

Executive Summary

Blueprint for Academic Excellence School of Law AY2019-2020

Introduction

A pending change in the university budget model, occupancy of a new facility, and changes in the profession prompted the School of Law to undertake a process to create a formal 5-year strategic plan to align resources with goals and position the School to build its national reputation and differentiate itself with areas of excellence. During the past year, multiple faculty have continued to publish in top-50 and top-20 law reviews at rates above expectations for a school with our rank. The School's first non-JD academic program, which will provide a new revenue source, is in the academic and administrative approval process. The School has sought to strengthen its role as a public asset by creating new clinics that improve access to justice for indigent South Carolinians, by hosting discussions on topics of civic importance, by allowing the use of its building by civic groups related to law, and by assisting the Legislature with faculty expertise on matters of policy development.

Highlights

1. Occupancy of new building
2. 17 faculty publications in top-50 law reviews and 6 others in top-5 journals within a specialty.
3. Full implementation of a pediatric medical-legal partnership clinic and a clinic representing veterans.
4. Progress toward first non-JD master's degree program in health law systems.
5. Increase in median LSAT score for matriculating students in Fall 2018.
6. The School of Law received a large gift to acquire a mobile law office to deliver legal services and education in rural communities.



Robert M. Wilcox Dean
University of South Carolina School of Law



UNIVERSITY OF
SOUTH CAROLINA
School of Law



Blueprint for Academic Excellence

School of Law

AY2019-2020

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Foundation for Academic Excellence

Mission Statement

The University of South Carolina School of Law prepares lawyer-leaders to serve their communities with distinction through a rigorous curriculum grounded in the critical exploration of legal doctrine, exceptional experiential learning, and professional identity formation. We serve justice and advance the law through innovative teaching, engaged learning, transformative scholarship, and dedicated service. (Draft Mission Statement being considered in the current strategic planning process, likely to be amended as process continues)

Updated: 03/01/2019

Vision Statement

To be an innovative student-centered public law school that advances knowledge, civility, and the common good, with a local presence, a national voice, and a global impact. (Draft statement of vision being considered in the current strategic planning process, likely to be amended as process continues)

Updated: 03/01/2019

Values

The School of Law is dedicated to providing a professional, civil, and inclusive educational and workplace environment for all faculty, staff, and students.

(A new, more comprehensive values statement is being drafted as a part of the Strategic Planning Process. Among the values likely to be included are Service, Success, Community, Integrity, and Excellence.)

Updated: 03/01/2019

Goals - Real Time

Goals for the School of Law that are in progress for AY2019-2020.

Goal 1 - Increase applicant pool and yield and raise entering class credentials

| | |
|---|--|
| Goal Statement | Increase both the quality and quantity of the first-year applicant pool and improve selectivity rates and yield rates of applicants, while raising the medians for LSAT and UGPA. |
| Linkage to University Goal | <ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Ensuring Institutional Strength, Longevity, and Excellence |
| Alignment with Mission, Vision, and Values | Consistent with aspiration to be a law school of choice attracting excellent students from South Carolina and elsewhere |
| Status | Progressing as expected (multi-year goal) |
| Action Plan | <p>Ensuring the quality of our incoming class is an annual priority initiatives to continue and build on those implemented in 2016-2017 will include:</p> <p>Continue to analyze recruitment outcomes relative to competitor, SEC, and peer law schools</p> <p>Evaluate effectiveness of 2016-17 initiatives to inform decisions about investment of resources in future recruitment plans, including travel, events, and communications</p> <p>Continue to evaluate an electronic/video viewbook as RFP is returned, and develop content if project is feasible</p> <p>Develop prospect information portal and related web content as new website design and content management system is installed</p> <p>Continue to refine enrollment and yield models using new data collected from applications and post-admission follow-up</p> <p>Especially upon our move to the new building, examine the campus visit model to encourage visits by prospective students and to ensure that each visit creates a warm, personal, informative, and professional introduction to the law school.</p> |
| Achievements | <p>Continue to revise scholarship awards to maximize effective return.</p> <p>Began to accept GRE scores for a limited number of seats on an experimental basis.</p> <p>Continued to strengthened outreach to prelaw advisors and prelaw organizations, including USC Honors College and HBCUs.</p> <p>Raised LSAT median from 155 to 156.</p> <p>Applicant pool for Fall 2019 is currently down over same date 2018, reflecting drop in number of South Carolina residents sitting for the LSAT.</p> |
| Resources Utilized | <p>Approximately \$500,000 in scholarship resources for the Fall 2019 entering class.</p> <p>Admissions office staffed by an assistant dean, an associate director, and two admissions staff.</p> |
| Goal Continuation | Focus continues to be upon achieving LSAT median improvement while minimizing any loss of diversity caused by reallocation of scholarship resources. |
| Goal Upcoming Plans | Scholarship resources continue as school's top development priority. |
| Resources Needed | Approximately \$1.2 million dollars per year in additional scholarship resources. |
| Goal Notes | |

Goal 2 - Strategic Planning

| | |
|---|--|
| Goal Statement | Design and Implement a 5-year strategic plan for the School of Law |
| Linkage to University Goal | <ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence |
| Alignment with Mission, Vision, and Values | Effective strategic planning will enhance the alignment of resources to remain better focused on mission and vision in a time of changing financial and professional environments. |
| Status | Progressing as expected (multi-year goal) |
| Action Plan | <p>Working groups are focused on five aspects of the plan and have submitted draft reports.</p> <p>Drafts have been reviewed and discussed by all faculty, staff, and student representatives at a workshop on March 1.</p> <p>Drafting of the formal plan is now beginning.</p> <p>The goal is to complete a draft of a strategic plan for faculty and staff review by May 2019.</p> <p>Final faculty approval in either May or August 2019.</p> <p>Immediate implementation will follow.</p> |
| Achievements | <p>Berkeley Research Group was hired to facilitate the process.</p> <p>A steering committee was appointed.</p> <p>Polls, surveys, and focus groups were conducted, and data were gathered from a variety of sources.</p> <p>The working groups have submitted initial reports, which were discussed in an all-day workshop of faculty, and staff on March 1.</p> |
| Resources Utilized | <p>\$55,000 to fund BRG as facilitators.</p> <p>\$20,000 in administrative supplements for staff and faculty leadership of the process.</p> <p>Significant staff and faculty time to gather information.</p> |
| Goal Continuation | Once approved, the strategic plan will be implemented and monitored, and progress will be assessed. |
| Goal Upcoming Plans | Creation of a standing group to monitor implementation of the strategic plan. |
| Resources Needed | None beyond those above |
| Goal Notes | |

Goal 3 - Enhanced experiential learning

| | |
|---|---|
| Goal Statement | Provide a rich curriculum with opportunities for students to develop a wide range of professional competencies, adequately advise students regarding the competencies needed, and develop a range of assessments evaluating student achievement of various competencies. |
| Linkage to University Goal | <ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence |
| Alignment with Mission, Vision, and Values | Prepares students for active practice assisting clients effectively. |
| Status | Progressing as expected (multi-year goal) |
| Action Plan | <ol style="list-style-type: none"> 1. Continue to build demand for externships. 2. Bring active clinical faculty to 8, including new director. 3. Continue to periodically add Capstone Courses. |
| Achievements | <p>Greater number of students are enrolling in externships. Strong guidelines for program quality are in place and enforced by a full-time director. Veterans Clinic began in July 2018 with strong demand</p> |
| Resources Utilized | New grant money supported hire of non-tenure track Veterans Clinic director. |
| Goal Continuation | <p>An additional tenure-track hire in the near future will be committed to clinical teaching. The new clinics director (an internal hire) should be on-board by Summer 2019.</p> |
| Goal Upcoming Plans | One more full-time clinical, tenure track hire is expected. |
| Resources Needed | <p>Existing resources will be used to hire as replacement for retiring faculty member. Approximately \$1.5 million to renovate Horry-Guignard House to house Veterans Legal Clinic (if approved by the University for this use).</p> |
| Goal Notes | |

