

# Executive Summary

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## Blueprint for Academic Excellence College of Social Work AY2018-2019

### Introduction

The academic year 2016-17 was a transition year for the College of Social Work, with an interim, part-time dean. Hiring was suspended, affecting our ability to mount courses and, thus, enroll our desired numbers of students. MSW enrollment fell below 500 students, from a high of 630. The permanent dean arrived in summer, 2017, and began a process of reinvigoration and reorganization to maximize resources. We hired a MSW-level recruiter and a communications manager. The dean instituted a serenade subcommittee of the Faculty Recruitment Committee to attract more senior scholars. The number of faculty applications increased markedly, the majority from top-10-ranked schools of social work. Enrollment for the 2018-19 academic year is ahead of previous schedules. Ronald Pitner became the Academic Dean for Curriculum and has reorganized this office.

### Highlights

Our local, national, and international profiles have increased as the number and quality of publications have increased. Faculty members have been recognized by invitations to present at the United Nations and the US Congress and by national media coverage via opinion/editorials, etc. The college sponsored its first symposium, co-sponsored by all other USC health science units, to an audience of over 150 providers and policy makers from around the state.

Sarah GehlertDean

*Sarah Gehlert*



UNIVERSITY OF  
**SOUTH CAROLINA**  
College of Social Work

# Blueprint for Academic Excellence

## College of Social Work

### AY2018-2019

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# Foundation for Academic Excellence

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## **Mission Statement**

The mission of the College of Social Work is to promote social well-being and social justice with vulnerable populations through dynamic teaching, research, and service conducted in collaboration with diverse people of South Carolina, the nation, and the international community.

Updated: 03/14/2018

## **Vision Statement**

The vision of the College of Social Work is to lead collaborative social change to promote sustainable equity and well-being in South Carolina and beyond.

Updated: 03/14/2018

## **Values**

The University of South Carolina Carolinian Creed provides guidelines for faculty, staff and students along with policies and procedures.

<https://www.sa.sc.edu/creed/>

The National Association of Social Work Code of Ethics is intended to serve as a guide for the everyday professional conduct of social workers and is embedded in our curricula. Faculty, staff and students who serve as social work professionals are held to this standard.

<http://www.naswdc.org/pubs/code/default.asp>

Updated: 03/14/2018

# Goals - Looking Back

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Goals for the College of Social Work for the previous Academic Year.

# Goals - Real Time

Goals for the College of Social Work that are in progress for AY2018-2019.

## Goal 1 - Increase College capacity building and sustainability

<b>Goal Statement</b>	Increase College capacity building & sustainability
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</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>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	
<b>Action Plan</b>	<p>In order to increase our number of students and ensure that they are of the highest quality, the College of Social Work instituted a new Admissions Committee to oversee individual recruiting efforts by the BSW, MSW, and PhD Program Committees and to ensure that their activities were coordinated to help us to reach the overall goals of the college. We likewise hired a full-time recruiter with an MSW degree from the college to promote the college and increase enrollment in our MSW program. Together, the Admissions Committee and recruiter have sped our process of advertising the three programs and vetting applications. This has resulted in more applications at an earlier date than in any prior year. The recruiter has also been instrumental in restructuring our processes to make data more readily available for course planning purposes. In a separate action, the college instituted a new position, after consulting with administrators of the top five schools of social work in the country. Our first Assistant Dean for Students was hired in March of 2018. Aside from her primary duty of preventing the development of student problems, addressing them before they become problematical, and thus freeing the Associate Dean for Curriculum to address other duties, the Assistant Dean for Students will assist with enrollment management at the BSW, MSW, and PhD levels.</p> <p>Because of the number of positions for which the college is recruiting, after a year-long moratorium on hiring, the dean expanded the search committee to include both junior and senior faculty. In addition, she created a serenade subcommittee to attract (and eventually recruit and hire) highly accomplished, senior faculty. That effort has resulted in three outstanding applicants.</p>
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

## Goal 2 - Increase proportion of course sections taught by full-time faculty

<b>Goal Statement</b>	Increase proportion of course sections taught by full-time faculty by hiring additional clinical faculty members
<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>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	
<b>Action Plan</b>	<p>We changed the title and role of the existing Associate Dean for Academic and Student Affairs to the Associate Dean for Curriculum to allow for an exclusive focus on curriculum. To encourage faculty to teach foundational courses, he met with them to explain the ways in which it benefits the students. We upgraded a staff position to the Assistant Dean for Assessment and Curriculum to assist the Associate Dean for Curriculum with managing curriculum. The position also serves as our interface with the Council on Social Work Education (CSWE), which accredits our BSW and MSW Programs. One of their requirements is that a school 's full-time/part-time ratio be a minimum of 50% full-time. (Our ratios have been as low as 25% full-time at the BSW level and 30% full-time at the MSW level.) The Assistant Dean for Assessment and Curriculum collected data comparing our ratios with peer and peer aspirant universities so that we can adjust the size of our classes to meet those standards. Because of these efforts, we have increased many classes sizes from 20 to 25 students and reduced the numbers of electives offered. In addition, we are phasing out two of our five specialization tracks due to very low enrollment. The dean also enforced the college's course buy-out policy, which resulted in more full-time faculty teaching courses.</p>
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

**Goal 3 - Increase effectiveness and efficiency of administrative processes, including possible restructuring**

<b>Goal Statement</b>	Increase effectiveness and efficiency of administrative processes, including possible restructuring
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Spurring Knowledge and Creation</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	
<b>Action Plan</b>	After consultation with the university's Division of Human Resources, we have instituted a new organizational structure (see supplemental materials), to operate more efficiently. In addition to the changes noted above for the Associate Dean for Curriculum, the Assistant Dean for Assessment and Curriculum, and Assistant Dean for Students, among other changes, we appointed an Associate Dean for Faculty and Research and upgraded a staff position to Assistant Dean for Finance and Administration. We conducted the first combined faculty and staff retreat with a focus on creating a diverse and accepting environment. Faculty and staff members were randomly assigned to tables, seated to facilitate interaction, and asked to provide feedback about their perceptions of the college climate and to create a set of concrete action steps to address challenges. We have begun working on the top five (as selected by faculty and staff members via an anonymous survey) challenges identified. Succession planning has now begun.
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	



#### Goal 4 - Increase and better coordinate external communication efforts

<b>Goal Statement</b>	To emphasize the importance of advertising our successes, the dean provided information to the faculty and staff from a January article in the Journal of Applied Research in Higher Education by Smith, et al. that compared the US News & World Report rankings of the 75 schools of social work with doctoral programs to an objective measure of their productivity (the H score) (see Appendix 1). The College of Social Work was the only one of the 75 schools whose reputation (number 47) was lower than its productivity (number 32). The University of Georgia, for example, was 32nd in reputation but 53rd in productivity. This gave us a target for change involving increasing our reputation. As one action to increase our exposure and improve our reputation, we hired a communications and social media specialist to develop a robust communication strategy, expand our social media and web presence, and align our website more closely with the university's design.
<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>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	
<b>Action Plan</b>	Improve marketing and communications with a web redesign, realignment of personnel, and recruitment of a graduate student recruiter and graphic designer to fill staff vacancies.
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

