly, by considering only one data point - a small sampling of top student prizes (Rhodes, Truman, Goldwater, etc.). One can certainly debate whether that additional factor adequately captures the quality of an entire university, but his reasoning is at least plausible, and in that ranking our honors college was #11.

Instructional Modalities

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

We encourage and sometimes fund innovative pedagogies, but the faculty who teach our courses are in charge of the instructional modalities they choose to employ. There have been no college-driven changes to pedagogical philosophy: We encourage small classes with lots of student participation and engagement.

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.

We did not launch any new academic programs

Program Terminations

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

We did not terminate any academic programs during this period either.

Supplemental Info - Academic Programs

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

Academic Initiatives

Experiential Learning for Undergraduates

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

A significant number of our courses contain educational experiences that are in some way outside of the traditional academic classroom setting. Greg Stuart's Experimental Music class for instance involved the students, many of whom were not Music majors, in a series of concert performances, including a performance covered in the New Yorker at one of the world's most important experimental music concert series. This was a spectacularly successful learning opportunity for students. Lara Lomicka's French class links her students to an English class in Paris, and the two classes host each other during their spring breaks. Joel Collins' Constitution course includes a trip to Philadelphia to the Constitution Center. Lynn and Banks' course on leadership connects each student to an accomplished mentor, and the student observes, interviews, and interacts with the leader in his/her workplace setting--in preparation for a profile of that leader in the context of the iconic leaders studied in the course. James Cutsinger's religious studies class is travelling to spend time in a series of monasteries as part of their investigation in mysticism and religion.

Over 70% of our students study abroad, and we develop 3 to 5 study away courses each year for Honors students. We encourage students to do a semester or year away, if possible, by giving them honors credits for a portion of that coursework taken abroad. Our most visible internship program, the Washington Semester Program (WSP), celebrated its 25th year this spring with a well-attended gathering of alumni and friends. We continue to refine and improve this life-changing program. The South Carolina Semester is the SC Statehouse version of the WSP. Honors students engage in internships that they find on their own, through the University, and also through the Honors College (typically about 130 per year are in this last category). We track other internship participation when it is counted for a "Beyond the Classroom" activity.

The SCHC participates in funding an Americorps Vista staff person, and some service-learning flows through that person. Following an unexpected resignation, this position has been vacant for much of the past year, but a new person has recently been recruited. We also offer service-learning courses, such as "Women in Society" or "Homelessness."

Experiential Learning For Graduate & Professional Students

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

We do not teach graduate students.

Affordability

Assessment of affordability and efforts to address affordability.

We have of course focused on affordability by pursuing scholarships for our students, which are essential to our recruiting efforts. We have reliably exceeded our fundraising targets (our goal for the campaign was \$18m; we raised \$24m), and the bulk of this money is for student scholarships. As part of our scholarship awards process, we look for potential candidates for our need-based full-tuition scholarship, the Belser Award. The vast majority of our students do not qualify for a need-based scholarship. All Honors students receive some scholarship assistance, and when the entire scholarship packages are considered, the Honors

College is, we believe, a relative bargain. Although we have chosen to charge a fee, and even to request a fee increase for the coming year, it is still clear to us that the additional fee does not cover more than a portion of the benefits of being in the Honors College. In the current dean's tenure, only one student has said that the fee posed a problem, and in that case, a donor immediately covered that student's fee.

We do work to make the SCHC more appealing, which includes more affordable, by funding research, travel, senior thesis materials, and internships, and also by hiring students to work at the Honors College.

Our main contribution to making the SCHC more "affordable" has been to secure and, for this coming year, to increase the Stamps Scholarship program. We have also increased funding for and added to the Carolina Scholarships.

Reputation Enhancement

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

The most obvious answer here is that our top ranking enhances USC's reputation. But we also participate in the NCHC conference, publish in its journal, participate in the SEC annual meetings, and also in the Honors Education at Research Universities (HERU) meetings, attending and giving papers, including a keynote. We have proposed hosting HERU for the past two sessions (it occurs every two years), and we will continue to make the effort to bring that meeting to South Carolina. We plan to host the next SEC honors deans meeting. Our students enhance our reputation by presenting scholarly papers and publishing their research (with our financial support, as needed). Frank Bruni's recent article in the New York Times cited the SCHC as one of the two top honors programs in the country (Arizona State was the other).

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.