Goal 4 - Top-50 Research Productivity

| | |
|---|--|
| Goal Statement | Provide faculty with adequate support and incentives to engage in robust scholarship production consistent with or better than that of a top-50 law school. |
| Linkage to University Goal | <ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Ensuring Institutional Strength, Longevity, and Excellence |
| Alignment with Mission, Vision, and Values | Strong development of knowledge and academic reputation. |
| Status | Progressing as expected (multi-year goal) |
| Action Plan | <ol style="list-style-type: none"> 1. Reward faculty publication in top-50 law reviews and top-5 specialty publications within a field. 2. Nominate top research faculty for available endowed chairs. 3. Provide excellent administrative support and student research assistance. |
| Achievements | <p>Working on data compilation to evaluate placement among other law schools. Significant number of top-50 and top-20 publications in 2018, comparable to peer aspirants.</p> <p>Four faculty selected to fill vacant endowed chairs; three others nominated in Spring 2019.</p> |
| Resources Utilized | Used existing resources only. |
| Goal Continuation | Continued growth in quality and quantity of faculty scholarship is expected. |
| Goal Upcoming Plans | Continue to reward top-50 publications and major books. |
| Resources Needed | No new resources. |
| Goal Notes | |

Goal 5 - Full-time employment rate for graduates equal to or better than that of top-50 law schools.

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|---|--|
| Goal Statement | Achieve an employment rate 9 months after graduation of not less than 75% in full-time, long-term jobs requiring bar passage. |
| Linkage to University Goal | <ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence |
| Alignment with Mission, Vision, and Values | <p>Helping students build successful careers in the practice of law and public service.</p> <p>Strong student support services.</p> |
| Status | Progressing as expected (multi-year goal) |
| Action Plan | <p>Better educate students as to potential career paths of JD recipients.</p> <p>Enhance individualized counselling.</p> <p>Encourage students to plan their career by focusing on needed competencies and by planning to achieve those competencies in a demonstrable manner while in law school.</p> <p>Use new building to bring employers onto campus to meet students formally and informally.</p> |
| Achievements | <p>Employment figures for 2018 graduates are not yet available and are to be reported to the ABA in April 2019.</p> <p>A counsellor met with every first-year student to review resumes and LawFit assessment.</p> <p>career Services Staff was reorganized to merge several administrative assistant positions into one professional position.</p> <p>Office of Career Services provides individualized attention and institutional assistance for students. Positive changes in student use of the career services office are occurring as more students have earlier contact with the office.</p> |
| Resources Utilized | An Associate Dean, a senior associate director, an associate directors, and one permanent professional staff provided services in 2018-19. |
| Goal Continuation | <p>Continuing efforts to prepare students fully for interviews, to attract more employers to campus for informal contact with prospective students, and to make students better aware of their personal career goals, strengths, and challenges.</p> <p>Continuing effort to advise students regarding both traditional and alternative career opportunities for lawyers.</p> |
| Goal Upcoming Plans | Two counselling positions have become vacant and will be filled. |
| Resources Needed | No additional resources are required under current plans. The office has a small professional staff compared to other peer schools.. |
| Goal Notes | |

Goal 6 - Develop Revenue Sources beyond JD Tuition

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|---|---|
| Goal Statement | Provide legal education to a larger population including individuals who do not intend to practice law. |
| Linkage to University Goal | <ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Spurring Knowledge and Creation •Ensuring Institutional Strength, Longevity, and Excellence |
| Alignment with Mission, Vision, and Values | Improves public knowledge of the law. Provides additional resources to make law school financially accessible to qualified JD students. |
| Status | Extended to following Academic Year |
| Action Plan | <ol style="list-style-type: none"> 1. Develop academic programs for certificates or master's degrees in health Systems Law. 2. Obtain all necessary approvals. 3. Hire director of non-JD graduate study. 4. Create a technology advisory board to bring top leaders, especially in cybersecurity, to provide advice on current areas of need, to organize educational programs for non-lawyers and post-JD lawyer, and to attract top names in the area to campus. 5. Host a series of multi-day boot camps to build reputation. 6. Once a reputation exists and connections with key leaders in the field are developed, create a technology law (cybersecurity initially) degree and/or certificate program. |
| Achievements | <p>Began to implement Kennedy & Co. recommendation to create non-JD degree and certificate programs in health law with Provost pre-approval and submission to the Graduate School.</p> <p>Created a Cybersecurity Task Force and held initial events to grow regional and national reputation of law school in the field, prior to implementing degree and certificate programs.</p> |
| Resources Utilized | All work has been performed with existing staff and faculty resources. Future implementation will require additional personnel. |
| Goal Continuation | Must obtain approvals and begin to staff non-JD program |
| Goal Upcoming Plans | <ol style="list-style-type: none"> 1. Obtain law school and graduate school approval of health systems law program. 2. Submit for institutional and oversight approvals. 3. Hire director of non-JD programs |
| Resources Needed | A full-time program director (approximately \$75,000 salary plus fringes). The first -year will be paid out of existing resources. Once program is operational, salary will be paid out of program income. Marketing resources will be required to launch new program. |
| Goal Notes | |

Goals - Looking Ahead

Goals for the School of Law that are slated for the upcoming year.

Goal 1 - Expand research focus

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|---|---|
| Goal Statement | To develop an applied research presence including faculty and law students. |
| Linkage to University Goal | <ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Ensuring Institutional Strength, Longevity, and Excellence |
| Alignment with Mission, Vision, and Values | <p>The best students are attracted by opportunities to work on cutting-edge issues while in law school.</p> <p>An opportunity may exist to enhance revenues through research in ways not previously attempted.</p> <p>Faculty interested in applied research can be the top in their field, but do not typically publish in traditional law reviews. This focus makes a position at USC attractive to them.</p> |
| Status | Extended to following Academic Year |
| Action Plan | <ol style="list-style-type: none"> 1. Identify potential model for applied research, looking first at technology and the future of the legal profession, because of existing faculty resources. 2. Identify and resolve potential hurdles to implementation, including UCTP expectations and resource needs. |
| Achievements | Preliminary discussion phase with faculty. |
| Resources Utilized | Unknown at this time. |
| Goal Continuation | Long-term change requires discussion and planning before implementation. |
| Goal Upcoming Plans | <ol style="list-style-type: none"> 1. Develop concept for new research model involving faculty and students providing applied research on a monetized basis. 2. Identify any potential barriers to implementation. |
| Resources Needed | Undetermined at this time. |
| Goal Notes | |

Academic Programs

Program Rankings

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

J.D. Degree Program: US News & World Report; March 12, 2019; March 2019-20; Ranked 91 of 192.

Subject area rankings (US News & World Report):

Trial Advocacy 31
Clinics 40
Legal Writing 42
Environmental Law 50
Health Law 86
Tax Law 91
International Law 105
Intellectual Property Law 124

Instructional Modalities

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

Instructional Modalities

The new law school building has enabled law faculty to utilize technology in a number of ways inside and outside of the classroom. Technologies and platforms used by the law school include:

- Adobe Connect - distance education classroom environments and webinars•
- WebEx Meetings - guest lectures and class participation•
- Skype - guest lectures and class participation•
- TWEN LMS - classroom management, assignments, quizzing and advanced legal content & curriculum resources.•
- Video editing services & software - faculty utilize software in order to seamlessly incorporate video content in class lectures and material•
- Classroom Technologies include: classroom computers, document cameras, Apple TV (Screen sharing), Sharelink (a multi-user screen sharing platform) Blu-ray DVD player, Onscreen Annotator•
- Panopto - our video capture platform which aids in a number of law school functions including:•
- Lecture & Event video capture•
- Video Imbedded quizzes for alternate delivery CLE seminars•

Student & Faculty timestamped enabled feedback for class assignments•

Student assignment submittal via a Dropbox feature•

iClicker - Platform and devices that enable anonymous extemporaneous polling•

PollEverywhere - Polling platform for multi-device polling with PPT•

Google Docs - Several classes collaborate using Google Docs documents •

Dropbox folders - We have a Dropbox folder for each classroom, which faculty, guest speakers and conference attendees use to place documents for classes, seminars and conferences. In Fall 2018, the school began to provide greater individualized feedback in one 1L course. We implemented this program in three out of four Criminal Law sections in the fall 2018 semester. All three Criminal Law professors giving individualized feedback reported improved performance by students on the final exam. We will continue to track the progress of this program.