## Goal 5 - Enhance the student learning environment

<b>Goal Statement</b>	Enhance the student learning environment
<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>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	
<b>Action Plan</b>	<p>Compared to other schools of social work, the college has few out-of-the-classroom activities for students. The Student Empowerment Resource Group (SERG) has been our main vehicle for achieving this goal. The purpose of the group is to provide both personal and professional resources to improve the experiences of our students. The group petitioned and was granted the ability to self-govern.</p> <p>After noting that the college had only a 40% matriculation rate in its doctoral program, compared to the target of 80% by the Group for Doctoral Education in Social Work, the dean charged the PhD Committee with conducting a survey, of enrolled doctoral students, from which action steps were developed to address the academic concerns that were expressed. The dean also requested space in the adjacent portion of Hamilton to house doctoral students, because their current location is several blocks removed from the faculty and staff and provides a suboptimal work environment. To build community, the dean hosted at her home the college's first event for faculty and doctoral students. Our Giving Day mission this year is to increase support and programming for these and other students.</p>
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	We will increase fundraising efforts by broadening alumni and community engagement activities. We will seek additional budgetary support to increase available space for faculty, staff, and students to have sufficient space in which to establish relationships and build community.
<b>Goal Notes</b>	

# Goals - Looking Ahead

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Goals for the College of Social Work that are slated for the upcoming year.

## **Goal 1 - Increase College capacity building and sustainability**

<b>Goal Statement</b>	We will work closely with our new recruiter to develop innovative strategies for attracting students to the college.
<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>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	
<b>Action Plan</b>	The college will, for example, promote the advantages of face-to-face education. In the coming year, we plan to expand our focus to integrate BSW recruitment into our longstanding MSW recruiting activities. We will also develop strategies to recruit and retain doctoral students. These will all be systematized and synergized through our newly-appointed Admissions Committee.
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

## Goal 2 - Increase proportion of course sections taught by full-time faculty

<b>Goal Statement</b>	We will continue our efforts to align our part-time/full-time teaching ratios so that we are able to meet the 50% full-time teaching faculty ratio required by CSWE.
<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>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	
<b>Action Plan</b>	<p>We will focus on right-sizing sections and offering a robust but reduced number of electives.</p> <p>We also request the ability to hire additional faculty so that we can meet the 50% full-time teaching faculty ratio required by CSWE.</p>
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

**Goal 3 - Increase Effectiveness and Efficiency of Administrative Processes, Including Possible Restructuring**

<b>Goal Statement</b>	Continue to create a new organizational structure and adjust staffing for efficiency.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Spurring Knowledge and Creation</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	
<b>Action Plan</b>	We have completely reconfigured our organizational structure and continue to adjust staffing to meet our evolving needs.
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

#### Goal 4 - Increase national and international reputation

<b>Goal Statement</b>	To broaden community engagement, we will continue to develop a robust communication strategy and bring our online presence into compliance with the university.
<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>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	
<b>Action Plan</b>	To fully achieve this goal, we hope to obtain resources to hire a graphic designer. The dean is also placing greater emphasis on cultivating ways to enhance our reputation to align with our productivity
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

## Goal 5 - Enhance the Student Learning Environment

<b>Goal Statement</b>	In addition to continuing to invest resources in the Student Empowerment Resource Group (SERG), we plan to reenergize our doctoral program and evaluate BSW and MSW student services for potential improvements.
<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>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	
<b>Action Plan</b>	<p>To reenergize the doctoral program, a high priority is securing space, within Hamilton, to dedicate to the doctoral students. We will also be funding travel for a couple of outstanding applicants to attend an open house.</p> <p>Additionally, with the hire of the new Assistant Dean for Students, we will be evaluating our advisement and other student services processes and policies to improve the environment at all levels.</p>
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

# Academic Programs

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## Program Rankings

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

In the 2017 U.S. News & World Report rankings of the 75 graduate schools of social work with doctoral programs, the USC College of Social Work is was situated in 47th place. The score is based on a survey of deans, directors, and associate deans from peer institutions.

In an article entitled that was published in January of 2018 in the Journal of Applied Research in Higher Education, Smith, et al. compared the US News & World Report rankings of the 75 schools to an objective measure of their productivity (the H index) (see Appendix 1). The University of South Carolina, College of Social Work was the only one of the 75 schools whose productivity (#32) was higher than its reputation (#47). This highlights the importance of increasing our national recognition.

## Instructional Modalities

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

## 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.*

## Supplemental Info - Academic Programs

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



# Academic Initiatives

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## Experiential Learning for Undergraduates

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

The College of Social Work engages students in experiential learning in field internships, service-learning in courses and study abroad opportunities. In the following paragraphs, we will discuss these areas in terms of the college's initiatives, improvements, challenges, and progress.

### FIELD INTERNSHIPS

The field education component of the BSW curriculum is a significant component in preparing students for social work practice through the use of experiential learning.

### INITIATIVES

The College of Social Work works hard to expand partnerships in South Carolina, adjacent states, and internationally to support BSW students in field placements. In addition to local field placements, we have worked to develop field placement opportunities for students at the University of Aruba, Hanoi University (Vietnam) and Maharaja Sayajirao University of Baroda (Gujarat, India).

Another successful initiative is the Social Work Healthcare Education and Leadership Scholars (HEALS) program awarded by the Council on Social Work Education and the National Association of Social Workers. This 5-year award underpins a program (through the year 2020) that prepares two BSW and two MSW social work students in healthcare field placements per year. This positions them to become an integral part of a healthcare delivery team.

### IMPROVEMENTS

The Field Office continued to identify better ways to supervise students in BSW field placements for the 2017-2018 academic year. One way in which this was accomplished was by ensuring that supervisors hold BSW and MSW degrees. We also reorganized the office structure to allow greater efficiency and we anticipate that this will provide greater equity and inclusion of program offerings in the BSW field program.

### CHALLENGES

The College of Social Work engages in continual assessment and improvement through ongoing formal and informal evaluations, in addition to annual evaluations and feedback. Our goal is to develop and execute communication to ensure that students are aware of the role of field education in preparing them for their careers or for continuing their education upon completion of the BSW degree.

### PROGRESS

The field education schedule requires students to spend the equivalent of two full-time days per week in their assigned field organizations. For the 2017-2018 academic year, 92 BSW students participated in field education classes that require experiential learning: 44 juniors were in a field seminar course that required completion of 50 hours in a community setting (providing 2,200 hours of community service) and; 48 seniors were required to complete 450 hours in a community setting (providing 21,600 hours of community service). The combined service hours totaled 23,800 for the 2017-2018 academic year. If compensated at minimum wage (\$7.25), College of Social Work BSW students contributed approximately \$172,550 to the South

Carolina economy.