In the "merit additional attention" category: awarding faculty searches to units on the basis of the need to serve the Honors College increasingly seems like the best way to stabilize our curriculum. By tying a new hire to the unit's responsibility to provide courses to the Honors College, we would create teaching slots, setting aside the semester-by-semester struggle to determine whether a unit can provide honors classes. Instead of being a supplement, an option, Honors classes would become part of the core responsibility. Instead of our byzantine system of transferring differential funds for each course, the funding and obligation for courses would already be in the unit's budget. It would take some years to transition to this model, but the process would be a healthy one.

Supplemental Info - Academic Initiatives

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

Faculty Population

Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

	Fall 2016	Fall 2015	Fall 2014
Tenure-track Faculty			
Professor, with tenure	1	2	2
Associate Professor, with tenure	1	1	1
Professor	0	0	0
Associate Professor	0	0	0
Assistant Professor	0	0	0
Librarian, with tenure	0	0	0
Librarian	0	0	0
Assistant Librarian	0	0	0
Research Faculty			
Research Professor	0	0	0
Research Associate Professor	0	0	0
Research Assistant Professor	0	0	0
Clinical/instructional Faculty			
Clinical Professor	0	0	0
Clinical Associate Professor	0	0	0
Clinical Assistant Professor	1	1	1
Instructor/Lecturer	2	2	2
Adjunct Faculty	5	4	7

Faculty Diversity by Gender and Race/Ethnicity

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

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

	Fall 2016	Fall 2015	Fall 2014
Gender	10	10	13
Female	3	4	3
Male	7	6	10
Race/Ethnicity	10	10	13
American Indian/Alaska Native	0	0	0
Asian	0	1	1
Black or African American	2	2	2
Hispanic or Latino	1	1	1
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	0	0	0
Two or More Races	0	0	0
Unknown Race/Ethnicity	1	1	0
White	6	5	9

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

Illustration 1. Faculty Diversity by Gender

2016 Faculty Gender

2015 Faculty Gender

2014 Faculty Gender

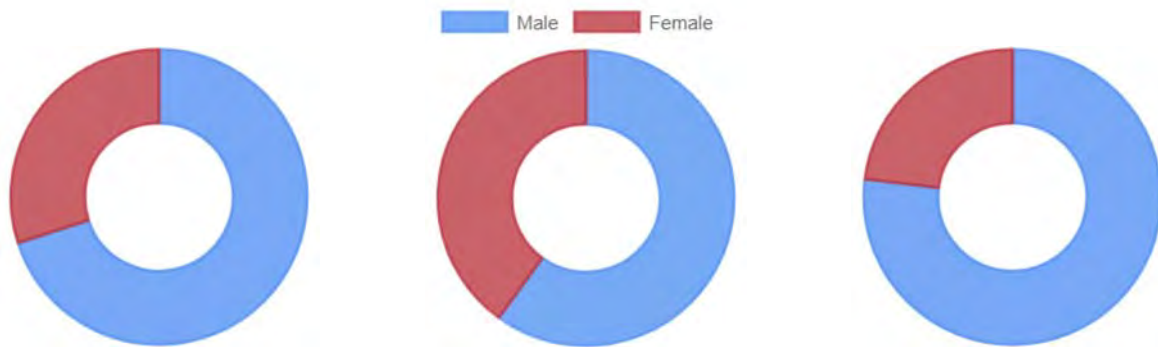


Illustration 2. Faculty Diversity by Race & Ethnicity



Faculty Information

Research and Scholarly Activity

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

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

The Honors College does not have its own faculty, although we have described the Faculty Fellows program above.

Faculty Development

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

Optional

We also work with faculty and unit leadership to improve teaching effectiveness.

Supplemental Info - Faculty

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

Supplemental Academic Analytics Report

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

Teaching

Faculty to Student Ratio

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

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

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

Fall 2016	Fall 2015	Fall 2014

Analysis of Ratio

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

This is not applicable to us.

Faculty Awards Received

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

Research Awards

Recipient(s)	Award	Organization
--------------	-------	--------------

Service Awards

Recipient(s)	Award	Organization
--------------	-------	--------------

Student Recruiting and Retention

Student Recruitment

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

Weekly information sessions: Weekly information sessions are coordinated in partnership with the Visitor Center. In the summer and fall, sessions are held once each on Monday and Friday. In the spring semester, sessions are held twice daily on Monday and Friday. The second session in the spring allows admitted students to have a more tailored experience of the USC campus. They get a special tour of the Honors Residence Hall provided by a University Ambassador who is a current Honors student.

Individual appointments: Individual appointments are scheduled on an as-needed basis in partnership with the Visitor Center. Prospective students meet with the Recruiting Coordinator or other available staff member. Students and families who cannot attend a weekly session are given an individual appointment.