Program Launches

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

Veteran's Law Clinic. Although the clinic is part of the law school's existing clinical legal education program, and thus is technically not a new program, the clinic is funded by a grant from the South Carolina Bar Foundation. The clinic began in August 2018.

Program Terminations

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

None

Academic Initiatives

Experiential Learning for Undergraduates

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

NONE

Experiential Learning For Graduate & Professional Students

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

The School of Law has four types of experiential programs, two of which are for academic credit and two of which are not. The academic credit programs are the Externship Program and the Clinical Legal Education Program. In addition to these programs, the 2018-2019 course offerings include 23 experiential courses.

The externship program has grown steadily since 2011 and includes placement opportunities in the following six areas: Administrative Law, Children's Law, Judicial, Criminal Law, Legislative, and In House Counsel. Students are placed in positions with judges, lawyers in not for profit legal service providers, government agencies, and corporate legal departments. There is also a classroom component that allows for reflection and discussion of the experience. In AY 2018-2019, 67 students have enrolled in an externship. During this academic year, 13 new placement opportunities have been added, bringing the total placement opportunities to approximately 121 since the inception of the externship program in 2011. Since 2011, 387 students have participated in the externship program.

The Law School Clinic provides students with the opportunity to represent actual clients under the SC Supreme Court Student Practice Rule. With the beginning of the Veterans Legal Clinic in Fall 2018, we now offer eight clinical courses in the following areas: Criminal Practice, Education Rights, Juvenile Justice, Nonprofit Organizations, Environmental Law, Domestic Violence, Carolina Health Advocacy Medicolegal Partnership (CHAMPS), and Veterans Law. In AY 2018-2019, 79 students have enrolled in a clinic.

The Veterans Law Clinic began in August 2018. It provides the veteran community legal services in the areas of family law, consumer/debt protection, housing, and access to government benefits. In AY 2018-2019, the clinic has enrolled 21 students.

Affordability

Assessment of affordability and efforts to address affordability.

The School of Law tuition and fees are among the highest for public law school in the Southeast. Our faculty and staff size and salaries are in line with those of other schools of similar student population. A recent study found little ability to adjust cost in those areas. Given the likelihood that we will not be able to enlarge our entering JD classes in the immediate future without significant harm to quality, we are focusing our efforts on finding non-JD sources of revenue. We are also focusing all private philanthropy efforts on scholarship creation. Recent experience shows that admitted applicants are receiving financial offers from other more highly ranked schools that are as much as \$20,000 per year below our net cost.

The Strategic Planning process is designed to provide guidance for the development of new revenue sources to minimize future JD tuition increases and to replace a portion of revenue currently received from JD tuition.

Reputation Enhancement

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

Faculty have recently placed articles in the highest-level law reviews, including multiple top-20 law reviews. They have also authored books with major academic presses that have attracted attention nationally. One such book author received a Fulbright Award to do research in Canberra, Australia in Spring 2018. Other faculty are frequently contacted by national media to discuss issues related to autonomous vehicles and police practices.

The new building has been used to host major academic conferences and additional conferences are planned.

The Law School's continuing relationship with the American Bar Association through our students' editing of the ABA Real Property Trusts and Estate Law Journal provides national reputation.

The Nelson Mullins Riley & Scarborough Center on Professionalism continues to be the most visible national voice on lawyer mentoring and is developing a reputation for work on using technology to help improve access to justice.

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.

Affordability is our major challenge.

Faculty Population

Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

| | Fall 2018 | Fall 2017 | Fall 2016 |
|---|-----------|-----------|-----------|
| Tenure-track Faculty | 39 | 41 | 40 |
| Professor, with tenure | 19 | 20 | 18 |
| Associate Professor, with tenure | 9 | 7 | 10 |
| Assistant Professor | 11 | 14 | 12 |
| Librarian, with tenure | 0 | 0 | 0 |
| Research Faculty | 0 | 0 | 0 |
| Research Professor | 0 | 0 | 0 |
| Research Associate Professor | 0 | 0 | 0 |
| Research Assistant Professor | 0 | 0 | 0 |
| Clinical/instructional Faculty | 8 | 7 | 7 |
| Clinical Professor | 0 | 0 | 0 |
| Clinical Associate Professor | 0 | 0 | 0 |
| Clinical Assistant Professor | 0 | 0 | 0 |
| Instructor | 8 | 7 | 7 |
| Lecturer | 0 | 0 | 0 |
| Visiting | 0 | 0 | 0 |
| Adjunct Faculty | 24 | 26 | 26 |

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

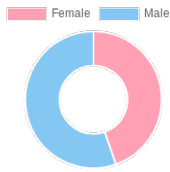
Table 2. Faculty Diversity by Gender and Race/Ethnicity, Fall 2018, Fall 2017, and Fall 2016.

| | Fall 2018 | Fall 2017 | Fall 2016 |
|--|------------------|------------------|------------------|
| Gender | 47 | 48 | 48 |
| Female | 21 | 22 | 22 |
| Male | 26 | 26 | 26 |
| Race/Ethnicity | 47 | 48 | 48 |
| American Indian/Alaska Native | 0 | 0 | 0 |
| Asian | 3 | 3 | 3 |
| Black or African American | 2 | 1 | 2 |
| Hispanic or Latino | 0 | 0 | 0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 |
| Nonresident Alien | 0 | 0 | 0 |
| Two or More Races | 1 | 1 | 1 |
| Unknown Race/Ethnicity | 0 | 0 | 1 |
| White | 41 | 43 | 41 |

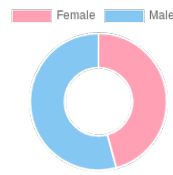
Illustrations 1 and 2 (below) portray this data visually.

Illustration 1. Faculty Diversity by Gender

2018 Faculty Gender



2017 Faculty Gender



2016 Faculty Gender

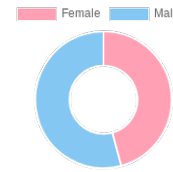
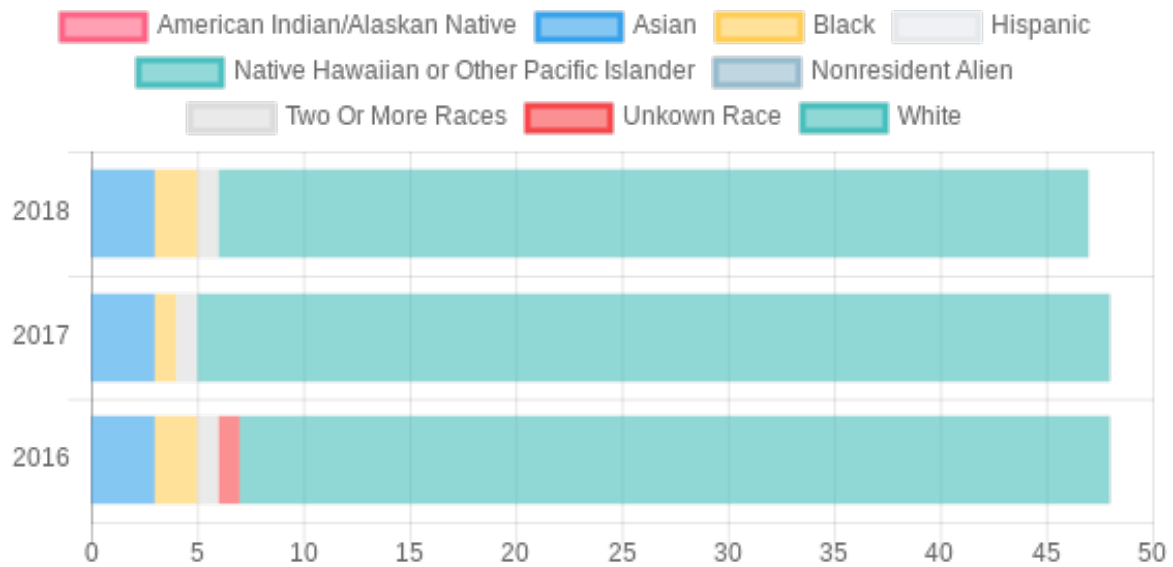


Illustration 2. Faculty Diversity by Race & Ethnicity



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 2018 (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.