## **STUDY ABROAD**

### **INITIATIVES**

The College of Social Work offered three study-abroad opportunities during the 2017-2018 academic year. Five students participated in a faculty-led study abroad to the Maharaja Sayajirao University of Baroda in India. A new field practicum in Equatorial Guinea, sponsored by Marathon Oil, was initiated, and a women's reproductive and health work alternative spring break in Santa Cruz, Bolivia was offered.

### **IMPROVEMENTS**

The College of Social Work is committed to locating funding to make study abroad more affordable. In addition, we plan to devise a communication plan to better advertise both the study abroad opportunities we offer and the income-based scholarships and grants that are available through the University's Global Carolina Office.

### **CHALLENGES**

Although much effort was expended in planning a trip to Bolivia for service learning, only two students demonstrated interest, rendering the trip unfeasible. We feel that cost was the prohibiting factor.

### **PROGRESS**

The College of Social Work completed one successful study abroad trip for 2017-2018. The Equatorial Guinea field internship was also a great success. Details are provided in the following section.

## **Experiential Learning For Graduate & Professional Students**

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

The College of Social Work engages MSW students in experiential in field internships, service learning, and study abroad. These areas will be discussed with respect to our unit's initiatives, improvements, challenges, and progress.

### **FIELD INTERNSHIPS**

The field education component of the MSW curriculum is a significant part of preparing students for social work practice and the workforce through the use of experiential learning.

## INITIATIVES:

The College of Social Work works hard to expand partnerships in South Carolina, adjacent states and internationally, to support MSW students in field placements. These efforts have included developing field placement opportunities for students at the University of Aruba, Hanoi University (Vietnam) and Maharaja Sayajirao University of Baroda (Gujarat, India).

Additionally, we have sought to enhance students' abilities to fine-tune their skillsets in placements by elevating interprofessional experiences in behavioral healthcare, as allied health is the wave of the future for our professions workforce. Foci are on the ways in which behavioral healthcare outcomes can be improved by better educating and training social work students, including evidence-based methods, such as motivational interviewing, SBIRT, IMPACT, and other forms of short-term intervention. Faculty acquired a \$1,679,592 training award from the Health Resources and Services Administration (HRSA) which is being used to expand our existing MSW field education program. A special training program was developed to prepare students for the behavioral health workforce and to work with medically underserved populations living in rural areas. The funding period for this award is 2017-2021.

Another successful initiative was the Social Work Healthcare Education and Leadership Scholars (HEALS) program awarded by the Council on Social Work Education and the National Association of Social Workers. This 5-year award underpins a program (through the year 2020) that prepares two BSW and two MSW social work students in healthcare field placements per year. This positions them to become an integral part of a healthcare delivery team.

Dr. Reitmeier, Director of Field Placement, was asked to serve in a practice role for the South Carolina HIV/AIDS Clinical Training Center/Vanderbilt - Inter-professional Education (IPE) contract awarded to Dr. Ahuja at the UofSC School of Medicine. This contract trains MSW students to work with physicians, nurses, and pharmacology students in treating patients in the Palmetto Health and University of South Carolina HIV clinic.

Finally, we were awarded an \$859,032 three-year Substance Abuse and Mental Health Services Administration grant in 2016 called HOPES (Health Occupations Providing Excellence in SBIRT) Program to train MSW students and their field instructors and preceptors in the use of SBIRT and live in field practicum sites in the community. Most innovative for 2017 was the inclusion of a direct observation assignment in SOWK 782 which requires MSW foundation level students to engage in a simulated exercise, demonstrating brief negotiated interviewing skills. Faculty completed 253 observations of simulated client roles. Overwhelmingly, students have responded well to this direct observation. We are training the community field supervisors of these students as well and hope to expand this training to BSW students in 2018-2019. This interdisciplinary effort, which began in 2016 and will continue through to 2019, also involves the College of Nursing and the School of Medicine.

## IMPROVEMENTS

The Field Office has worked toward identifying ways to better meet the needs of its volunteer base of over 400 field instructors and preceptors in their oversight of our students. To that end, we have introduced new webinars and interactive video roleplays to convey the more inspirational content needed for success in practice and with supervision.

## CHALLENGES

Student expectations regarding the requirements and demands of field placement are forever a challenge, but the College of Social Work continually fine-tunes its processes through ongoing evaluation and feedback to provide better ways of communicating to students the purpose and role of field education in obtaining the

MSW degree.

## PROGRESS

The field education schedule required students to spend the equivalent of two full-time days per week in their assigned field organization. For the 2017-2018 academic year, 424 MSW students participated in field education classes that required experiential learning: 166 foundation level MSW students each completed 424 practice hours in a community setting (providing 70,384 hours of community service) and; 258 advanced level students each completed 528 hours in a community setting (providing 136,224 hours of community service). The combined service hours totaled 206,608 for the 2017-2018 academic year. If compensated at minimum wage (\$7.25), College of Social Work MSW students contributed \$1,497,908 to the South Carolina economy.

## **SERVICE LEARNING COURSES AND STUDY ABROAD INITIATIVES**

The College of Social Work offered three study-abroad opportunities during the 2017-2018 academic year. Five students participated in a faculty-led study abroad to the Maharaja Sayajirao University of Baroda in India. A new field practicum in Equatorial Guinea, sponsored by MarathonOil was initiated, and a women's reproductive and health work alternative spring break in Santa Cruz, Bolivia was offered.

## IMPROVEMENTS

The College of Social Work is committed to locating funding to make study abroad more affordable. In addition, we plan to devise a communication plan to better advertise both the study abroad opportunities we offer and the income-based scholarships and grants that are available through the University's Global Carolina Office.

## CHALLENGES

Although much effort was expended in planning a trip to Bolivia for service learning, only two students demonstrated interest, rendering the trip unfeasible. We feel that cost was the prohibiting factor.

## PROGRESS

The College of Social Work completed one successful study abroad trip for 2017-2018 and successfully placed our first students in an international field placement in Equatorial Guinea in fall 2017.

## **Affordability**

*Assessment of affordability and efforts to address affordability.*

We are addressing the issue of affordability by offsetting costs through increased development efforts and

ensuring that grant proposals include stipends for graduate assistantships. Although tuition is slightly higher than other institutions in this region, we believe that our face-to-face instruction and extensive field experience provides superior training to social workers. We have also developed an online licensure preparation bundle that is available for a reduced cost to our alumni and current students. It is both affordable and available, to social workers throughout the state, who seek licensure as well.

## **Reputation Enhancement**

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

On February 15, 2018, Christina Andrews, a well recognized researcher on opioid misuse, was one of four individuals to provide oral testimony and answer questions at the hearing, "Opioid Epidemic: Implications for America's Workplaces," before the committee on Education and the Workforce, at the U.S. House of Representatives in Washington, DC.