Phone appointments: Phone appointments are scheduled on an as-needed basis for students who are not able to visit the campus, but would like to know more about the SCHC. Prospective students speak with the Recruiting Coordinator.

Admissions Events: In partnership with University Admissions, the SCHC participates in the various iterations of Meet the SCHC, Admitted Students Day, and Open House. We send representatives to participate in panels, information sessions, and resource fairs.

Class visits: Class or special program student visits are coordinated on an as-needed basis. Each visit is unique to the group and typically involves a tour of the Honors Residence Hall and an information session by the Recruiting Coordinator.

School visits: School visits are coordinated on an as-needed basis. Schools can request that the Recruiting Coordinator or other representative visit their school to provide information about the SCHC. This year the dean visited the Governor's School with the Dean of Engineering on their College Day.

Alumni receptions: In partnership with the Director of Alumni Engagement, prospective students are invited to receptions hosted by SCHC alumni where they have an opportunity to engage with current students, staff, and alumni. This year, receptions were or will be held in Greenville, Charlotte, Charleston, and Atlanta.

Other touchpoints: As much as possible, the SCHC tries to follow-up on all interactions with prospective students to have a personal connection. This is primarily in the form of postcards sent after information sessions and individual appointments. On an as-needed basis, the Recruiting Coordinator may organize calling campaigns or other efforts to connect with prospective students.

Honors Ambassadors: The Honors Ambassadors program is a team of 9+ students who have been selected to represent the SCHC. They are a diverse group, with a variety of backgrounds, interests, and majors. As friendly and informed faces, they are a great resource for our prospective students. They assist with all recruiting efforts, but their primary recruiting-related tasks are to assist with the weekly information sessions, individual appointments, and events organized by Admissions, as well as occasional alumni receptions. After each interaction with a student, they follow-up with an individual note to encourage the student to reach out with additional questions. They also run the SCHC Instagram account and encourage prospective students to follow it.

Transfers: We also "recruit" students by inviting them to apply to transfer into the Honors College. We typically accept each cycle between 20 to 60 transfer students. We encourage minority students to apply to transfer, inviting eligible students (based on GPA) to attend a Minority Recruitment Information Session. We also host a TRiO Information Session and an IAP Information Session.

Student Retention

Efforts at retaining current students in College/School programs.

Honors students see their honors advisor and their major(s) advisor every semester. A key goal of this advising session is making sure students are progressing successfully. Our most recent freshman to sophomore retention rate, which we consider the most important indicator, was 97.92%.

We are also focused on retaining students within the Honors College, if that is in fact in their best interest. Students who wish to withdraw from the Honors College must meet personally with the dean. We want to make sure that the student is in fact making the right decision to drop out of Honors, and we want to know if there is something we can learn from this student's experience to improve the SCHC.

Student Enrollment & Outcomes

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

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

Student Enrollment by Level & Classification

Table 5. Student Enrollment by Level & Classification.

	Fall 2016-2017	Fall 2015-2016	Fall 2014-2015
Undergraduate Enrollment			
Freshman			
Sophomore			
Junior			
Senior			
Sub Total	0	0	0
Graduate Enrollment			
Masters			
Doctoral			
Graduate Certificate			
Sub Total	0	0	0
Graduate Enrollment			
Medicine			
Law			
PharmD			
Sub Total	0	0	0
Total Enrollment (All Levels)	0	0	0

Illustration 3. Undergraduate Student Enrollment by Classification



Illustration 4. Graduate/Professional Student Enrollment by Classification



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



Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

	Fall 2016 (preliminary)	Fall 2015 (official)	Fall 2014 (official)
Undergraduate	0	0	0
Full-Time			
Part-Time			
Graduate/Professional	0	0	0
Full-Time			
Part-Time			
Total - All Levels	0	0	0
Full-Time	0	0	0
Part-Time	0	0	0

Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2016 (preliminary)	Fall 2015 (official)	Fall 2014 (official)
Undergraduate	0	0	0
Female			
Male			
Graduate/Professional	0	0	0
Female			
Male			

Illustration 6. Undergraduate Student Diversity by Gender

2016 Undergraduate Gender

2015 Undergraduate Gender

2014 Undergraduate Gender

Male Female



Illustration 7. Graduate/Professional Student Diversity by Gender

2016 Graduate Gender

2015 Graduate Gender

2014 Graduate Gender

Male Female



Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity.

