

# Executive Summary

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## Blueprint for Academic Excellence School of Law AY2020-2021

### Introduction

A new dean will take office, most likely in Summer 2020, upon completion of a national search currently underway. A critical priority for the next dean will be to continue to identify new sources of revenue beyond JD tuition. During the past year, significant progress was made to reduce resident tuition and to bring the School of Law more into line with resident tuition rates in neighboring states. The new dean will have an opportunity to hire a new senior director of development and may have several other senior administrative vacancies to fill, depending upon possible retirements and the outcome of dean searches at other schools. Progress toward completion of a formal 5-year strategic plan for the School was suspended due to the pending change in leadership, with a report prepared memorializing information gathered from various constituencies. Faculty continue to publish in top-50 and top-20 law reviews at rates above expectations for a school with our rank.

### Highlights

1. During AY 19-20, an initial Masters of Legal Studies program and related certificate program, using on-line learning and directed toward non-law students, has received final CHE approval and awaits final accreditation acquiescence.
2. 18 faculty publications in top-50 law reviews and 9 others in top-5 journals within a specialty.
3. Resident tuition was reduced by \$5,000 per year due to a recurring legislative appropriation. .
4. The School of Law in August will launch Palmetto LEADER, a mobile law office equipped to deliver legal services and education in rural communities.

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



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# Foundation for Academic Excellence

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## 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 Statement

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 - Looking Back

Goals for the previous Academic Year.

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

<b>Goal Statement</b>	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.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Consistent with aspiration to be a law school of choice attracting excellent students from South Carolina and elsewhere
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Ensure that the quality of our incoming class is an annual priority. Raise median LSAT score to 156, while also raising 25th percentile.</p> <p>initiatives to continue and build on those implemented in 2018-19 will include: Continue to analyze recruitment outcomes relative to competitor, SEC, and peer law schools Continue to update electronic/video viewbook. Fully implement ACES-2 for admissions and recruitment. Continue to refine enrollment and yield models using new data collected from applications and post-admission follow-up.</p> <p>Provide personalized recruitment of individual accepted students with frequent renewals of interest</p>
<b>Achievements</b>	<p>Continue to revise scholarship awards to maximize effective return. We accept GRE scores for a limited number of seats on an experimental basis. We have continued to strengthen outreach to prelaw advisors and prelaw organizations, including USC Honors College and HBCUs. Raised LSAT median to 155. Created the Grad Grants program to recruit outstanding students by matching them with research assistantships with faculty in their selected field.</p>

# Goals - Looking Back

<b>Resources Utilized</b>	Approximately \$500,000 in scholarship resources for the Fall 2019 entering class. Admissions office staffed by an assistant dean, an associate director, and two admissions staff.
<b>Goal Continuation</b>	Focus continues to be upon achieving LSAT median improvement while minimizing any loss of diversity caused by merit allocation of scholarship resources.
<b>Goal Upcoming Plans</b>	Scholarship resources continue as school's top development priority.
<b>Resources Needed</b>	Approximately \$1.2 million dollars per year in additional scholarship resources.
<b>Goal Notes</b>	

# Goals - Looking Back

## Goal 2 - Enhanced experiential learning

<b>Goal Statement</b>	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.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Prepares students for active practice assisting clients effectively.
<b>Status</b>	Completed with mixed results
<b>Action Plan</b>	<ol style="list-style-type: none"> <li>1. Continue to build demand for and availability of externships.</li> <li>2. Bring active clinical faculty to 8, including new director.</li> <li>3. Continue to periodically add Capstone Courses.</li> </ol>
<b>Achievements</b>	<p>Greater number of students are enrolling in externships. Strong guidelines for program quality are in place and enforced by a full-time director.</p> <p>Clinics are operating at capacity, but an emeritus professor continues to teach a clinic due to lack of hiring funds</p> <p>Excellent assessment of Veterans Clinic. Other assessment efforts are still developing.</p> <p>New faculty were hired for two capstone courses.</p>
<b>Resources Utilized</b>	New grant money supported hire of non-tenure track Veterans Clinic director.
<b>Goal Continuation</b>	An additional tenure-track hire in the near future needs to be committed to clinical teaching. The funding was lost because of University initiative funding demands in the past year.
<b>Goal Upcoming Plans</b>	One more full-time clinical, tenure track hire is needed.
<b>Resources Needed</b>	Restoration of resources to replace retired faculty member. Approximately \$1.5 million to renovate Horry-Guignard House to house Veterans Legal Clinic (if approved by the University for this use).
<b>Goal Notes</b>	

# Goals - Looking Back

## Goal 3 - Full-time employment rate for graduates equal to or better than that of top-50 law schools.

<b>Goal Statement</b>	Achieve an employment rate 9 months after graduation of not less than 75% in full-time, long-term jobs requiring bar passage.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Helping students build successful careers in the practice of law and public service. Strong student support services.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Educate students as to potential career paths of JD recipients. Continue individualized counselling. A counsellor will meet with every first-year student to review resumes and LawFit assessment.</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>Bring employers onto campus to meet students formally and informally.</p>
<b>Achievements</b>	Latest available nine-month employment rates are for 2018 graduates and show 78% of all graduates were employed in long-term positions requiring bar passage. Only 6% were unemployed.
<b>Resources Utilized</b>	An Associate Dean, two associate directors, and one permanent professional staff provide services.
<b>Goal Continuation</b>	<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>
<b>Goal Upcoming Plans</b>	Continue to encourage more employers to recruit students directly.
<b>Resources Needed</b>	No additional resources are required under current plans. The office has a small professional staff compared to other peer schools..
<b>Goal Notes</b>	



# Goals - Real Time

Goals for the current Academic Year.