In February 2018, Dr. Breanne Grace was invited to speak to the United Nations High Commissioner for Refugees (UNHCR) in Geneva, Switzerland, about durable solutions to long-term displacement in East Africa.

Dr. Houngh Nguyen and President Pastides visited Vietnam, where they signed a Memorandum of Understanding with Vietnam National University in Hanoi.

In 2017, the COSW hosted the induction ceremony at Society for Social Work and Research.

Hiring Dean Gehlert resulted in the American Academy of Social Work and Social Welfare (AASWSW) being housed at the College of Social Work. AASWSW is an honorific academy of the 129 most senior and productive scholars and policymakers in Social Work. Dean Gehlert is the only fellow (academy member) from an SEC school. It greatly raises the profile of COSW. She is the elected president and also on the Grand Challenges for Social Work Steering Committee, which resides under the Academy. The GCSW is guiding social work curricula.

Through internships, the COSW students provided 230,408 community service hours in which, at \$7.25 per hour, translates into \$1,670,458 for the South Carolina economy.

Dr. Terry Wolfer continues to collaborate on case methods publications and train faculty at other institutions of higher learning in this methodology.

## **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.*

## **Supplemental Info - Academic Initiatives**

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

# Faculty Population

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## Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

	<b>Fall 2017</b>	<b>Fall 2016</b>	<b>Fall 2015</b>
<b>Tenure-track Faculty</b>	23	22	24
<b>Professor, with tenure</b>	4	3	5
<b>Associate Professor, with tenure</b>	11	8	8
<b>Assistant Professor</b>	8	11	11
<b>Librarian, with tenure</b>	0	0	0
<b>Research Faculty</b>	3	3	5
<b>Research Professor</b>	1	1	1
<b>Research Associate Professor</b>	0	0	0
<b>Research Assistant Professor</b>	2	2	4
<b>Clinical/instructional Faculty</b>	9	9	7
<b>Clinical Professor</b>	0	0	0
<b>Clinical Associate Professor</b>	1	1	0
<b>Clinical Assistant Professor</b>	7	7	6
<b>Instructor</b>	0	0	1
<b>Lecturer</b>	1	1	0
<b>Visiting</b>	0	0	0
<b>Adjunct Faculty</b>	37	40	41

## 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](https://nces.ed.gov/ipeds/Section/collecting_re)

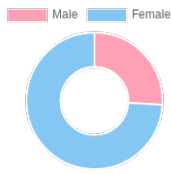
**Table 2. Faculty Diversity by Gender and Race/Ethnicity, Fall 2016, Fall 2015, and Fall 2014.**

	Fall 2017	Fall 2016	Fall 2015
<b>Gender</b>	37	36	40
<b>Female</b>	26	25	29
<b>Male</b>	11	11	11
<b>Race/Ethnicity</b>	37	36	40
<b>American Indian/Alaska Native</b>	0	0	0
<b>Asian</b>	4	3	4
<b>Black or African American</b>	4	5	5
<b>Hispanic or Latino</b>	0	0	0
<b>Native Hawaiian or Other Pacific Islander</b>	0	0	0
<b>Nonresident Alien</b>	1	1	1
<b>Two or More Races</b>	0	0	0
<b>Unknown Race/Ethnicity</b>	0	0	0
<b>White</b>	28	27	30

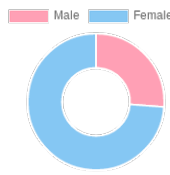
Illustrations 1 and 2 (below) portray this data visually.

### Illustration 1. Faculty Diversity by Gender

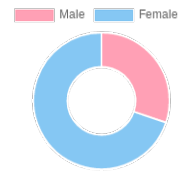
2017 Faculty Gender



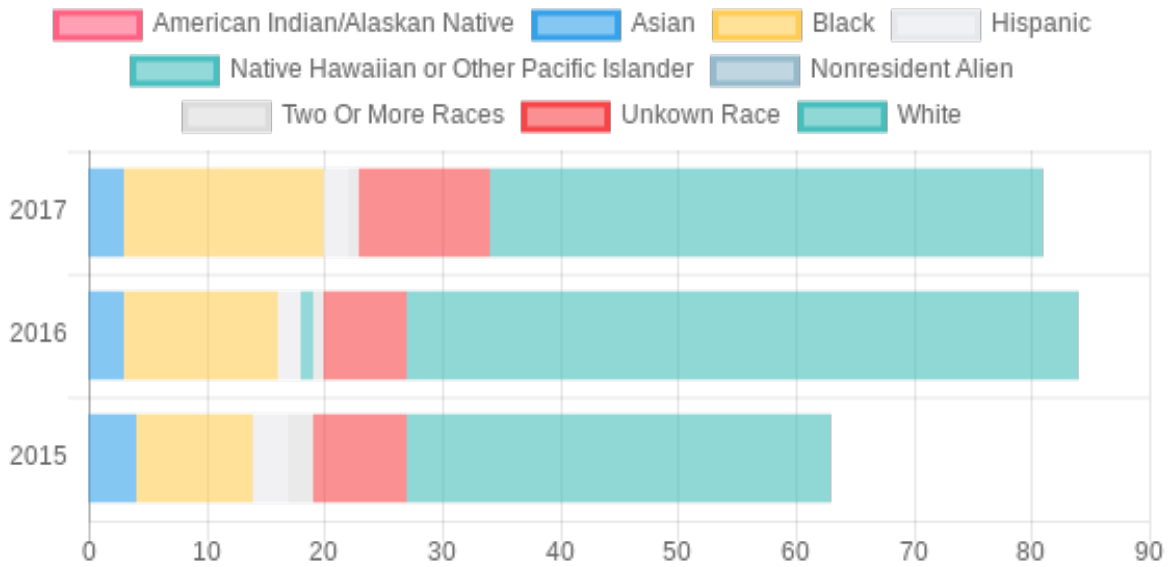
2016 Faculty Gender



2015 Faculty Gender



### Illustration 2. Faculty Diversity by Race & Ethnicity





# 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 in FY YYYY (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).*

*3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.*

Based on the most recent available data from the annual Blueprint of Academic Excellence, research productivity at College of Social Work seems to have continued to grow in the past few years, albeit not to the extent that we would like. In FY 2017, the College of Social Work launched a national dean search and hired Professor Sarah Gehlert to be the new dean, beginning in the summer of 2017. Given her extensive and significant history of external funding and scholarship, it is anticipated that she will have a very positive impact on the college's research and scholarly activity.

Research expenditures have more than doubled at the college since an Assistant Dean of Research was appointed in 2013 (at 207% of prior levels), and research dissemination products (books, chapters, articles, presentations, other products) are at 225% of their prior dissemination levels.