	Fall 2016 (preliminary)	Fall 2015 (official)	Fall 2014 (official)
Undergraduate	0	0	0
American Indian/Alaska Native			
Asian			
Black or African			
Hispanic or Latino			
Native Hawaiian or Other Pacific Islander			
Nonresident Alien			
Two or More Races			
Unknown			
Race/Ethnicity			
White			
Graduate/Professional	0	0	0
American Indian/Alaska Native			
Asian			
Black or African			
Hispanic or Latino			
Native Hawaiian or Other Pacific Islander			
Nonresident Alien			
Two or More Races			
Unknown			
Race/Ethnicity			
White			

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity



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



Undergraduate Retention

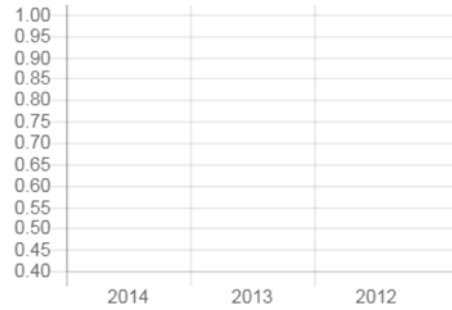
Table 9. Undergraduate Retention Rates for First-time Full-time Student Cohorts

	First Year	Second Year
Fall 2015 Cohort	0%	N/A
Fall 2014 Cohort	0%	0%
Fall 2013 Cohort	0%	0%
Fall 2012 Cohort	0%	0%

Illustration 10. Undergraduate Retention, First- and Second Year

First Year

Second Year



Student Completions

Graduation Rate - Undergraduate

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

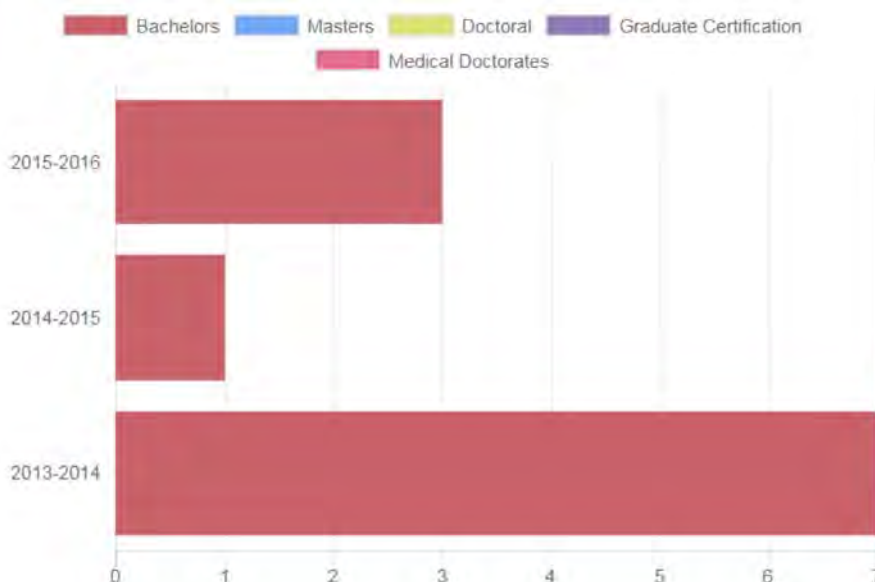
	4-Year	5-Year	6-Year
Fall 2010 Cohort	0%	0%	0%
Fall 2009 Cohort	0%	0%	0%
Fall 2008 Cohort	0%	0%	0%

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2015-2016	AY2014-2015	AY2013-2014
Bachelors	3	1	7
Masters	0	0	0
Doctoral	0	0	0
Medical	0	0	0
Law	0	0	0
Pharmacy Doctorate	0	0	0
Graduate Certificate	0	0	0

Illustration 11. Degrees Awarded by Level



Alumni Engagement & Fundraising

Alumni

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

Director of Alumni Engagement Beth Hutchison and Assistant Director of Development Kathy Keenan worked together to engage alumni in many activities including:

Initiative 1 - Career panels: Twelve alumni, leaders in their respective fields, spoke to students at three career panels about how to succeed and how the Honors College had prepared them.

Initiative 2 - Alumni mentors: Fifteen alumni were chosen from a wide variety of careers to mentor students in the Honors College Life and Leadership class.

Initiative 3 - Alumni recruitment volunteers: Eighteen alumni volunteers sent recruitment letters to accepted students telling them what the Honors College had done for them and why it was a great choice.

Initiative 4 - Alumni receptions: Receptions were held in Charleston, Charlotte, Columbia, Atlanta, and Greenville and included accepted high school students in the area. The alumni were able to mingle with the students and their parents and tell them what they loved about the Honors College.

Development, Fundraising and Gifts

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

Total giving to the South Carolina Honors College for FY17 as of 2/28/17 is \$2,884,171. Year-to-date, we have 399 donors, 70 individual appointments, and eight major gift solicitations.