## Goal 1 - Expand research focus

<b>Goal Statement</b>	To develop an applied research presence including faculty and law students.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<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>
<b>Status</b>	Extended to following Academic Year
<b>Action Plan</b>	<ol style="list-style-type: none"> <li>1. Identify potential model for applied research, looking first at technology and the future of the legal profession, because of existing faculty resources.</li> <li>2. Identify and resolve potential hurdles to implementation, including UCTP expectations and resource needs.</li> </ol>
<b>Achievements</b>	Preliminary discussion phase with faculty.
<b>Resources Utilized</b>	Unknown at this time.
<b>Goal Continuation</b>	Long-term change requires discussion and planning before implementation.
<b>Goal Upcoming Plans</b>	<ol style="list-style-type: none"> <li>1. Develop concept for new research model involving faculty and students providing applied research on a monetized basis.</li> <li>2. Identify any potential barriers to implementation.</li> </ol>
<b>Resources Needed</b>	Undetermined at this time.
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 2 - Strategic Planning

<b>Goal Statement</b>	Design and Implement a 5-year strategic plan for the School of Law
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	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.
<b>Status</b>	Extended to following Academic Year
<b>Action Plan</b>	<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>
<b>Achievements</b>	<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>
<b>Resources Utilized</b>	<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>
<b>Goal Continuation</b>	Once approved, the strategic plan will be implemented and monitored, and progress will be assessed.
<b>Goal Upcoming Plans</b>	Creation of a standing group to monitor implementation of the strategic plan.
<b>Resources Needed</b>	None beyond those above
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 3 - Top-50 Research Productivity

<b>Goal Statement</b>	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.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Strong development of knowledge and academic reputation.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<ol style="list-style-type: none"> <li>1. Reward faculty publication in top-50 law reviews and top-5 specialty publications within a field.</li> <li>2. Nominate top research faculty for available endowed chairs.</li> <li>3. Provide excellent administrative support and student research assistance.</li> </ol>
<b>Achievements</b>	<p>Number of top-50 and top-20 publications in 2019 is competitive with or better than most peers and peer aspirants.</p> <p>Three additional selected to fill vacant endowed chairs; two others nominated in Spring 2020.</p> <p>merit raises in 2020 will address some reward issues.</p>
<b>Resources Utilized</b>	Used existing resources only, along with merit pay package from University
<b>Goal Continuation</b>	Continued growth in quality and quantity of faculty scholarship is expected.
<b>Goal Upcoming Plans</b>	Continue to reward top-50 publications and major books.
<b>Resources Needed</b>	No new resources.
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 4 - Develop Revenue Sources beyond JD Tuition

<b>Goal Statement</b>	Provide legal education to a larger population including individuals who do not intend to practice law.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Spurring Knowledge and Creation</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Improves public knowledge of the law. Provides additional resources to make law school financially accessible to qualified JD students.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<ol style="list-style-type: none"> <li>1. Develop academic programs for certificates or master's degrees in health Systems Law.</li> <li>2. Obtain all necessary approvals.</li> <li>3. Hire director of non-JD graduate study.</li> <li>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.</li> <li>5. Host a series of multi-day boot camps to build reputation.</li> <li>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.</li> </ol>
<b>Achievements</b>	Implement Kennedy & Co. recommendation to create non-JD degree and certificate programs in health law. Cybersecurity Task Force creates regional and national reputation of law school in the field, prior to implementing degree and certificate programs.
<b>Resources Utilized</b>	All work has been performed with existing staff and faculty resources. Future implementation will require additional personnel. Initial funding will be out of carry forward, then from program income.
<b>Goal Continuation</b>	State program approval for health law programs obtained in March 2020. Next step is to hire program director to implement first year.
<b>Goal Upcoming Plans</b>	<ol style="list-style-type: none"> <li>1. Hire director of non-JD programs</li> <li>2. Hire non-tenure track and adjunct faculty</li> <li>3. Begin course development</li> </ol>
<b>Resources Needed</b>	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.

# Goals - Real Time

Goal Notes	
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## **Goals - Looking Ahead**

**No goals have been entered for this section.**

# Academic Programs

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## 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 17, 2020; Effective March 2020-21; Ranked 96 of 194.

Subject area rankings (US News & World Report):

Trial Advocacy 36 (31 in 2019)  
Clinics 39 (40 in 2019)  
Tax Law 55 (91 in 2019)  
Health Law 61 (86 in 2019)  
Environmental Law 63 (50 in 2019)  
Legal Writing 70 (42 in 2019)  
Criminal Law 74 (unranked in 2019)  
Business/Corporate Law 83 (unranked in 2019)  
Contracts/Commercial Law 86 (unranked in 2019)  
Constitutional Law 93 (unranked in 2019)  
International Law 103 (105 in 2019)  
Intellectual Property Law 114 (124 in 2019)

## 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 modern 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:

# Academic Programs

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- 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 Spring 2020, with the COVID19 virus, the school was able to convert to 100% virtual classroom instruction in one week.

## 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.*

None. The Masters of Studies in Law, Health System Law, and the Certificate in Health Law Compliance received CHE final approval in March 2020.

## Program Terminations

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

None



# Academic Initiatives

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## Experiential Learning for Undergraduates

*Initiatives, improvements, challenges, and progress with Experiential Learning at the Undergraduate 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 2019-2020 course offerings include 26 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.

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.

## Experiential Learning For Graduate Students

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

All School of Law programs are graduate level study

## Affordability

*Assessment of affordability and efforts to address affordability.*

The School of Law tuition and fees had been among the highest for public law school in the Southeast. In 2019, legislative funding allowed the School to reduce resident tuition by \$5,000, bring resident tuition in line with resident tuition at UNC and about \$5000 higher than at UGA.