Increases in dissemination are particularly noteworthy for peer-reviewed publications (at 155% since 2013) and national/international conference presentations (at 194% since 2013). Most recently, at the 2017 conference of the Society for Social Work Research conference -- the premier research conference in our field -- College of Social Work faculty and students had a total of 39 accepted presentations. These are substantial faculty and student accomplishments given the historically low acceptance rates for this highly competitive conference. Current strengths of the research at College of Social Work include a focus on community engagement, interdisciplinary collaborations, and global partnerships.

The college faced a number of challenges during the 2016-2017 academic year that prevented faculty members from achieving their fullest research potential. Foremost, with the former dean's sudden departure and a vacancy in the office of Associate Dean for Academic Affairs, we lacked continuity in leadership, particularly around the college's unifying vision, credibility and engagement with community stakeholders, and management of college processes to assure adequate accountability of staff support for research activities. We anticipate this will be remedied with the summer 2017 start of Dean Gehlert at the college.

## Faculty Development

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

*Optional*

The College of Social Work is in the process of changing the incentive structure.

## Supplemental Info - Faculty

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

# Supplemental Academic Analytics Report

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

# Teaching

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## 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 2017, Fall 2016, and Fall 2015**

Fall 2017	Fall 2016	Fall 2015
1:13.2	1: 12.9	1:13.41

## Analysis of Ratio

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

The Council on Social Work Education (CSWE) is the national association that accredits BSW and MSW programs. Per CSWE's Educational Policy and Accreditation Standards (EPAS), programs are required to adhere to standards of performance. The BSW program is required to maintain a full-time equivalent faculty-to-student ratio of 1:25. The MSW program is required to maintain a full-time equivalent faculty-to-student ratio of 1:12. Additionally, faculty size is expected to be commensurate with the number and type of curricular offerings in class and field, number of program options, class size, number of students, advising, and the faculty's responsibilities of teaching, scholarly activity, and service. The BSW and MSW programs have made some progress in improving the overall faculty-to-student ratios. We continue to anticipate that CSWE will soon require that the majority (50% and higher) of courses/sections offered in each of the BSW and MSW programs be taught by full-time faculty. Given the number of students enrolled in the BSW and MSW programs currently combined with admission targets for the immediate future, we will need four tenure-track faculty members (in addition to replacing two retirees) and four clinical faculty members to comply with accreditation standards

# Faculty Awards Nominations

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Faculty nominated for the following awards in the categories of Research, Service, Teaching, or Other, during AY2017-2018.

## Research Award Nominations

Recipient(s)	Award	Organization
Seay, Kristen	Breakthrough Rising Star	AVP Research
Andrews, Christina	Excellence in Research Award	Society for Social Work and Research

## Service Award Nominations

Recipient(s)	Award	Organization
Foster, Kirk	Thomas Ehrlich Civically Engaged Faculty Award	Campus Compact Network

## Teaching Award Nominations

Recipient(s)	Award	Organization
Wright, Margriet	Dean's Teaching Innovation Award	College of Social Work
Seay, Kristin	Two Thumbs Up	Student Disability Services
Penney, Patrice	Dean's Teaching Innovation Award	College of Social Work
Leith, Katherine	Two Thumbs Up	Student Disability Services
Fram, Maryah	Mungo Graduate Teaching Award	University of South Carolina
DiNovo, Rhonda	Dean's Teaching Innovation Award	College of Social Work
DiNovo, Rhonda	Two Thumbs Up	Student Disability Services

# Faculty Awards Received

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*During AY2017-2018 faculty of COSW 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>
Andrews, Christina	Excellence in Research Award - Honorable Mention	Society of Social Work and Research

## Service Awards

Recipient(s)	Award	Organization
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## Teaching Awards

Recipient(s)	Award	Organization
Wrightf, Margriet	Dean's Teaching Innovation Award	College of Social Work
Seay, Kristen	Two Thumbs Up	Student Disability Services
Penney, Patrice	Dean's Teaching Innovation Award	College of Social Work
Leith, Katherine	Two Thumbs Up	Student Disability Services
DiNovo, Rhonda	Dean's Teaching Innovation Award	College of Social Work

# Student Recruiting and Retention

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## Student Recruitment

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

### PHD PROGRAM RECRUITMENT

PhD recruiting efforts this past year were small-scale but intensive and highly individualized. Given limited funding for PhD students, we emphasize the personal nature and fit of the PhD Program in our recruitment efforts.

The PhD web page serves as our primary method for disseminating information about the program and the new web page provides a significant upgrade. The Program Coordinator, Terry Wolfer, communicates personally with prospective applicants regarding the research focus of the program and how to submit a complete a competitive application to an R-1 institution. He also encourages prospects to reach out to faculty members with similar interests who might serve as mentors.

We use several traditional means for publicizing the program. For example, we distributed PhD program information at College of Social Work booths at Council on Social Work Education and Society for Social Work Research conferences and Dr. Wolfer followed up with people who expressed interest in the program. Last fall, Wolfer met with the Graduate School recruiter to advise him regarding recruiting materials and to provide program information which he disseminates at Graduate School recruiting sessions throughout the Southeast.

As part of the admissions process, the PhD Program Committee conducts screening interviews via Skype or telephone with admission prospects. For each interview, the PhD Program Committee assigns one Committee member and another faculty member with relevant research interests (if possible, a faculty member identified by the applicant). We view these interviews as both screening for admission and as part of our recruiting effort for competitive applicants. To subsidize or increase the number of College of Social Work funding packages, Dr. Wolfer solicits faculty colleagues for grant support of doctoral students.

As our major recruiting effort, we conduct an annual PhD Open House, a day-long event involving faculty and current PhD students. This event provides information about USC and the PhD program, the social work education job market, and tips for writing a competitive application. It introduces faculty members and their research projects and includes a diverse panel of current students to talk about their experience in the Program. Several faculty members meet with prospects in small groups to discuss prospects' research interests, how these might fit with College faculty, and how to articulate those interests in their applications. This year, we advertised the event for several months with a scrolling banner on the PhD web page and invited people to register for the event. In addition, we invited everyone who inquired about the PhD Program through the Graduate School web site or who contacted the College directly. We also advertised the event among our own MSW students and emailed flyers to nearby MSW programs (SC, NC, GA, and TN). This year's event hosted 22 prospective applicants.

This year, the PhD Committee nominated two applicants for Presidential Fellowships, USC's most prestigious award for incoming PhD students. By providing substantial funding and academic development opportunities, the Fellowship is intended to assist schools in luring the most competitive students to USC.

Currently, we are making a new effort to persuade applicants to enroll in our PhD Program by working to arrange campus visits by the applicants admitted for fall 2018. These visits will include meetings with prospective mentors and current students, and information about research and teaching resources on

campus.