We have traditionally measured faculty publications in top-50 law reviews, top-5 specialty journals, and books. Law review prestige is measured by school ranking. In 2018, the total number of law review articles published by South Carolina faculty was 27; top-50 placements rose from 11 to 17; top-5 specialty journal placements were 6, down from 12 in the prior year; and faculty published two books. No uniform comparative data with other school is available, but two schools shared data they had collected for re-accreditation purposes this year. By comparison, the University of Missouri (ranked #65) reports 30 articles, 7 top-50, 3 top-5 specialty, and 8 books in 2018. Illinois Institute of Technology Chicago-Kent (ranked #85) reports 37 articles, 9 top-50, 7 top-5 specialty, and 8 books in 2017.

Duncan Alford: Advisory Board, *Legal Information and Technology eJournal*, Social Science Research Network

Josie Brown: Co-Executive Editor, *Journal of Law and Education*

Elizabeth Chambliss: Legal Services Data Project, American Academy of Arts and Sciences

Jacyln Cherry: member, American Law Institute.

Lisa Martin: co-president, Clinical Legal Educators Assn.; presenter, *Helping a Victim Obtain a Permanent Restraining Order in Civil and Criminal Proceedings*, at the South Carolina Coalition Against Domestic Violence and Sexual Assault (SCCADVASA) and South Carolina Legal Services Training Webinar.

Colin Miller: wrote *amici curiae* briefs to the Supreme Court in *Byrd v. United States* and *Alvarez v. City of Brownsville*.

Amy Milligan: Resident Editor, ABA Real Property, Trust & Estate Law Journal.

Faculty Development

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

The Associate Dean for Faculty Development consults with faculty regarding article placement and ensures that junior faculty are effectively mentored regarding scholarship development. He also coordinates work-in-progress presentations. The Law Library's Assistant Director for Faculty Services is a professional librarian who supports faculty research by locating necessary source material, assisting with research strategy, and managing discrete research project assistance using a team of six student research assistants. She also provides current awareness services for the law faculty and gives presentations to the law faculty on the various services and resources available to them through the law library and the university's main library.

Teaching resources have been adjusted to encourage more research productivity and greater engagement of faculty in the work of the law school outside of class.

Four faculty were selected for vacant endowed chairs (three research and one teaching), and three more have been nominated for chairs in 2018-19.

Other Activity

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

Jan Baker was a faculty advisor to the [South Carolina Journal of International Law and Business](#).

Thomas Crocker: member, USC Press Committee.

Josh Eagle: Board Member, S.C. Env't'l Law Project.

Lisa Eichhorn: Chair, Phelps Award Selection Committee of the Legal Writing Institute.

Jacqueline Fox: Faculty Advisor, Student Health Law Association.

Josh Gupta-Kagan: member, Nat'l Assn. of Counsel for Children Amicus Curiae Committee.

Susan Kuo: Chair, 2019 Workshop for New Law Teachers Planning Committee, Association of American Law Schools.

Benjamin Means: Executive Committee, AALS Section on Business Associations.

Eboni Nelson: Member, Law School Admission Council Finance and Legal Affairs Committee.

Emily Suski: Working Group Leader, Medical-Legal Partnership Working Group of AALS Conference on Clinical Legal Education.

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 2018, Fall 2017, and Fall 2016

| Fall 2018 | Fall 2017 | Fall 2016 |
|-----------|-----------|-----------|
| 01:11.5 | 1:7.9 | 1: 10.2 |

Analysis of Ratio

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

The student to faculty ratio is appropriate for modern law study in a law school of our size. Some schools have further improved the ratio by significantly reducing their student population without diminishing their faculty size, but this option is neither fiscally practical nor qualitatively necessary for our school. Students have a small (18 student) section of legal writing, research and analysis in the first year and opportunities for multiple smaller enrollment classes in the third year. Clinics require a 10/1 or lower ratio. Efforts are being made to create a small doctrinal section for all 1Ls to allow for enhanced individualized feedback during the semester, but that change does not require an overall reduction in the ratio that now exists.

Faculty Awards Received

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

Research Awards

| Recipient(s) | Award | Organization |
|---------------------|---|---------------------|
| Seiner, Joseph | Outstanding Faculty Publication (Book) | School of Law |
| Gupta-Kagan, Josh | Outstanding Faculty Publication (Article) | School of Law |

Service Awards

| Recipient(s) | Award | Organization |
|--------------|-----------------------|---------------|
| Lacy, Philip | Faculty Service Award | School of Law |

Teaching Awards

| Recipient(s) | Award | Organization |
|-----------------|-------------------------------|---------------|
| Medlin, S. Alan | Outstanding Faculty Member | School of Law |
| Seiner, Joseph | Outstanding Classroom Teacher | School of Law |

Other Awards

| Recipient(s) | Award | Organization |
|--------------------|--------------------|---------------|
| Polavarapu, Aparna | G.G. Dowling Award | School of Law |

Student Recruiting and Retention

Student Recruitment

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

Systematized our strategic, data-informed recruitment plan focusing on colleges and universities with identified populations of students with strong academic credentials (LSAT and UGPA above current levels) and who are likely to have an interest in South Carolina.

Completed transition from a primarily print to a primary digital footprint for recruitment information.

Established regular communication with advisors and recommenders of prospective students, offering educational programs and events delivered on their campuses and visits to the law school.

Developed plans to strengthen communication and recruitment connections with the South Carolina Honors College and the Darla Moore School of Business.

Adjusted staff capabilities to prepare for a CRM environment, as the next generation of law school admission data management systems launches in summer of 2019.

Refined outreach designed to increase yield from offers made to talented and diverse admitted candidates. Refreshed our student visit plan, our social media strategy, and our campus visit protocol.

Refined our admitted student events to increase opportunity for students to visit and interact with faculty, staff, and student ambassadors in a relaxed setting.

Began a pilot project to consider applicants for admission based on a GRE or GMAT score, with the goal of increasing applications from STEM majors, diverse candidates, and candidates who are enrolled in or considering dual degree programs.

Upgraded our communication plan with admitted students to create visually appealing, high quality targeted messages that emphasize the strengths of the law school.

Doubled our library of web- based student recruitment videos.

Launched a Grad Grants recruitment incentive program to match top admitted students with law faculty for research assistantships.

Refined use of a scholarship matrix as a tool to help pinpoint the most effective use of scholarship funds in making individual awards.

Student Retention

Efforts at retaining current students in College/School programs.

Retention has not been a significant issue for the School of Law. We offer significant opportunities for 1Ls to

receive voluntary group and individualized tutoring throughout the first year. At the end of each semester, the Associate Dean for Academic Affairs meets with every student on academic probation and discusses a plan for academic improvement.