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 \$10-15,000 per year below our net cost.

# Academic Initiatives

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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 UofSC 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. Faculty are frequently contacted by national media to discuss issues, including employment law, rural development, education law, and rule of law. Between July and December 2019, there were 1017 news mentions of law faculty, 91% of which were out-of-state. Articles in *The Conversation* had 40,655 reads.

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 and has resulted in the School hosting a major, national ABA estate planning conference each summer..

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.

In Summer 2020, the Palmetto LEADER bus, a mobile law office, will begin to travel through South Carolina and providing legal services to rural South Carolina through the efforts of law students and lawyers.

## 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. Diversity is also a challenge, both with regard to faculty hiring, especially of African Americans, and with regard to the student body, which currently is 20% non-white. The lack of regular merit pay increases is also a challenge to faculty and staff morale.

# Faculty Population

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## Faculty Employment by Track and Title

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

**Table 1. Faculty Employment by Track and Title.**

	Fall 2019	Fall 2018	Fall 2017
<b>Tenure-track Faculty</b>	37	37	40
Professor, with tenure	18	18	19
Associate Professor, with tenure	10	8	7
Assistant Professor	9	11	14
Librarian, with tenure	0	0	0
<b>Research Faculty</b>	0	0	0
Research Professor	0	0	0
Research Associate Professor	0	0	0
Research Assistant Professor	0	0	0
<b>Clinical/instructional Faculty</b>	10	9	8
Clinical Professor	0	0	0
Clinical Associate Professor	0	0	0
Clinical Assistant Professor	0	0	0
Instructor	10	9	8
Lecturer	0	0	0
Visiting	0	0	0
<b>Adjunct Faculty</b>	39	27	26

# Faculty Population

## Faculty Diversity by Gender and Race/Ethnicity

Note: UofSC follows US Department of Education IPEDS/ National Center for Education Statistics guidance for collecting and reporting race and ethnicity. See [https://nces.ed.gov/ipeds/Section/collecting\\_re](https://nces.ed.gov/ipeds/Section/collecting_re)

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

	<b>Fall 2019</b>	<b>Fall 2018</b>	<b>Fall 2017</b>
<b>Gender</b>	47	46	48
Female	22	22	23
Male	25	24	25
<b>Race/Ethnicity</b>	47	46	48
American Indian/Alaska Native	0	0	0
Asian	4	3	3
Black or African American	2	1	1
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	1	1
Unknown Race/Ethnicity	0	0	0
White	41	41	43

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

# Faculty Population

## Illustration 1. Faculty Diversity by Gender

### 2019 Faculty Gender

Male Female



### 2018 Faculty Gender

Male Female



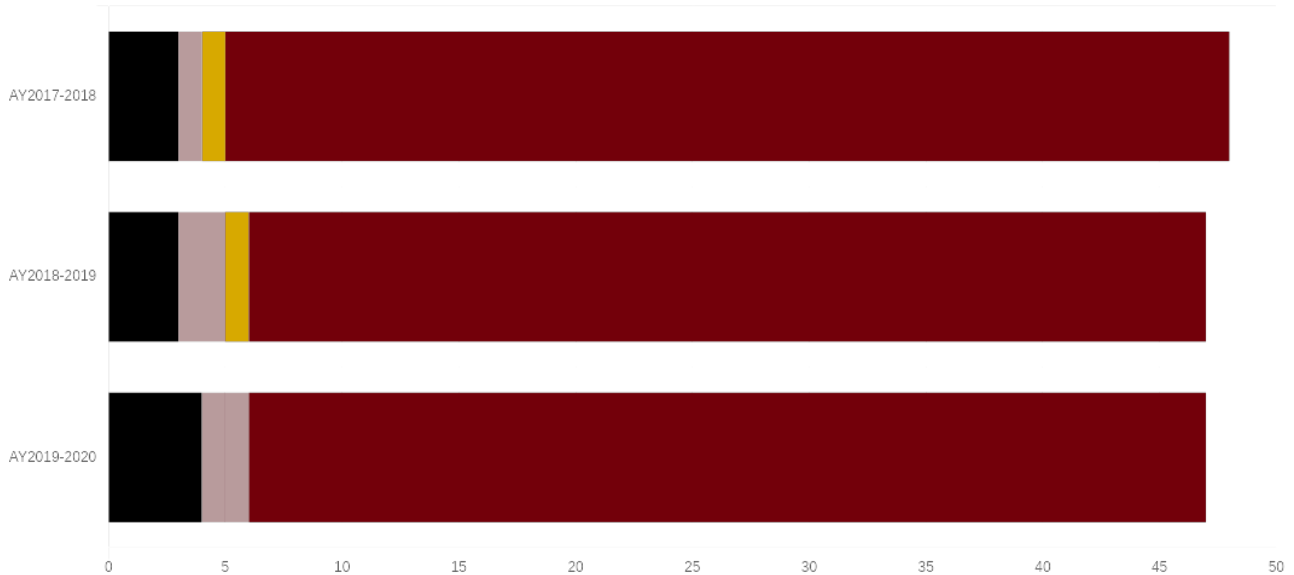
### 2017 Faculty Gender

Male Female



## Illustration 2. Faculty Diversity by Race & Ethnicity

American Indian/Alaskan Native Asian Black Hispanic Native Hawaiian or Other Pacific Islander Nonresident Alien  
Two Or More Races Unknown Race White



# Faculty Information

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## Research and Scholarly Activity

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

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

No standard measure of faculty research productivity exists in the field of law. We believe a fair measure of outstanding scholarship is publication of articles in top-50 law reviews or top-5 specialty journals and publication of books. Law review prestige is measured by the Washington & Lee ranking of law reviews. In 2019, the total number of law review articles published by South Carolina faculty was 36, up from 27 in the prior year; top-50 placements rose from 17 to 18; top-5 specialty journal placements were 9, up from 12 in the prior year; and faculty published five books, up from 2 in the prior year. No uniform comparative data with other school is available, but we have gathered comparable data from information on web sites of three other law schools. By comparison, the University of Missouri (US News ranked #67) reports 13 articles, 1 top-50, 4 top-5 specialty, and 2 books in 2019. The University of Georgia (US News ranked #31) reports 19 articles, 11 top-50, and 2 top-5 specialty in 2019. The University of Nevada-Las Vegas (US News ranked #62) reports 30 articles, 6 top-50, 5 top-5 specialty, and 1 book in 2019.