A proposal has been submitted to conduct a 3-5 day summer seminar for prospective PhD students focused on the Grand Challenges. The seminar would be designed to stimulate participants' awareness of and interest in the Grand Challenges initiative and to imagine how they could contribute as future scholars. By hosting the seminar, we could get prospective students to visit campus, introduce them to faculty and current students, and begin to develop relationships that may encourage them to apply to our program. We are planning an inaugural 3-day camp for prospects in summer 2017. It will be thematically connected with the Social Work Grand Challenges, and emphasize the health challenge

## **MSW PROGRAM RECRUITMENT**

The College of Social work made a significant step forward and hired a full-time Student Recruiter in November 2017. She possesses both a BSW and an MSW, the first time we have had the advantage of having a recruiter with both of the professional degrees offered by the college. Since her hire, the recruiter has built upon and enhanced previous recruitment efforts, which included Interaction with over 400 prospective MSW students.

The recruiter, along with the MSW Program Coordinator, visited the following Universities and Colleges to meet with students and faculty: Augusta University, Claflin University, Coastal Carolina University, Columbia College, Furman University, Georgia Southern University, North Greenville University, South Carolina State University, University of South Carolina-Upstate. Our recruiter participated in MSW Graduate School Fairs at NC State University and North Carolina A&T University and presented to over 100 BSW students.

Three MSW Open Houses were held in the Fall of 2017 for the Advanced Standing, full-time and part-time MSW Programs, where members of our faculty, staff, and current students met and answered questions from prospective students. We identified accredited BSW programs in selected states at universities without MSW Programs, mailed out information packets to those programs and will follow up with the program and field directors in late summer and early fall.

We compiled costs of comparable MSW programs in the southeast. The recruiter spoke with over 40 prospective MSW students looking for an online MSW program and identified MSW online programs that appear to be draining our potential applicant pool and compared costs. The recruiter collaborated closely with the Admissions Office and established a relationship with the USC Graduate School Recruiter. Overall, the function of the new recruiter has increased communication with both potential and committed applicants and with admitted students.

## **BSW PROGRAM**

The BSW program's recruitment efforts are embedded within the larger university-wide efforts. Specifically, the BSW program has had representation at the following events:

Fall Open Houses: September and October

Open Houses are geared toward high school seniors who will apply as freshmen for the following fall.

Admitted Students Day: January, March, and April Annually

Each admitted freshman is invited to attend an Admitted Student Day. Campus-wide events are excellent



opportunities to showcase our programs and services, and for many admitted students this will be the first time they have visited USC. Families' decisions to send their students to us in the fall often hinge on interactions with faculty and staff during the spring semester, therefore college and school participation in these Admitted Student Days is a critical component of our yield efforts.

Scholar Socials: January, March, and April Annually

Scholar Socials are held on the Fridays before Admitted Student Days. They are exclusively for current high school seniors who have been admitted to USC and named a university scholarship recipient. Students, along with their parents, are invited to meet with fellow scholars and current students, as well as faculty and staff.

We also meet with the Office of Undergraduate Admissions to provide updates on our college each summer.

## **Student Retention**

*Efforts at retaining current students in College/School programs.*

### **BSW PROGRAM RETENTION EFFORTS**

**FIRST YEAR ADVISING STAFF:** The College participates in this USC University Advising Center program by bringing a First Year Advisor to the College two days a week for undergraduates interested in the social work major or minor.

**BSW STUDENT SERVICES COORDINATOR:** A full-time student service coordinator meets for advising sessions with all BSW Upper Division Students at least twice per academic year. The purpose of the advising sessions are to (1) assess academic progression in the BSW Program, (2) develop strategies for resolving issues that place students at-risk for delayed graduation, and (3) advise students on course registration for the subsequent academic semester.

**FRESHMAN AND TRANSFER STUDENT ORIENTATION:** All freshman and transfer students who declare a major in social work are required to attend a two-day orientation during the academic year or during the summer term. The first day of the orientation is designed to provide students and their caregivers with information about the College of Social Work and BSW Program, while the second day is reserved for discussing academic progression in the BSW Program.

**BSW UPPER DIVISION ORIENTATION:** All students admitted to the BSW Upper Division Major are required to attend a day-long orientation prior to beginning upper division courses. The purpose of the orientation is to provide students with comprehensive information about the College of Social Work and BSW Program.

**Student Empowerment Resources Group (SERG):** A support network of faculty and staff who seek to develop programs and services that will provide basis crisis prevention and financial management assistance for students in need.

**A Community of Connection:** Bi-weekly faculty-led discussion of life transition for any and all MSW students who may appreciate a space to build a local community of connection. Provision of graduate assistantships and fellowships

# Student Enrollment & Outcomes

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

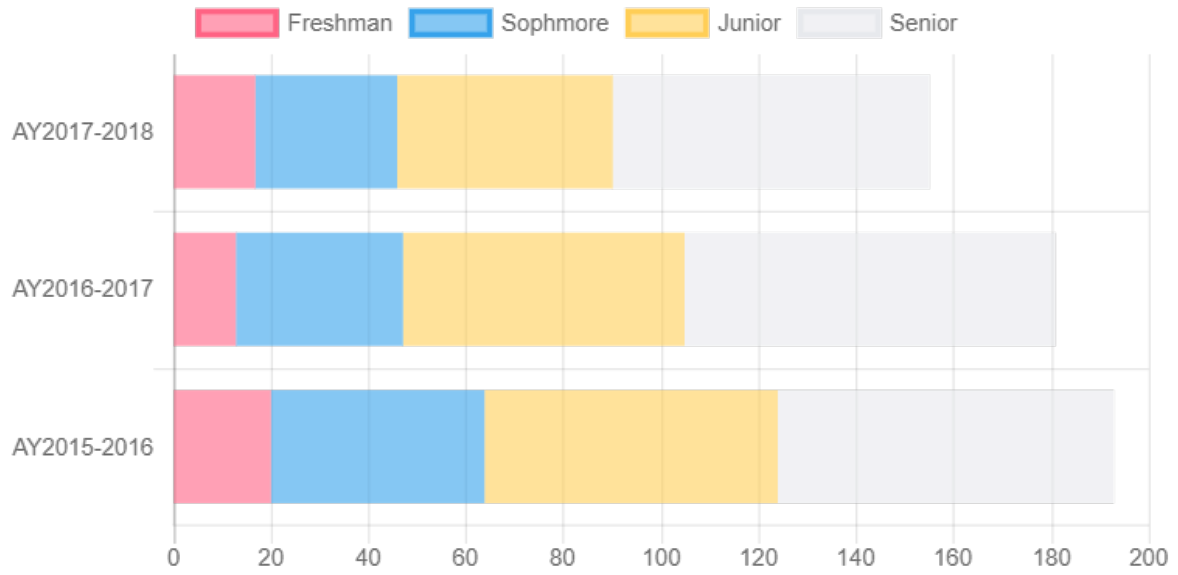
Note: Student enrollment and outcomes data are calculated by headcount on the basis of primary program of student only.