Student Enrollment & Outcomes

The following data was provided by USC'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 2018 | Fall 2017 | Fall 2016 |
|--------------------------------------|------------|------------|------------|
| Undergraduate Enrollment | | | |
| Freshman | 0 | 0 | 0 |
| Sophomore | 0 | 0 | 0 |
| Junior | 0 | 0 | 0 |
| Senior | 0 | 0 | 0 |
| Sub Total | 0 | 0 | 0 |
| Graduate Enrollment | | | |
| Masters | 0 | 0 | 0 |
| Doctoral | 0 | 0 | 0 |
| Graduate Certificate | 0 | 0 | 0 |
| Sub Total | 0 | 0 | 0 |
| Professional Enrollment | | | |
| Medicine | 0 | 0 | 0 |
| Law | 631 | 619 | 609 |
| PharmD | 0 | 0 | 0 |
| Sub Total | 631 | 619 | 609 |
| Total Enrollment (All Levels) | 631 | 619 | 609 |

Illustration 3. Undergraduate Student Enrollment by Classification

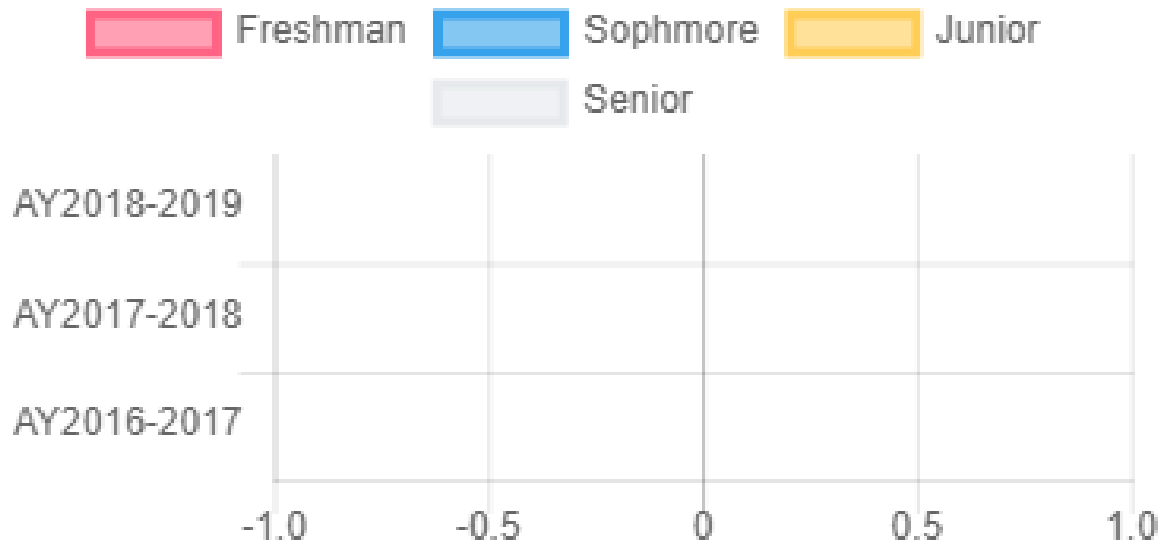


Illustration 4. Graduate/Professional Student Enrollment by Classification

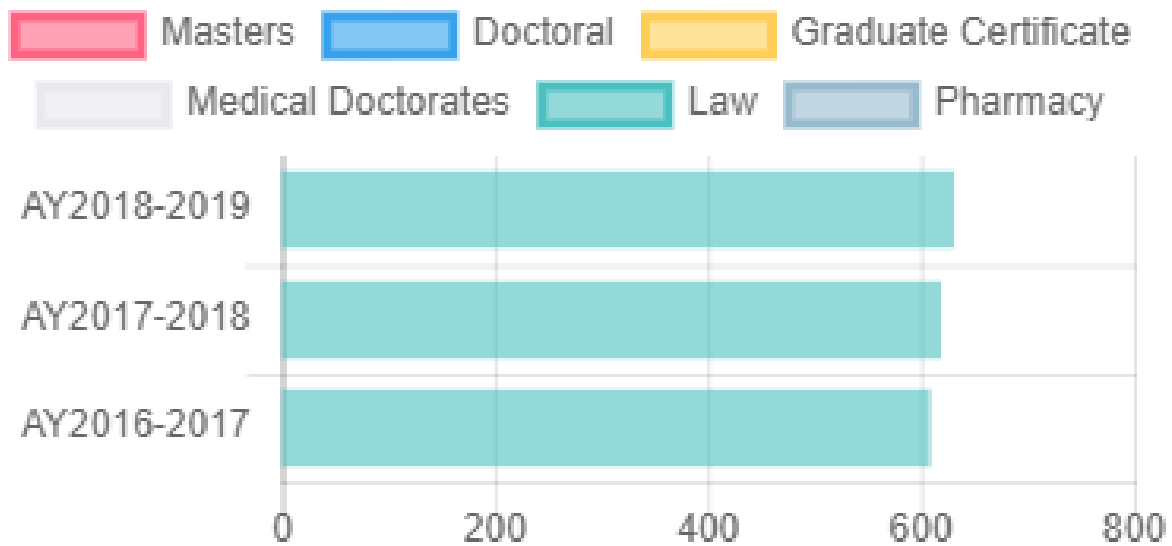
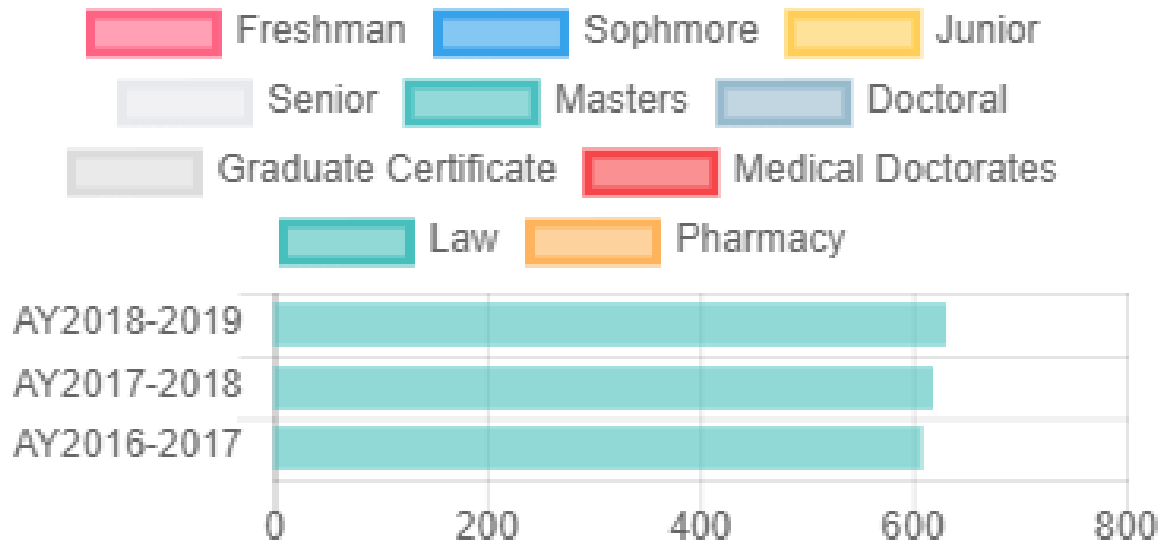


Illustration 5. Total Student Enrollment by Classification (All Levels)



Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

| | Fall 2018 | Fall 2017 | Fall 2016 |
|------------------------------|------------|------------|------------|
| Undergraduate | 0 | 0 | 0 |
| Full-Time | 0 | 0 | 0 |
| Part-Time | 0 | 0 | 0 |
| Graduate/Professional | 631 | 619 | 609 |
| Full-Time | 631 | 619 | 609 |
| Part-Time | 0 | 0 | 0 |
| Total - All Levels | 631 | 619 | 609 |
| Full-Time | 631 | 619 | 609 |
| Part-Time | 0 | 0 | 0 |

Student Diversity by Gender

Table 7. Student Enrollment by Gender.

| | Fall 2018 | Fall 2017 | Fall 2016 |
|------------------------------|------------|------------|------------|
| Undergraduate | 0 | 0 | 0 |
| Female | 0 | 0 | 0 |
| Male | 0 | 0 | 0 |
| Graduate/Professional | 631 | 619 | 609 |
| Female | 297 | 275 | 266 |
| Male | 334 | 344 | 343 |

Illustration 6. Undergraduate Student Diversity by Gender

2018 Undergraduate Gender



2017 Undergraduate Gender

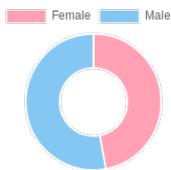


2016 Undergraduate Gender

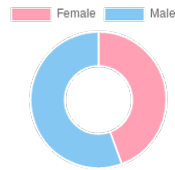


Illustration 7. Graduate/Professional Student Diversity by Gender

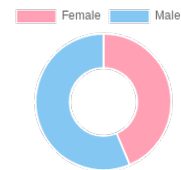
2018 Graduate Gender



2017 Graduate Gender



2016 Graduate Gender



Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity.