Examples of individual faculty scholarly activities and recognitions include the following:

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

Clair Raj and Emily Suski: Co-Executive Editors, *Journal of Law and Education*

Jacyln Cherry and Wadie Said: member, American Law Institute.

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

Marie Boyd: Member, Editorial Advisory Board, *The Food and Drug Law Journal*

Josh Eagle, Member, National Academies of Sciences, Engineering, and Medicine Committee on the Use of Limited Access Privilege Programs in Mixed-Use Fisheries

Two primary challenges to continued reputational growth for institutional research are (1) the lack of regular merit raises with which to reward exceptional research and incentivize others;

# Faculty Information

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and (2) the lack of sufficient resources to publicize faculty research at the level typically seen in peer and peer aspirant schools. Efforts were made this past year to redirect some funding to informational mailings directed toward likely US News voters and to focus on collective excellence of the faculty, without sacrificing publicity of individual accomplishment. The one-time merit pay raise will likely be directed toward rewarding research and teaching excellence and to restore distinctions lost through implementation of the compression package.

## 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.

Three research faculty were selected for vacant endowed chairs (one previously held another chair), and two more will be nominated for chairs in 2020.

## 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.

# Faculty Information

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

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

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

**Table 4. Faculty-to-Student Ratio.**

	<b>Fall 2019</b>	<b>Fall 2018</b>	<b>Fall 2017</b>
<b>Analysis of Ratio</b>	01:10.6	01:11.5	1:7.9

## 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 ration that now exists.

# Student Recruiting and Retention

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## 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

# Student Recruiting and Retention

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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 UofSC's Office of Institutional Research, Assessment, and Analytics.

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

## Student Enrollment by Level & Classification

**Table 5. Student Enrollment by Level & Classification.**

	Fall 2019	Fall 2018	Fall 2017
<b>Undergraduate Enrollment</b>			
Freshman	0	0	0
Sophomore	0	0	0
Junior	0	0	0
Senior	0	0	0
<b>Sub Total</b>	0	0	0
<b>Graduate Enrollment</b>			
Masters	0	0	0
Doctoral	0	0	0
Graduate Certificate	0	0	0
<b>Sub Total</b>	0	0	0
<b>Professional Enrollment</b>			
Medicine	0	0	0
Law	634	631	619
PharmD	0	0	0
<b>Sub Total</b>	634	631	619
<b>Total Enrollment (All Levels)</b>	634	631	619

# Student Enrollment & Outcomes

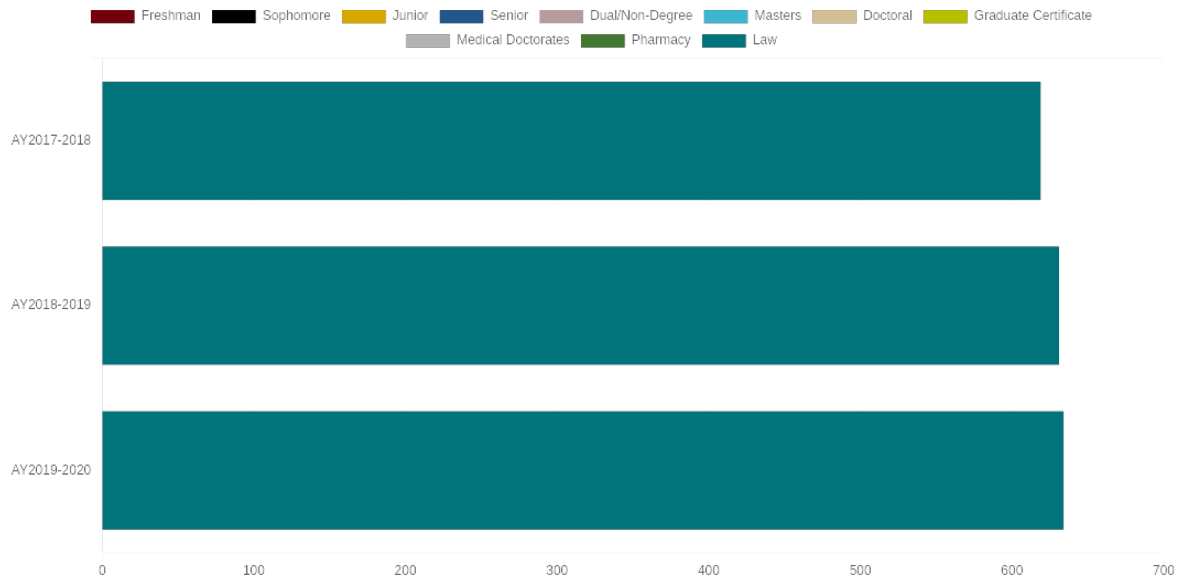
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## **Illustration 3. Undergraduate Student Enrollment by Classification**

## **Illustration 4. Graduate/Professional Student Enrollment by Classification**

# Student Enrollment & Outcomes

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



## Enrollment by Time Status

**Table 6. Student Enrollment by Level and Time Status.**

	Fall 2019	Fall 2018	Fall 2017
<b>Undergraduate</b>	0	0	0
Full-Time	0	0	0
Part-Time	0	0	0
<b>Graduate/Professional</b>	634	631	619
Full-Time	633	631	619
Part-Time	1	0	0
<b>Total - All Levels</b>	634	631	619
Full-Time	633	631	619
Part-Time	1	0	0

# Student Enrollment & Outcomes

## Student Diversity by Gender

Table 7. Student Enrollment by Gender.