The Honors College has been without a lead development officer for FY17. However, we have still had a successful year in total fundraising. Chappell Wilson, our former Director of Development and current Assistant Dean, continues to work on a few large asks that were already underway. Kathy Keenan, Assistant Director of Development, oversees the Honors College annual giving program, donor stewardship, Dean's Circle program and lead annual gift solicitation. Kathy visits alumni primarily in South Carolina and North Carolina. Beth Hutchison, Director of Alumni Engagement, also visits lead annual gift prospects in Washington, DC, Atlanta, and upstate South Carolina. Kathy and Beth update alumni on the Honors College's successes and initiatives, reconnecting them with the Honors College and building relationships, and inviting them to make a Dean's Circle gift of \$1,000 or higher.

Initiative 1 - Annual Fund: Annual Fund initiatives include Direct mail, online giving and Call Center. Gifts as of 3/10/17 total \$108,277, an increase of 25% over FY16.

Initiative 2 - Dean's Circle: The Honors College Dean's Circle recognizes donors who make gifts over \$1,000 to the College annually. As of 3/10/17, membership totals have increased from 54 to 62, showing a projected increase of 66%. Gifts year-to-date total \$159,665, an increase of 218% over FY16. Dean's Circle members were invited to a Night at the Theatre, A Midsummer Night's Dream, and baseball tickets and dinner with the Dean and the Honors College Partnership Board at the Coke Pavilion at Founders Park.

Initiative 3 - Washington Semester Program: The WSP celebrated its 25th anniversary, and funds were raised as part of the celebration to endow a scholarship in honor of the program. Pledges and gifts have exceeded the minimum amount for endowment, and the fundraising is still proceeding.

Initiative 4 - Stewardship: All scholarship donors receive a handwritten thank you note from the scholarship recipient each year and the Assistant DOD arranges lunch meetings for donors and scholarship recipients to steward the gift and cultivate future gifts. All donors to the Honors College receive a handwritten thank you note from a student connecting them on a personal level with the beneficiaries of their gifts.

Initiative 5 - Stamps Scholars: Based on the success of our first four years partnership with the Stamps Family Charitable Foundation to provide scholarships at USC, we were able to grow our partnership this year. With much input and guidance from colleagues in admissions, student affairs, and development, we proposed the creation of a new top tier of undergraduate scholars at USC: The Stamps Scholars. This proposal was accepted by the Stamps Foundation and they funded the concept with a commitment of \$2.54m for the first four classes of scholars. This new scholarship program has already been promoted to incoming students and the first class of scholars will be named soon and will matriculate to campus in early FY18. We are now using this success as a springboard to talk to other scholarship donors about increasing their support as well.

Initiative 6 - Naming gift: We spent a significant amount of time this year laying the groundwork for a naming gift. Our College leadership team brainstormed ideas to create a proposal of funding and growth opportunities. With the help of USC and development administrators, we began pursuing a particular donor for the funding concept. We expect to continue these efforts in FY18.

Supplemental Info - Alumni Engagement & Fundraising

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

Community Engagement

Description

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

1. Perhaps the Waverly Tutoring Project is the most significant, in part because of its longevity and impact, both on the students being tutored and doing the tutoring. The project goes back many years to a collaboration between our English department and Benedict College. Students volunteer to tutor underprivileged children in an after-school program at the community center in the Waverly Historic District. In 2016, 96 students were involved in this effort (302 students over the past four years).

2. Communities in Harmony is a program in which students, both Music majors and just music lovers, bring instruments into women's and children's shelters and make music. The women and children are not only the audience, but they also get to play (or play with) the instruments. This is a lovely form of music therapy, and it involved 30 students last year (128 over the past four years).

3. In Project Vida, which grew out of a senior thesis, students create and give presentations about healthy living to elementary, middle, and high school populations in underprivileged communities. Last year, 24 students were involved (88 over the past four years).

These three programs over the past four years have generated a total of 6443 hours of service, reaching out to 815 individuals.

4. Palmetto Place Children's Shelter provides a safe and nurturing home for abused and neglected youth, and our students have been a steady source of volunteers at the Shelter. We nominated Erin Galloway, the director of Palmetto Place, for the South Carolina Engaged Community Partner Award (this was primarily the work of Susan Alexander, who directs our service learning), and Erin did win this award. As part of the nomination, many students offered comments about their experience volunteering. Here are two samples: "Visiting Palmetto Place has broadened my perspective on my own hometown of Columbia. I've learned more about the need that exists, but more importantly how wonderfully that need is being met." And, "When I agreed to work with the children at Palmetto Place, I expected to impact the children. However, the impact has been mutual. Working there has been such an honor. I found myself full of joy at the end of the night. "

5. Since 2012, we have offered 21 service-learning courses. For various reasons (the departure of Vista staff, faculty sabbaticals or other interruptions), we did not offer any service-learning courses in the past year, but we will be jumping back into these in the coming year.