| | Fall 2018 | Fall 2017 | Fall 2016 |
|--|------------|------------|------------|
| Undergraduate | 0 | 0 | 0 |
| American Indian/Alaska Native | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 |
| Black or African | 0 | 0 | 0 |
| Hispanic or Latino | 0 | 0 | 0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 |
| Nonresident Alien | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 |
| Unknown | 0 | 0 | 0 |
| Race/Ethnicity | | | |
| White | 0 | 0 | 0 |
| Graduate/Professional | 631 | 619 | 609 |
| American Indian/Alaska Native | 3 | 2 | 3 |
| Asian | 8 | 11 | 10 |
| Black or African | 59 | 59 | 63 |
| Hispanic or Latino | 32 | 30 | 27 |
| Native Hawaiian or Other Pacific Islander | 1 | 1 | 1 |
| Nonresident Alien | 0 | 0 | 1 |
| Two or More Races | 9 | 12 | 11 |
| Unknown | 15 | 21 | 20 |
| Race/Ethnicity | | | |
| White | 504 | 483 | 473 |

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity

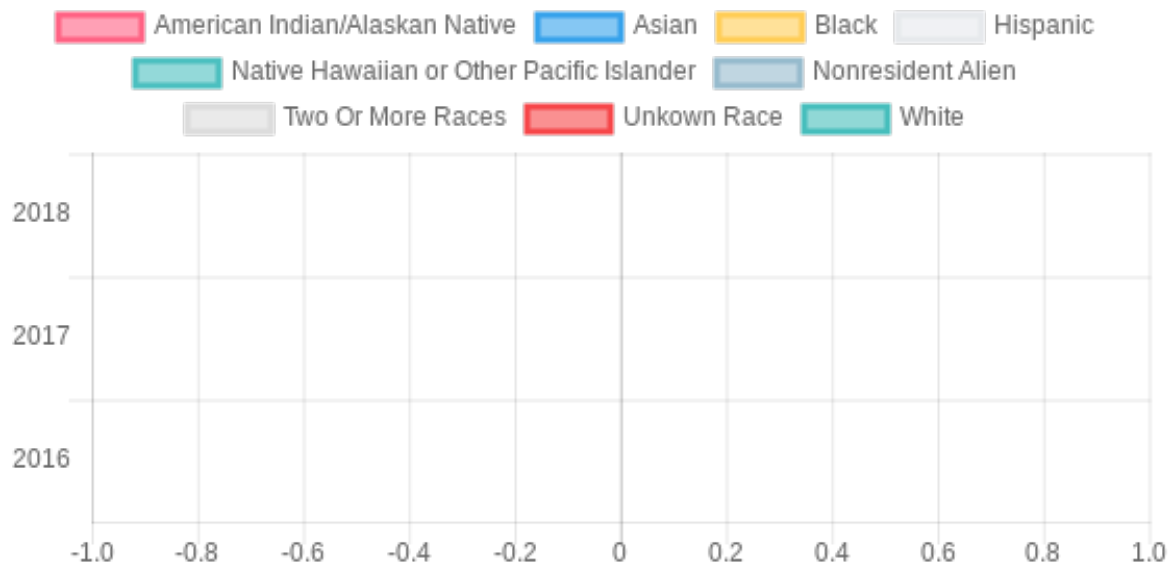
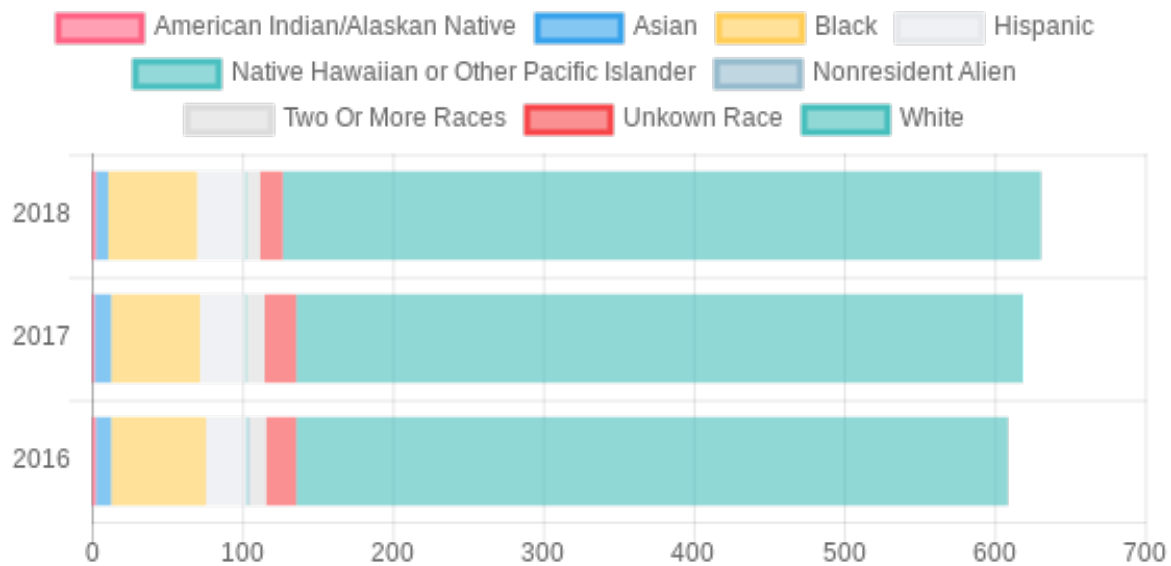


Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity



Undergraduate Retention

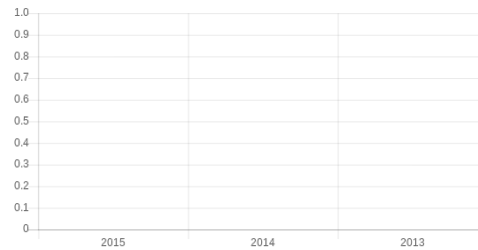
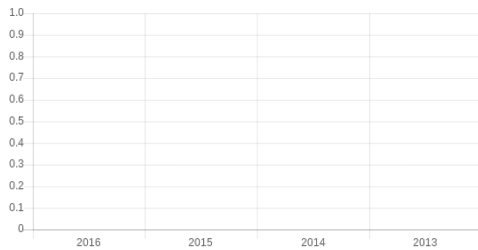
Table 9. Undergraduate Retention Rates for First-time Full-time Student Cohorts

| | First Year | Second Year |
|------------------|------------|-------------|
| Fall 2016 Cohort | 0% | N/A |
| Fall 2015 Cohort | 0% | N/A |
| Fall 2014 Cohort | 0% | 0% |
| Fall 2013 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.

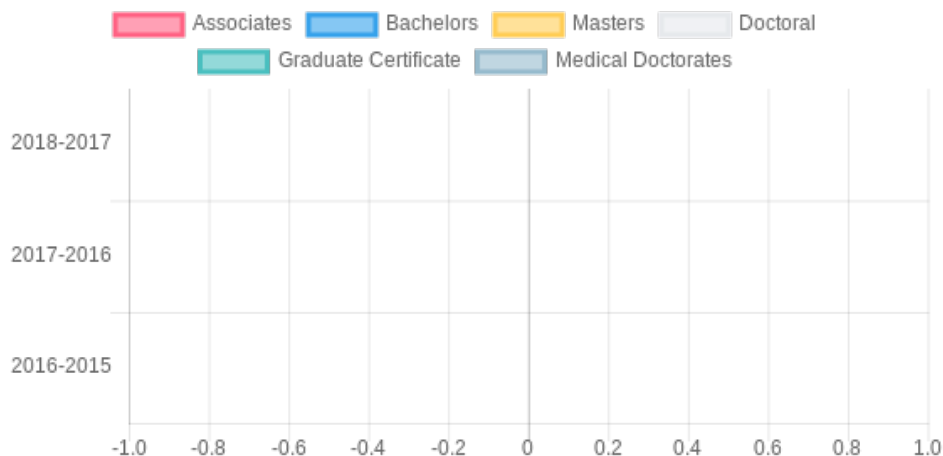
| | 2011 | 2010 | 2009 |
|--------------|------|------|------|
| 4-Year Same | 0% | 0% | 0% |
| 4-Year Diff | 0% | 0% | 0% |
| 4-Year Total | 0% | 0% | 0% |
| 5-Year Same | 0% | 0% | 0% |
| 5-Year Diff | 0% | 0% | 0% |
| 5-Year Total | 0% | 0% | 0% |
| 6-Year Same | 0% | 0% | 0% |
| 6-Year Diff | 0% | 0% | 0% |
| 6-Year Total | 0% | 0% | 0% |