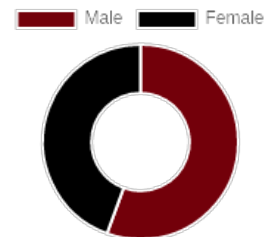
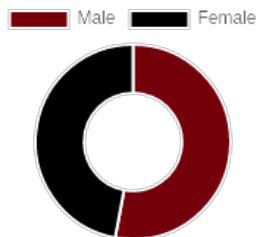
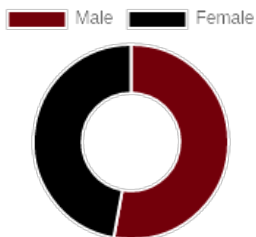
	Fall 2019	Fall 2018	Fall 2017
<b>Undergraduate</b>	0	0	0
Female	0	0	0
Male	0	0	0
<b>Graduate/Professional</b>	634	631	619
Female	299	297	275
Male	335	334	344

Illustration 6. Undergraduate Student Diversity by Gender

2019 Undergrad Gender    2018 Undergrad Gender    2017 Undergrad Gender

Illustration 7. Graduate/Professional Student Diversity by Gender

2019 Graduate Gender    2018 Graduate Gender    2017 Graduate Gender



# Student Enrollment & Outcomes

## Student Diversity by Race/Ethnicity

**Table 8. Student Enrollment by Race/Ethnicity.**

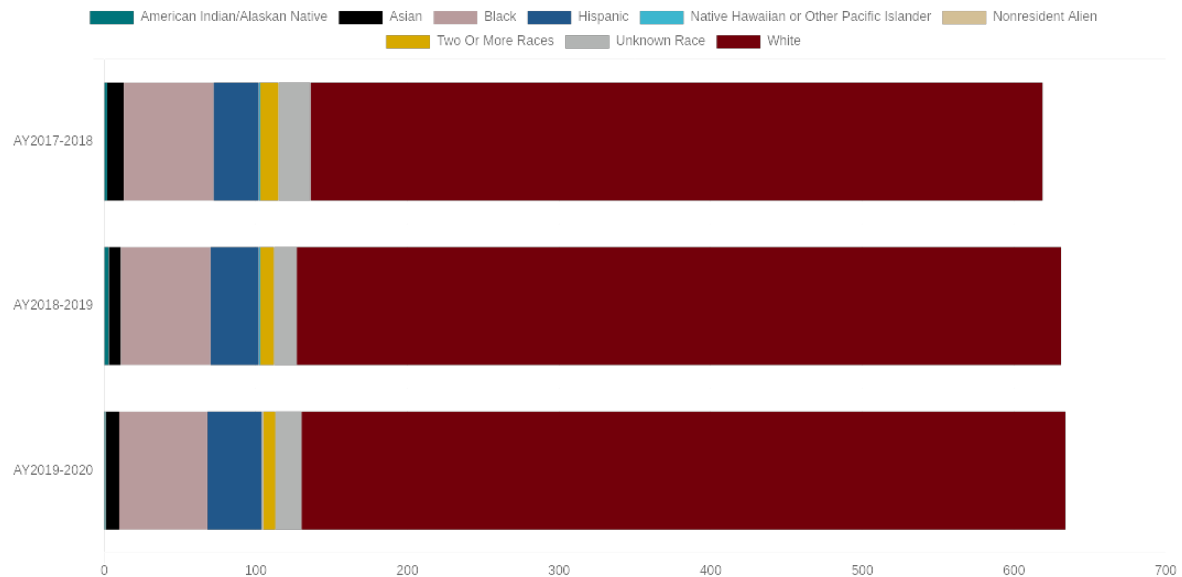
	Fall 2019	Fall 2018	Fall 2017
<b>Undergraduate</b>	0	634	0
American Indian/Alaska Native	0	0	0
Asian	0	0	0
Black or African	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	0	0	0
Two or More Races	0	0	0
Unknown Race/Ethnicity	0	0	0
White	0	0	0
<b>Graduate/Professional</b>		631	619
American Indian/Alaska Native	1	3	2
Asian	9	8	11
Black or African	58	59	59
Hispanic or Latino	36	32	30
Native Hawaiian or Other Pacific Islander	0	1	1
Nonresident Alien	1	0	0
Two or More Races	8	9	12
Unknown Race/Ethnicity	17	15	21
White	504	504	483



# Student Enrollment & Outcomes

**Illustration 8. Undergraduate Student Diversity by Race/Ethnicity**

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



# Student Enrollment & Outcomes

## Undergraduate Retention

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

	<b>First Year</b>	<b>Second Year</b>
<b>Fall 2017 Cohort</b>	<b>0%</b>	<b>N/A</b>
<b>Fall 2016 Cohort</b>	<b>0%</b>	<b>N/A</b>
<b>Fall 2015 Cohort</b>	<b>0%</b>	<b>0%</b>
<b>Fall 2015 Cohort</b>	<b>0%</b>	<b>0%</b>