6. Our students, as you might imagine, are widely engaged in "community engagement and

community-based research, scholarship, outreach, service or volunteerism," and a significant portion of this activity stems from research funded by the Honors College and/or from senior thesis research. The following examples provide some sense of the range and depth of these endeavors:

a. Brooklynn Bailey, Experimental Psychology

Mentor: Bret Kloos,

Title: Creating Resources to Promote participation in Community Life for Persons with Psychiatric Disabilities

b. Jennifer Trebilcock, Public Health

Mentor: Dawn Wilson

Title: Associations of Authoritative Parenting and Socioeconomic Status on Child BMI

c. Lauren Boeckermann, Public Health

Mentor: Andrew Kaczynski

Title: Tiny Houses: A Study from Within the Community

d. Caroline Cates, Experimental Psychology

Mentor: Lesly Wade-Woolley

Title: Adolescent Spirituality: A Review of Spiritual Support for Middle School Students

e. Emily Cieslak, Biology

Mentor: Kate Flory

Title: Psychological Research of Children and Adolescents in a Large Community Sample

f. Sarah Dombroski, Psychology

Mentor: Krystal Werfel

Title: Improving Print Concept Knowledge in Preschool Children with Hearing Loss

g. Alexis Ruber, Biology/Psychology

Mentor: Jane Roberts

Title: Eye Contact in Mother of Children with Autism and Mothers of Children with Fragile X Syndrome

h. Tyler Singleton, Social Work

Mentor: Nikki Wooten

Title: It Starts with You: Increasing Self-Efficacy in African American Women with Lupus

i. Katherine Watkins, Exercise Science

Mentor: Myriam Torres

Title: Experiences of Latinos during the 2015 Flooding in South Carolina

j. Shivali Desai, Biological Sciences

Mentor: Dr. Kate Flory

Title: The Epidemiology of Mental Health Problems Among Children in K-12

k. Emily Fisher, English & Experimental Psychology

Mentor: Suzanne Adlof

Title: Identification of Language and Literacy Impairment in School-Aged Children

l. Tong Gu, Accounting

Mentor: Roberto Gonzalez

Title: Economic development on the influence of government transparency in developing countries

m. Jaleel Jefferson, Public Health

Mentor: Heather Brandt

Title: Enhancing Communication to Support Dissemination and Implementation of the Healthy Eating and Active Living in the Spirit (HEALS) Program

n. Ross Lordo, Public Health

Mentor: Dr. Darin Freeburg

Title: Public Health Theories in a New Context: Volunteer Prevalence

o. Rachel Lunsford, International Business & Finance

Mentor: Dr. Nina Moreno

Title: The Immersion Process: Cross-Culture Awareness

p. Shreya Mehta, Public Health

Mentor: Dr. Daniela Friedman

Title: Blogging about dementia: a way for caregivers and patients to be heard

q. Lyndsey Reynolds, Psychology

Mentor: Dr. Scott Decker

Title: Assessment of Executive Functions in Young Children

There are at least forty-one similar examples that will be omitted here, but are equally impressive.

7. The South Carolina High School Writing contest is now in its fourth year. This year we had our largest number of submissions and our largest number of semifinalists. We will be bringing 71 high school juniors and seniors to campus for the second round of the competition. The second volume (semifinalists and winners from the second year's contest) has been published by USC Press, and the third volume is "in press." The contest's purpose is to encourage and inspire high school students to write, and to recognize and encourage talented writers, but it certainly brings positive attention to USC and to the Honors College. The contest now has as co-sponsors the Pat Conroy Literary Center, the SC State Library, the Thomas Cooper Library, along with the Honors College, of course. The contest is funded by an endowment and donations--and, we hope, royalties.

8. At our Awards Banquet, we recognize students who have excelled in their Beyond the Classroom activity, which includes service learning.

9. Carolina Science Outreach is an organization that originated in the Honors College and has become a campus-wide, student-driven project. Students give entertaining and even hilarious scientific demonstrations and lectures to elementary and middle-school students. (Imagine our students in costume as Star Trek characters explaining "light speed" and "black holes" to a delighted auditorium of 4th and 5th graders).