## Student Enrollment by Level & Classification

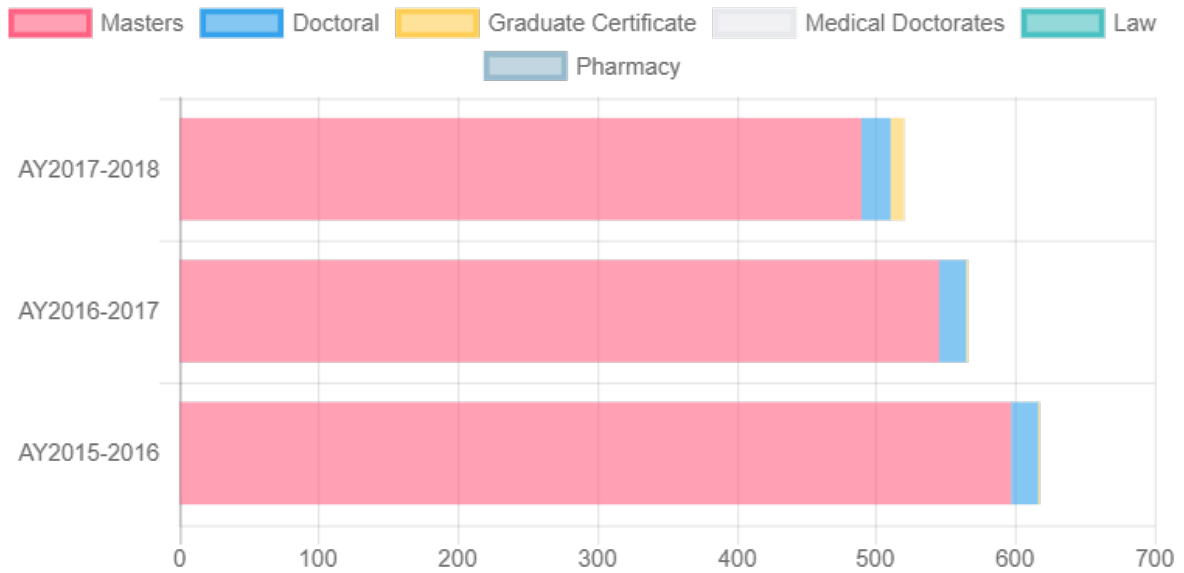
Table 5. Student Enrollment by Level & Classification.

	Fall 2017	Fall 2016	Fall 2015
<b>Undergraduate Enrollment</b>			
<b>Freshman</b>	17	13	20
<b>Sophomore</b>	29	34	44
<b>Junior</b>	44	58	60
<b>Senior</b>	65	77	69
<b>Sub Total</b>	155	182	193
<b>Graduate Enrollment</b>			
<b>Masters</b>	489	546	597
<b>Doctoral</b>	21	19	20
<b>Graduate Certificate</b>	10	1	1
<b>Sub Total</b>	520	566	618
<b>Professional Enrollment</b>			
<b>Medicine</b>	0	0	0
<b>Law</b>	0	0	0
<b>PharmD</b>	0	0	0
<b>Sub Total</b>	0	0	0
<b>Total Enrollment (All Levels)</b>	<b>675</b>	<b>748</b>	<b>811</b>

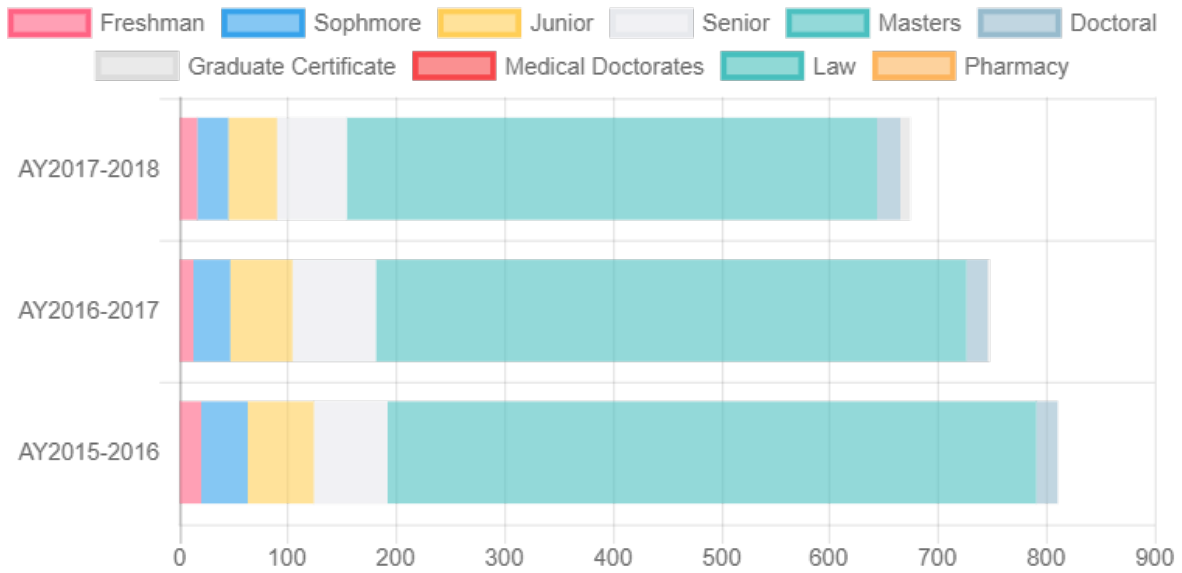
**Illustration 3. Undergraduate Student Enrollment by Classification**



**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 2017	Fall 2016	Fall 2015
<b>Undergraduate</b>	<b>155</b>	<b>182</b>	<b>194</b>
Full-Time	143	173	179
Part-Time	12	9	15
<b>Graduate/Professional</b>	<b>520</b>	<b>566</b>	<b>618</b>
Full-Time	456	472	501
Part-Time	64	94	117
<b>Total - All Levels</b>	<b>675</b>	<b>748</b>	<b>812</b>
Full-Time	599	645	680
Part-Time	76	76	76

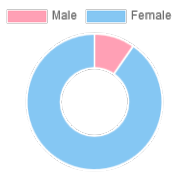
## Student Diversity by Gender

Table 7. Student Enrollment by Gender.