**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.**

	<b>Fall 2011</b>	<b>Fall 2010</b>	<b>Fall 2009</b>
<b>4-Year Same</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>4-Year Diff</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>4-Year Total</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>5-Year Same</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>5-Year Diff</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>5-Year Total</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>6-Year Same</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

# Student Enrollment & Outcomes

<b>6-Year Diff</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>6-Year Total</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

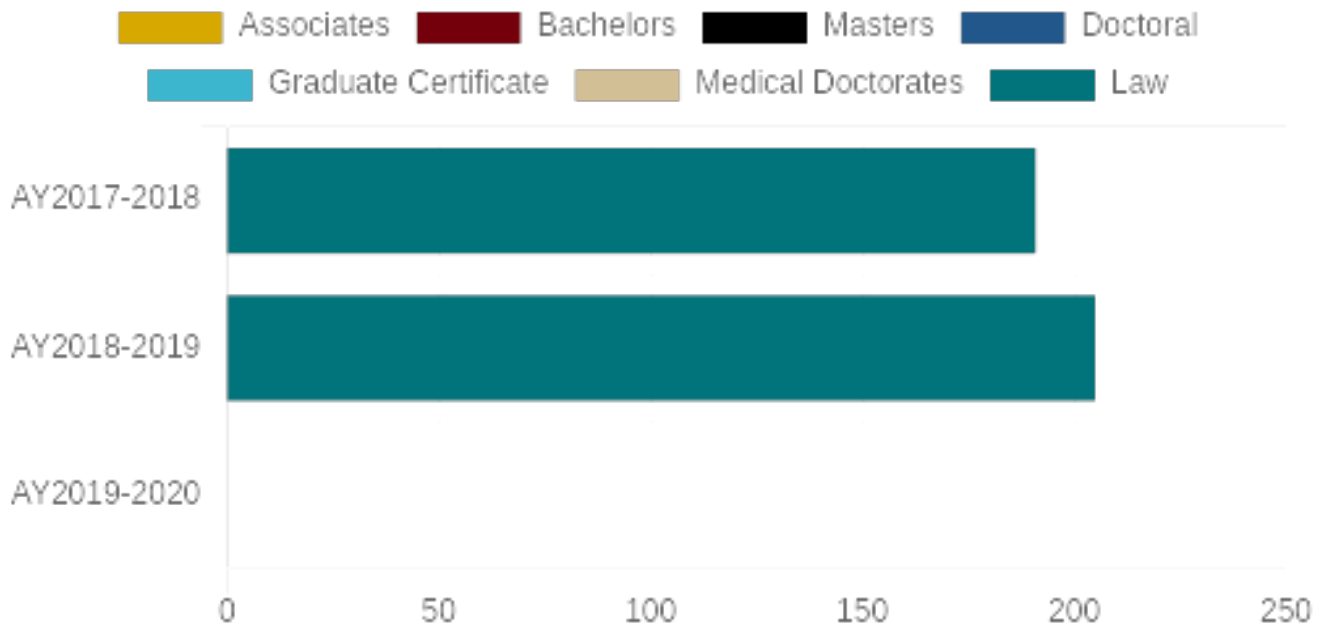
# Student Enrollment & Outcomes

## Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2019-2020	AY2018-2019	AY2017-2018
<b>Associates Degree</b>		0	0
<b>Bachelors</b>		0	0
<b>Masters</b>		0	0
<b>Doctoral</b>		0	0
<b>Medical</b>		0	0
<b>Law</b>		205	191
<b>Pharmacy Doctorate</b>		0	0
<b>Graduate Certificate</b>		0	0

Illustration 11. Degrees Awarded by Level



# Faculty Awards Nominations

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

## Other Award Nominations

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Gupta-kagan, Josh	Shanara Gilbert Award	ABA Section on Clinical Legal Education

# Faculty Awards Received

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

## Research Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Means, Benjamin	Outstanding Faculty Publication (Book)	School of Law
Raj, Clair	Outstanding Faculty Publication (Article)	School of Law
Welton, Shelley	2019-20 Haub Environmental Law Distinguished Junior Scholar	Pace Law School

# Faculty Awards Received

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## Service Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Wilcox, Robert	2019 DuRant Distinguished Public Service Award	SC Bar Foundation
Wilcox, Robert	Order of the Palmetto	Governor of South Carolina
Wilcox, Robert	John W. Williams Distinguished Service Award	Richland County Bar
Alford, Duncan	Outstanding Faculty Service Award	USC School of Law

# Faculty Awards Received

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## Teaching Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Bockman, Robert	Outstanding Faculty Member	School of Law
Wallace, Clint	Outstanding Classroom Teacher	School of Law



# Faculty Awards Received

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## Other Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Baker, Janice	G.G. Dowling Award	School of Law

# Alumni Engagement & Fundraising

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## Alumni

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

### Regional Receptions

1. Charlotte-August 12, 2019
2. Mount Pleasant-August 15, 2019
3. Rock Hill-October 16, 2019
4. Greenville-November 4, 2019 and February 28, 2020
5. Charleston-February 21, 2020
6. Columbia-June 10, 2020

### Reunions - September 26, 2019

1. 1974 Class Reunion
2. 1979 Class Reunion
3. 1984 Class Reunion
4. 1989 Class Reunion
5. 1994 Class Reunion
6. 1999 Class Reunion
7. 2004 Class Reunion
8. 2009 Class Reunion
9. 2014 Class Reunion