Community Perceptions

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

Our Research and Service Learning director, Susan Alexander, gives participating students a detailed questionnaire that captures their perception of their activities and the impact. Examples of specific findings follow:

"I learned hands on skills about creating creative products and working with other people. I learned that many drafts create a wonderful project and most importantly, problem solving abilities are crucial because you can't prepare for everything in the real world."

"It aided me with deciding the field I would like to walk in. I know now that I am put on Earth to help women in society. This is my passion. This class helped me in my life and with discovering my community. I will never forget it."

"The service learning gave me real-life experience with working in nonprofit programs and administrative offices, an opportunity I had not previously had."

"As a CRJU major, it has made me more aware of issues I will face in my future career beyond just legal matters and enforcement of laws. The different populations I will interact with will have different needs, and I am more aware of that now having taken the course."

"Exposed me to people who are outwardly very different from me and let me see the similarities we share. Also, practical level, it taught me how to work in a medical environment and deal with patients."

"I am now prepared to think about and analyze issues from an ethical/philosophical perspective - not just food issues, either. I feel I can apply the ethical frameworks discussed in class to a variety of social issues."

"I plan to work for disenfranchised communities so working with the homeless population during the length of this course will be helpful in my future career."

"This class thoroughly prepared me for my future in grad school for Women & Gender studies and future career plans within nonprofit & local organizations. The terms & theories I learned were very relevant and useful to use in my site."

Personal Growth: Students reported that service-learning gave them a new perspective and made them more grateful for what they have.

"After doing the service-learning, I experienced the personal fulfillment of giving my time to help a cause greater than myself, which I probably would not have experienced otherwise. This service-learning experience has made me want to continue to serve on my own time in the future."

"I have learned a lot more about the community of homeless individuals. This will change how I interact with others, how I apply my efforts in the community, and choices that I make in the future."

"-It made me more aware of the pervasiveness of the needs of the community. -It challenged me

to be a more active citizen concerning my civic responsibility."

"While I do not see myself in a future career dealing primarily with homeless individuals, I do think this will help me be more conscious and aware of the problem and be able to react more appropriately when I do see this problem in my future."

Increased Knowledge of Issues and Interest in Service: Students across the board reported that they had a newfound understanding of issues that we face on a local, national, and global level. They stated that they now know where to serve, and had an increased desire to serve in the future as well as knowledge of service opportunities and non-profits. It is clear that service-learning courses give students a desire to serve, and the tools and knowledge to do so in a meaningful way.

"I mainly worked with kids at Hannah House. Before this course, I had never really thought about kids when I thought about homelessness. I was able to learn about a whole new side to homelessness. I saw how they responded to volunteers, learned how they viewed their current living situation, and saw how they interacted with one another. In class, we mainly discussed homeless adults, so I feel that my service with kids really supplemented my learning."

"I was exposed to a part of the community that I hadn't seen before. Gave me a chance to branch out. Learned about issues such as sustainability and learned the impact that a healthy environment has on society."

"This course has caused me to think more broadly about different types of service. Providing marketing advice for a non-profit is just as valid as direct service."

"I am now aware of the numerous volunteer opportunities within the community."

"It opened my eyes to a range of issues affecting the community, particularly LGBT experiences in SC (I volunteered w/ SC Equality). Learning about homophobia in my volunteering coincided w/ learning about how people don't like challenging gender norms in class."

"My service-learning provided a concrete example of concepts discussed in the course. Discussing the presence of hunger in America in class was informative, but then going out and seeing in my community during my service at a local soup kitchen was absolutely eye opening."

"Volunteering at Hannah House reinforced a lot of the concepts we've learned in class. We learned that it's difficult to determine who's homeless and there were probably people I went to school with who experienced homelessness. The children were just like any other groups of kids I've worked with in other volunteer positions. Also, the ladies I met were hard working and kind. It was nice to have some hands on experience."

Academics: Students reported that the service component genuinely reinforced the academic concepts taught in their class.

"The class focused a lot on how to respond to issues of homelessness and poverty, and my service-learning experience allowed me to actually be a part of that response rather than just talk about it."

"It was hand-on experience that rooted the concepts of the course more clearly. Experiencing homeless people makes quite a different impression than learning about them."

"It has helped me gain a more holistic approach & view on issues within my field of study."

"After discussing techniques for growing crops in sustainable ways I was able to gain hands on experience doing this in the green quad garden and learned that this is a definite possibility to solving issues related with food (at a personal, national and global level)."

"During the 25 hours of training for sexual trauma services we discussed victim blaming and ways to deter it which reinforced what we had covered in class."