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

| | AY2017-2018 | AY2016-2017 | AY2015-2016 |
|----------------------|-------------|-------------|-------------|
| Associates Degree | 0 | 0 | 0 |
| Bachelors | 0 | 0 | 0 |
| Masters | 0 | 0 | 0 |
| Doctoral | 0 | 0 | 0 |
| Medical | 0 | 0 | 0 |
| Law | 191 | 207 | 193 |
| 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, focusing on relationships and activities with alumni.

We continue to have the following events annually:

Columbia BBQ (June)
Charleston Oyster Roast (February)
Greenville Reception (November)
Charlotte Reception (August)
Compleat Lawyer Awards (April)
Law Reunion Weekend (September)
Cockaboose reception (Fall)

Continued outreach occurred monthly via the e-newsletter and twice a year with the Fine Print magazine.

The Law Alumni Council met on October 5, 2018 with 26 law alumni in attendance. The board has grown from 14 members to 36 members. The council will have spring and fall meetings with 3-4 conference calls a year.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes, including Fundraising and Gifts.

- Secured two \$1M gifts to the Children's Law Center and CHAMPS program. •
Secured a \$1M planned gift to go to an endowed scholarship. •
Increased alumni donors from 677 in FY17 to 832 in FY18

Community Engagement

Description

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

Orientation service project at 14 different public service organizations including: Family Shelter, Habitat for Humanity ReStore, Harvest Hope Food Bank, Homeworks, Lexington County Library, Office of Disciplinary Counsel, Protection and Advocacy for People with Disabilities, Richland County CASA, Richland County Public Defender, St. Lawrence Place, SC Appleseed Legal Justice Center, SC Legal Services, and the Women's Shelter

Volunteer Income Tax Assistance (VITA)

Fundraising campaigns for: Harvest Hope Food Bank, Allen- Benedict Court residents (Women In Law, Black Law Students Association and Pro Bono), Richland County CASA and Allendale-Fairfax Education Foundation

Business clothing drive for the 11th Circuit Public Defenders Office (Pro Bono and Women In Law)

Extensive list of student volunteer pro bono activities including: assisting lawyers on pro bono cases; drafting responses to prisoner correspondence for the SC Bar Pro Bono Program; preparing wills for low income senior citizens with the Central Midlands Council on Governments and the SC Bar Pro Bono Program; conducting arbitrations for the 11th Circuit Juvenile Arbitration Program; intake at the Homeless Legal Clinic and Lawyers4Vets; case file work for the Homeless Court; representation of abused and neglected children with Richland County CASA; serving as guardians ad litem with the Richland County Probate Court; responding to online questions with the SC Bar, Friday Blitz; translation of documents for the SC Access to Justice Commission; serving as interpreters for the USC Clinical Department and Richland County CASA; preparing U visa applications; drafting know your rights flyers for several organizations and providing support for pro bono attorneys with the SC Volunteer Lawyers for the Arts.

Developed, established and stocked a Law School Pantry

Black Law Student Association (BLSA) gave presentations to middle school and high school students in Richland 2 about legal issues.

BLSA and Women in Law partnered in a 5K Run against Child Abuse, BLSA students participated in poll monitoring with NAACP Legal Defense Fund

Community Halloween Carnival at law school

Derek Black served of the South Carolina Advisory Committee of the United States Commission on Civil Rights.

Marie Boyd served as a member of the Columbia, SC Food Policy Committee.

Aparna Polavarapu served as an Advisor to SC Against Human Trafficking.

Joel Samuels served on the Board of Directors of the Batonga Foundation, Cotonou, Benin & Washington, DC

Community Perceptions

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

We have not engaged in any formal assessment for most initiatives.

Incentivizing Faculty Engagement

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

No specific incentive is provided for community engagement by faculty. Community engagement is a part of the service component considered in tenure and promotion applications.

Collaborations

Internal Collaborations

1. Ongoing institutional collaboration with ROLC.
2. Joel Samuels and Colin Miller are the primary editors for the 4th Edition of South Carolina Civil Procedure (forthcoming 2019).
3. CHAMP (Carolina Health Advocacy Medicolegal Partnership) Clinic is a collaboration between the School of Law, School of Medicine, and PRISMA Children's Hospital.

External Collaborations

Thomas Crocker co-authored work with Vanderbilt faculty member Michael P. Hodges.

Benjamin Means co-authored work with Iowa faculty member Joseph Yockey.

Campus Climate and Inclusion

Campus Climate & Inclusion

Activities unit conducted that were designed to improve campus climate and inclusion.

Updates on information included last year:

1) Law faculty approved the Reading Groups course proposal (submitted by the Student Diversity and Inclusion Task Force) last spring.

2) Dr. Alice Leri from the Moore School of Business gave a lunchtime talk and facilitated a discussion with female administrative staff members concerning leadership in the workplace. This talk was the second presentation in our Women Leaders Series. The first presentation was given by Dr. Sherry Thatcher for female faculty.

Developments this year:

D&I Groups:

The Associate Dean for Diversity and Inclusion worked with the Student Diversity and Inclusion Task Force to formalize its organizational structure by creating bylaws and appointing officers. Along with a representative from the Student Bar Association, student representatives from the law school's seven affinity groups continue to serve on the governing board, which has been very active this year. The Board met weekly during the Fall and has been meeting biweekly this spring. It has partnered with the Office of Diversity and Inclusion to host numerous events (speaker events and engagement events) for the law school community, including a large general membership meeting last fall. It will host a second general membership meeting this semester.

The Associate Dean has also convened a Faculty and Staff Diversity and Inclusion Task Force, which has co-hosted several events with the Associate Dean and the student task force. Members of this task force include faculty and staff members who participated in the Women Leaders Summer Book Study experience.

Speaker events:

The Associate Dean and the D&I Task Forces hosted a Student Success Panel ("How to Thrive, Not Just Survive, in Law School") for first-year law students. The four speakers were recent and academically successful law graduates with diverse backgrounds and from underrepresented groups. The panelists shared study tips and provided inspiration to a large gathering of students looking for guidance as well as moral support.

The Associate Dean and the Student D&I Task Force hosted a talk by Graham Newman ("My Third Life: A Lawyer Looks Back on Depression") during Mental Health Awareness Month. Mr. Newman spoke about his personal battle against depression and lessons learned from this experience. Our students are very concerned about mental health and wellness, and Mr. Newman's presentation was very well received.

The Associate Dean and the D&I Task Forces hosted a Law School Movie Night at the Nickelodeon Theater, at which participants viewed a special screening of "On the Basis of Sex." The highlight of the sold-out event was the talkback following the movie. The speakers, South Carolina Supreme Chief Justice (Ret.) Jean Hoefler Toal and Justice Kaye G. Hearn (introduced by civil rights attorney M. Malissa Burnette) shared their experiences as women lawyers and judges.

Opportunities to engage:

Over the summer, the Associate Dean hosted a Women Leaders Summer Book Study experience. The two-part event brought together women law faculty and staff to discuss the book, "How Women Decide," by Therese Huston.

During the fall and spring semesters, the Associate Dean and the Faculty and Staff D&I Task Force partnered with the Women in Law student organization to host a Women Leaders Book Study Experience. Participants from the Summer Book Study Experience led groups of women law students in discussions about the book "How Women Decide," by Therese Huston.