### Other Engagements

1. All Alumni CLE-September 26, 2019
2. All Alumni Tailgate-September 27, 2019
3. Citadel Admissions/Alumni-October 8, 2019
4. Scholarship Donor Reception-October 23, 2019
5. South Carolina International Law and Business Journal Reception-November 7, 2019
6. Furman Admissions/Alumni-February 27, 2020
7. Greenville Retirement Reception-February 28, 2020
8. Aiken Retirement Reception-March 19, 2020 (?)
9. Moot Court Final Arguments with Law Class of 1981-March 24, 2020-cancelled
10. Compleat Lawyer Awards-April 30, 2020
11. Law Alumni Council meetings - September 27 and April 23 (postponed)

### Volunteer

1. Alumni Admitted Student Project Volunteers
2. Reunion committee Volunteers
3. Young Alumni Council (YAC)
4. Law Alumni Council

# Alumni Engagement & Fundraising

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## Development, Fundraising and Gifts

*Substantial development initiatives and outcomes, including Fundraising and Gifts.*

The Law Reunion Giving program was introduced in the fall of 2019 to increase alumni participation to the Law Carolina Fund. This initiative is critical to acquire new donors and to increase participation.

The Rob and Lisa Wilcox Endowed Scholarship was established in the fall of 2019, as well, with a significant push to law firms and alumni to support this initiative.

Scholarship support continues to be the greatest need at the School of Law.

# Community Engagement

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## Community Engagements and Community - Based Activities

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

Orientation service project at more than a dozen 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, Richland County CASA and Allendale-Fairfax Education Foundation

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 11<sup>th</sup> 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. Maintained 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 hosted an MLK Day community program entitled "Black Women On the Frontlines of Freedom."

BLSA and Women in Law partnered in a 5K Run against Child Abuse, Community Halloween Carnival at law school

The Law Library provides legal reference services to members of the public and legal collections training for librarians across South Carolina.

The Legal Tech Seminar series provides free or low-cost continuing legal education at the intersection of law and technology. A Spring 2020 series focused on women speakers on legal

# Community Engagement

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technology.

Palmetto LEADER is a new bus, currently under construction, with two mobile law offices, staffed by students, which will partner with the Bar beginning in Summer 2020 to deliver legal services to indigent populations in rural South Carolina.

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 many initiatives. This year, however, we completed our first formal assessment of the impact of the Veterans Law Clinic in addressing access to justice for members of the veterans community. The full report is available on-line at [http://professionalism.law.sc.edu/docs/veterans\\_legal\\_clinic\\_report\\_2018\\_2019.pdf](http://professionalism.law.sc.edu/docs/veterans_legal_clinic_report_2018_2019.pdf).

## 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

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## Internal Collaborations

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

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

## External Collaborations

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

Seth Stoughton collaborated with Kyle McClean, Roger G. Dunham & Geoffrey P. Alpert as editors of *The Regulation of Police Violence*, in *Critical Issues in Policing: Contemporary Readings* (, eds., 8th ed.) (forthcoming 2020).

Ben Means collaborated with several co-authors in editing *Entrepreneurial Action in Family Controlled Companies* in *The Handbook on Law and Entrepreneurship in the United States* (Cambridge Univ. Press, forthcoming).

# Equity and Diversity Plan

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## **Improve Under-Represented Minority (URM) Student Enrollment**

The Office of Diversity and Inclusion participated in several pipeline events at the law school, including teaching mock law school classes for pre-law students attending the Southern Regional BLSA Retreat and a pre-law event sponsored by USC's Office of Pre-Professional Advising. The Office of Admissions hosted a workshop ("Navigating the Law School Pipeline") for pre-law advisors at the law school. (I served on the "Ingredients for Success in Law School and Practice" panel.) The Office of Diversity and Inclusion is planning a pipeline event at the law school for high school students in the Williamsburg County School District. Thirty-six students from three high schools will tour the law school and engage in a mock law school class. The Office of Diversity and Inclusion is in the early stages of developing a summer pre-law pipeline program for rising sophomores and juniors.

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

We are actively seeking URM faculty in both adjunct and full-time positions. The Associate Dean for Academic Affairs has ensured that all adjunct vacancies are published in ways likely to reach URM lawyers and reaches out to recruit potential candidates. The efforts are resulting in diversification as positions become available and are filled.

We currently lack funding to fill full-time faculty vacancies due to the initiatives of the Board this past year. When hiring, we seek to interview URM candidates and frequently extend offers. These faculty, however, are heavily recruited by other schools as well, and we have struggled to hire African Americans in particular. We have had some success recruiting other faculty of color. This past year we hired an African-American male as a visiting faculty member.

## **Enhance Outcomes For URM Undergraduate and Graduate/Professional Students**

The Office of Diversity and Inclusion and the D&I Task Force 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.

To ensure that students do not fall behind due to food insecurity, the Office of Diversity and Inclusion and Student D&I Task Force continues to oversee 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. This year, one of the first-year sections raised \$1750 for the Pantry. These funds will be used to keep the Pantry stocked, in addition to donated items.

# Equity and Diversity Plan

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

During the first semester of law school, a pass/fail course introduces students to the variety of job possibilities that accompany a JD degree. This program is especially valuable to students who do not have a family background with experience in the legal profession, and it is accompanied by a formal mentoring program that matches students with diverse teams of lawyer and judge mentors. The School has made an intentional effort to provide a diverse group of presenters to the class so that students can find people to whom they relate.

The school participates in national and regional minority law consortia to provide URM students with a specific opportunity to interview with law firms. The Associate Dean also connects with law firms and the local Bar to enhance the success of our graduates.

A strong academic assistance program provides free, voluntary bar preparation assistance to students and to graduates who initially fail the bar exam.