"I found it very interesting to be able to connect feminist theories with real-life experience."

"In lecture, we talked a lot about different sustainable farming methods and issues regarding the environment that I found interesting, but working at City Roots and seeing those methods in action reinforced and brought a sense of reality to the topics."

"This service-learning has prepared me for my future by helping me more easily identify discrimination and patriarchy as it exists in our society and also ways to combat that."

Incentivizing Faculty Engagement

Policies and practices for incentivizing and recognizing community engagement in teaching and learning,

research, and creative activity.

We provide funding for courses that involve community engagement, such as the "Women and Society," "Homelessness," and "Public Engagement, Natural History, and Cultural History at Congaree National Park." We put out an annual call for courses, encouraging service-learning courses especially, which we happily provide with special funding if needed.

Supplemental Info - Community Engagement

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

Collaborations

Internal Collaborations

These items do not seem applicable to the SCHC.

External Collaborations

These items do not seem applicable to the SCHC.

Other Collaborations

Our most significant academic collaborations and multidisciplinary efforts that are not otherwise accounted for as Internal or External Collaborations.

These items do not seem applicable to the SCHC.

Supplemental Info - Collaborations

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

Campus Climate and Inclusion

Campus Climate & Inclusion

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

Following the student demonstration on campus in the fall of 2015, Associate Dean Kim Simmons had several conversations with SCHC students involved in the demonstration and in Students Invested in Change. These were informal meetings with students to discuss their experiences and concerns leading up to the President's Forum on Inclusion. A number of SCHC students were present at the forum and continue to be involved in campus activism (in the Honors College and on campus in general). Meetings continue to be informal where students stop by and talk with Professor Simmons or another SCHC staff member about issues and concerns. Some of the conversations concern being in the minority in Honors classes (although many students comment that this was also their experience in high school) as well as seeking a sense of belonging. Students also express growing concerns about immigration policies. Another issue involves preferred names (where students have requested to use a preferred name at Honors Revocation or when writing their senior thesis after initiating the request with the university).

One way we have addressed inclusion in a broad sense is in the curriculum in terms of making sure we have diversity in our course offerings (including courses from different programs such as African American Studies). We also consider inclusion broadly when we propose study abroad programs and other initiatives, not only in terms of making sure diverse student populations know about opportunities but also in terms of identifying programmatic themes and locations.

In terms of inclusive programming initiatives, last summer, the South Carolina State Museum hosted Race: Are We So Different, a traveling exhibit about the history and cultural construction of race in the United States. The interactive exhibit, sponsored by the American Anthropological Association, tells the story of race from historical and biological and cultural anthropological perspectives. On Sunday, August 28, the South Carolina Honors College hosted an event in partnership with the museum for Honors students: Students visited the exhibit, interacted with SCHC faculty and staff, and discussed issues related to race. Students watched video clips, read different displays, and had small group discussions with faculty as well as with SCHC and museum staff. We wanted to have an event during the early part of the semester to engage incoming students especially and to encourage them to think about social issues, their experiences, and how race continues to be a lived experience. The exhibit is connected to larger social justice issues in the United States and provided a glimpse into laws and practices, categories, and experiences of exclusion and inclusion.

Supplemental Info - Campus Climate & Inclusion

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

Concluding Remarks

Quantitative Outcomes

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

N/A

Cool Stuff

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

This has been in many ways, an unusually challenging year. In terms of staff, for instance, our beloved budget manager died suddenly; two of our advisors resigned, and another experienced a serious illness; we completely reorganized the staff; our search for a development director failed twice. And yet (here is the good news part), many people stepped up and offered to fill in for our budget manager. Patsy Tanner, who was the budget manager for the Honors College when the current dean was a student, and Mary Peake, have both jumped in and kept the money flowing. Our advisors cheerfully stepped forward and volunteered to cover the students and duties of our colleague who was ill. We persevered through a tedious reorganization, and we have now finally hired a development director and replaced one advisor.

The visit of Peter McCausland to the Leadership class, via Skype, was a particularly happy and lucky event. The students had a great time talking with him in what they felt was a very productive conversation. He seemed to have a very good time himself, and in my follow-up he said he'd be happy to do the same thing with the class next Fall. I'm hoping he'll agree to be a mentor to a student.

Appendix 1. Academic Programs

Appendix 2. Academic Initiatives

Appendix 3. Research & Scholarly Activity

Appendix 4. Faculty Information

Appendix 5. Academic Analytics Report

Appendix 6. Alumni Engagement & Fundraising

Appendix 7. Community Engagement

Appendix 8. Collaborations

Appendix 9. Campus Climate & Inclusion