In the late summer, the Associate Dean facilitated a Privilege and Identity Workshop for student leaders and students serving as Peer Mentors for the incoming class of law students.

During Orientation, the Associate Dean facilitated a Diversity and Inclusion activity for the incoming class of law students.

The D&I Task Forces hosted four Coffee and Doughnut Breaks (two in the fall, two in the spring). The breaks provide opportunities for students, faculty, and staff to interact and build a sense of community within the law school.

The law school live streamed Day 5 of the hearings concerning the nomination of the Honorable Brett M. Kavanaugh to be an Associate Justice of the Supreme Court of the United States. Students, faculty, and staff gathered to watch the hearing throughout the day, and many faculty members discussed the hearing in class. Given the nature of the allegations raised by Dr. Ford, the occasion provided an opportunity to discuss the appointment process as well as reflect on questions of evidence, process, and the wider political and social context in which these matters are decided.

The Student D&I Task Force and the Associate Dean hosted a Friendsgiving Dinner event last fall for the law student body. The dinner was well attended and well received by the students.

The Associate Dean met with Dr. Jennifer Gunter, Director of the South Carolina Collaborative for Race and

Reconciliation, to discuss hosting a Welcome Table session at the law school. To explore the feasibility of this, Dr. Gunter facilitated a Diversity and Inclusion exercise for the Student D&I Task Force. The Associate Dean and Student D&I Task Force will provide more opportunities for law students to engage in the Welcome Table activity as well as other diversity and inclusion exercises.

The Student D&I Task Force and the Associate Dean will host a Service Project Opportunity at Harvest Hope for the law student body this spring.

Additional programs and activities:

The Associate Dean administered the Joint Journal Dues Assistance Fund, which was created to provide financial help to student in need of assistance to pay law school journal membership dues. The Office convened an ad hoc committee of law faculty to review student applications and disperse the funds to those demonstrating financial need.

The Associate Dean and Student D&I Task Force partnered with the Pro Bono Program to open the Law School Pantry. The Pantry provides non-perishable food and personal hygiene items to those in need in the law school community. The Pantry continues to draw support (donated goods and funding) from law students, faculty, and staff.

The Student D&I Task Force and the Associate Dean prepared and circulated the second annual mental health awareness newsletter to educate law students about mental health issues and provide information about resources for those seeking help.

The Student D&I Task Force and the Associate Dean will host a "Suggestion Box" Week in the spring to provide students, faculty, and staff the opportunity to comment on diversity and inclusion-related issues at the law school.

The Student D&I Task Force and the Associate Dean are contacting local and diverse artists to gauge interest in showing their works at the law school. All artwork will be reviewed by the Dean and Art Committee for appropriate content and message.

Concluding Remarks

Quantitative Outcomes

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

None

Cool Stuff

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

In Professor Bryant Walker Smith's technology law course at the law school, students are working with university and government officials to draft a model plan for communities to use to manage the growing problems with electric scooters.

The School of Law's Mock Trial team is currently ranked #1 in the nation.

Experts involved in training programs at the National Advocacy Center now provide periodic lectures to law students on important legal issues of national importance.

The School of Law became the first southeastern law school to have a Cybersecurity Task Force.

Appendix 3. Research & Scholarly Activity

Office of Research
Information Technology
& Data Management

School of Law

Fiscal Year 2018



UNIVERSITY OF
SOUTH CAROLINA

Summary of Extramural Proposal Submissions by Source

Appendix 1

| PI Home Department | Total Requested First Year | Federal | Private/Non-Profit | State |
|-----------------------------------|-----------------------------------|------------------|---------------------------|----------------|
| Children's Law Center | 7,760,239 | 19 | | 2 |
| Law - Dean's Office | 418,115 | 1 | 3 | |
| | | | | |
| Total Count | 25 | 20 | 3 | 2 |
| Total Requested First Year | 8,178,354 | 7,363,191 | 118,163 | 697,000 |

Extramural Funding by Source, Department, Faculty & Rank - FY2018

Appendix 2

| PI Home Department | | PI Name | Primary Job Desc/Rank | Tenure Status | Total Funding | Federal | Private/Non-Profit | State |
|----------------------------|------------------|------------------|-----------------------|---------------|------------------|------------------|--------------------|----------------|
| Children's Law Center | 5,228,235 | Morris, Carolyn | PROJECT MANAGER | | 5,228,235 | 4,650,193 | 23,805 | 554,237 |
| Law - Dean's Office | | Robinson, Pamela | CLASSIFIED | | 10,000 | | 10,000 | |
| Law - Dean's Office | | Suski, Emily | ASST PROFESSOR | TENURE-TRACK | 103,163 | | 103,163 | |
| Total Dean's Office | 113,163 | | | | | | | |
| | | | | | | | | |
| Total Funding | 5,341,398 | | | | 5,341,398 | 4,650,193 | 136,968 | 554,237 |

Appendix 6. Alumni Engagement & Fundraising

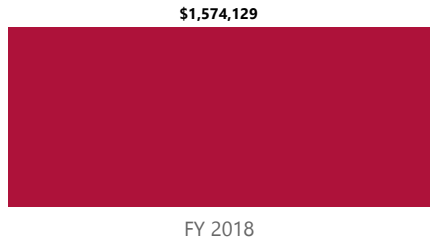


Unit Performance

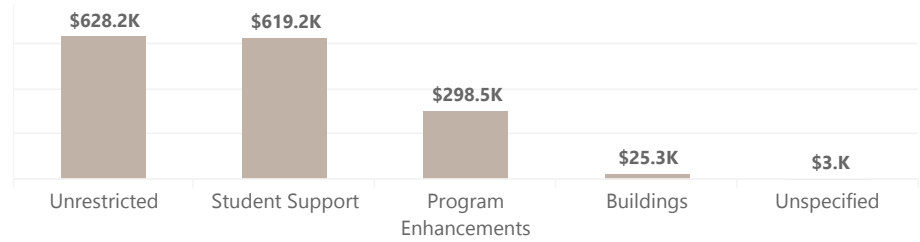
All Gift Band Law Unit FY 2018 Year Calculation Production

Data update time: 3/2/2018 11:09:39 AM - Printed by Jancy Houck

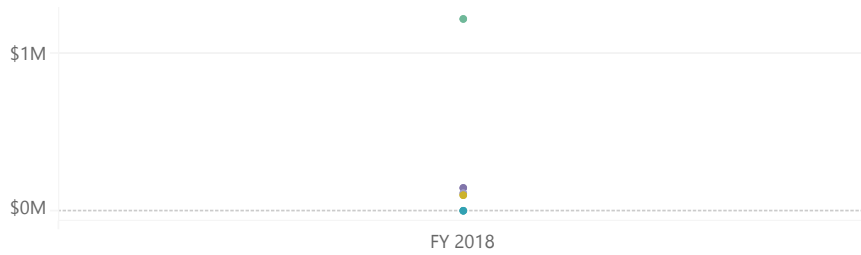
FY - YTD Production



Total \$ by Purpose



Gift Type



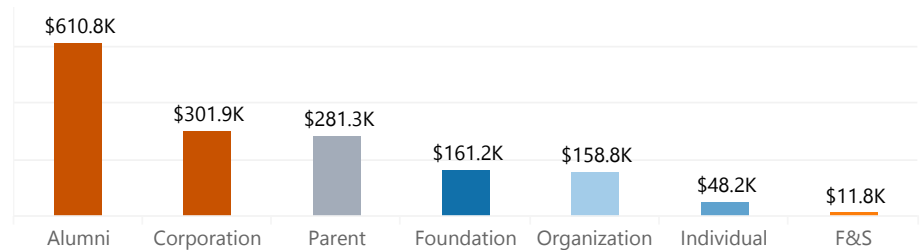
Total \$ by Gift Type



Donor # by Constituency



Total \$ & Donor # by Constituency



Designation

| | |
|-------------|----------|
| Spendable | \$1.1M |
| Endowment | \$446.5K |
| Capital | \$25.3K |
| Unspecified | \$3.3K |

Total \$ by Designation