To ensure that students with financial need can present themselves professionally at interviews, the Offices of Diversity and Inclusion and Faculty Development began a Suits for Success program to provide interviewing and work attire for students who may not be able to afford it. To build inventory and normalize the program, the Office of Diversity and Inclusion and Student D&I Task Force hosted a professional clothing drive and swap. The Office of Diversity and Inclusion and Law School Transparency, a nonprofit consumer advocacy and education organization concerning the U.S. legal profession, co-hosted a workshop at the law school to discuss diversity and inclusion criteria to be included in Law School Transparency's Index on Access, Affordability, and Innovation. The workshop brought together law students, lawyers, and professionals working in the field of legal education to discuss topics ranging from gender and racial representation to tuition transparency to financial counseling.

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

The Associate Dean for Diversity and Inclusion continues to work with the Student Diversity and Inclusion Task Force to identify areas of interest and concern within the student body. The task force board, which is comprised of representatives from the Student Bar Association and law school affinity groups, meets on a biweekly basis and partners with the Associate Dean to host speaker events and engagement opportunities for the law school community.

In the late summer, the Office of Diversity and Inclusion facilitated a Privilege and Identity Workshop for student leaders and students serving as Peer Mentors for the incoming class of law students. Prior to Orientation, the Office of Diversity and Inclusion facilitated a Diversity and Inclusion activity for students from underrepresented groups at the Minority Law Students Orientation, hosted by the Black Law Students Association and the D&I Task Force. During Orientation, the Office of Diversity and Inclusion facilitated a Diversity and Inclusion activity for the incoming class of law students. The Office of Diversity and Inclusion and the D&I Task



# Equity and Diversity Plan

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Force hosted three Coffee and Donut Breaks and one Snack Break. The Breaks provide opportunities for students, faculty, and staff to interact and build a sense of community within the law school. Additional Breaks are scheduled for the spring semester after regularly scheduled classes have reconvened. The Office of Diversity and Inclusion and the D&I Task Force hosted a workshop to discuss the challenges of communicating in today's polarized society. The workshop, "Small Actions, Big Consequences," was led by the Office of Multicultural Student Affairs. A second workshop, "LGBTQ+ 101," is on the calendar, but will need to be rescheduled after regularly scheduled classes have reconvened. The Student D&I Task Force and the Office of Diversity and Inclusion will host a Service Project Opportunity for the law student body this spring, after regularly scheduled classes have reconvened.

## Improve The Sense Of Inclusion Amongst All University Community Members

The law school and the Office of Multicultural Affairs cohosted "Love Wins," a presentation by Jim Obergefell, the plaintiff in *Obergefell v. Hodges*, a landmark civil rights case in which the U.S. Supreme Court held that same-sex marriage is a constitutionally protected right. The Offices of Diversity and Inclusion and Faculty Development hosted a lecture series on inclusive teaching pedagogy, bringing two teaching experts to the law school. Professor Kris Franklin (New York Law School) gave a presentation on assessment methods; Professor Rory Bahadur (Washburn University School of Law) gave a presentation on active learning. Both presentations were well received. The Office of Diversity and Inclusion and the D&I Task Force, together with the American Constitution Society, Black Law Students Association, Federalist Society, and South Carolina Association of Criminal Defense Lawyers USC, hosted a Law School Movie Night at the Nickelodeon Theater, at which participants viewed a special screening of "Just Mercy." After the movie, the packed theater enjoyed remarks made by Byron Gipson (Fifth Circuit Solicitor) and Colin Miller (Co-Host of the "Undisclosed Podcast").

The Office of Diversity and Inclusion and Law School Transparency, a nonprofit consumer advocacy and education organization concerning the U.S. legal profession, cohosted a workshop at the law school to discuss diversity and inclusion criteria to be included in Law School Transparency's Index on Access, Affordability, and Innovation. The workshop brought together law students, lawyers, and professionals working in the field of legal education to discuss topics ranging from gender and racial representation to tuition transparency to financial counseling.

# Concluding Remarks

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## 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.*

The Veterans Law Clinic provided indigent veterans and their families with more than 3300 hours of free legal assistance in AY 2018-19.

The School of Law's Mock Trial team finished the past academic year ranked #4 in the nation and is in position to be highly ranked again this year.

Experts involved in training programs at the National Advocacy Center now provide periodic lectures to law students on important legal issues of national importance and teach two courses for UofSC law students. These are opportunities not available anywhere else.

Our environmental and energy law program includes a Maymester Course in London and is the only course taught by an American law school in an English Inn of Court. The program also includes an intensive week-long Coastal Law Laboratory housed at Baruch, which provides students with unmatched experiential learning in the field.

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

PalmettoLEADER will soon carry legal services to rural SC through a bus with two mobile fully-equipped law offices.

# Appendix 3. Research & Scholarly Activity

# Office of Research IT and Data Management Office

## School of Law Summary of Awards

SAM ACTIVITY	FY2015	FY2016	FY2017	FY2018	FY2019	% Change Avg. (15-18) & 2019
<b>Division Award Totals</b>	<b>8,949,454</b>	<b>6,212,111</b>	<b>5,164,512</b>	<b>5,341,398</b>	<b>12,430,087</b>	<b>93.7</b>
<b>Unit Totals</b>						
Children's Law Center	4,264,229	5,916,878	5,158,412	5,228,235	5,497,764	6.9
Law – Dean's Office	4,685,225	295,233	6,100	113,163	6,932,323	443.7
<b>Source</b>						
Federal	8,634,074	5,324,576	4,133,044	4,650,193	10,187,621	79.2
Private	90,380	187,936	82,499	136,698	1,540,116	1137.6
State/Local	225,000	699,599	948,969	554,237	702,350	15.7
<b>Proposals</b>						
Submissions	17	12	16	25	23	31.4
Dollars Requested	8,337,030	1,556,244	5,185,669	8,178,354	9,886,158	70.0