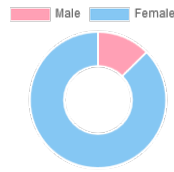
	Fall 2017	Fall 2016	Fall 2015
<b>Undergraduate</b>	<b>155</b>	<b>182</b>	<b>194</b>
Female	140	159	169
Male	15	23	25
<b>Graduate/Professional</b>	<b>520</b>	<b>566</b>	<b>618</b>
Female	450	485	539
Male	70	81	79

## Illustration 6. Undergraduate Student Diversity by Gender

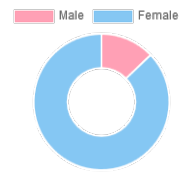
2018 Undergraduate Gender



2017 Undergraduate Gender

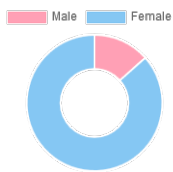


2016 Undergraduate Gender

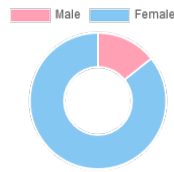


## Illustration 7. Graduate/Professional Student Diversity by Gender

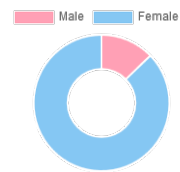
2018 Graduate Gender



2017 Graduate Gender



2016 Graduate Gender

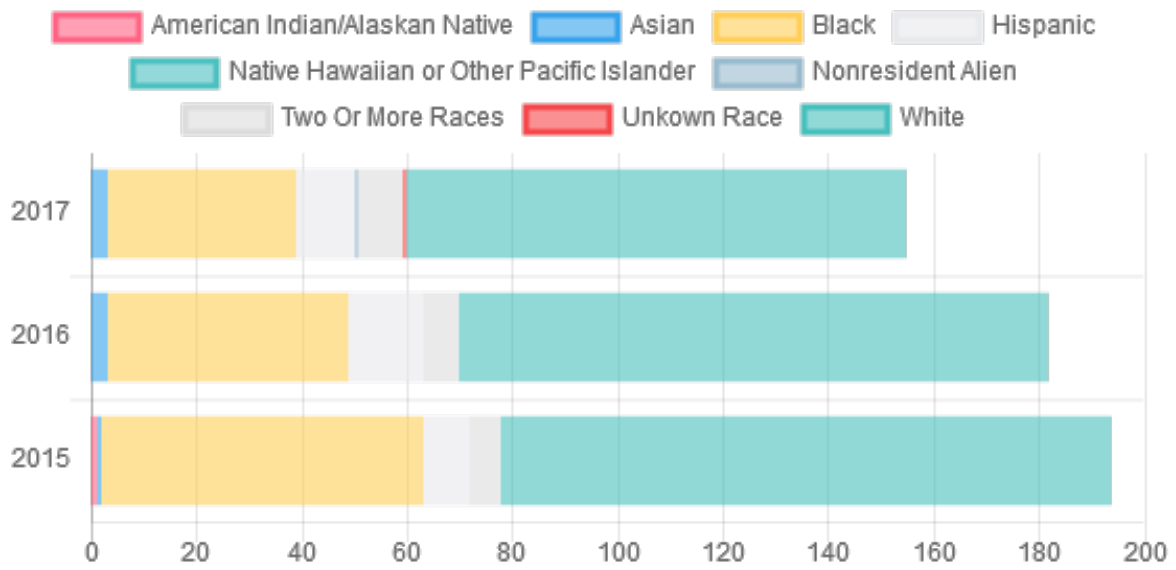


# Student Diversity by Race/Ethnicity

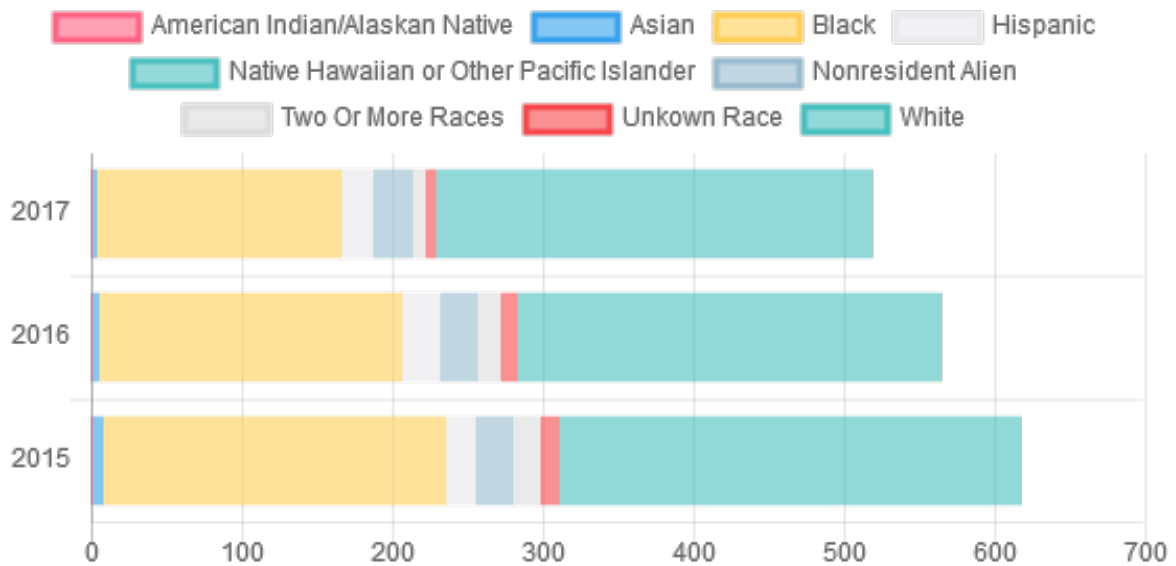
Table 8. Student Enrollment by Race/Ethnicity.

	Fall 2017	Fall 2016	Fall 2015
<b>Undergraduate</b>	<b>155</b>	<b>182</b>	<b>194</b>
American Indian/Alaska Native	0	0	1
Asian	3	3	1
Black or African	36	46	61
Hispanic or Latino	11	14	9
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	1	0	0
Two or More Races	8	7	6
Unknown	1	0	0
<b>Race/Ethnicity</b>			
White	95	112	116
<b>Graduate/Professional</b>	<b>520</b>	<b>566</b>	<b>618</b>
American Indian/Alaska Native	1	2	2
Asian	3	3	6
Black or African	163	202	228
Hispanic or Latino	20	25	20
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	27	25	25
Two or More Races	8	15	18
Unknown	8	11	12
<b>Race/Ethnicity</b>			
White	290	283	307

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



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





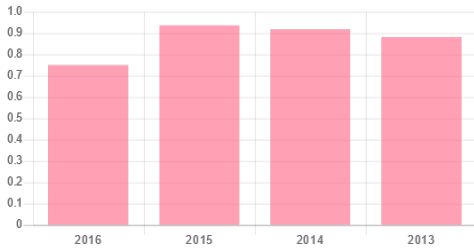
# Undergraduate Retention

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

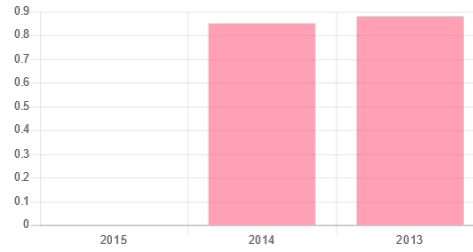
	First Year	Second Year
Fall 2016 Cohort	75%	N/A
Fall 2015 Cohort	93.8%	N/A
Fall 2014 Cohort	92%	85%
Fall 2013 Cohort	88%	88%

Illustration 10. Undergraduate Retention, First- and Second Year

First Year



Second Year



# Student Completions

## Graduation Rate - Undergraduate

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

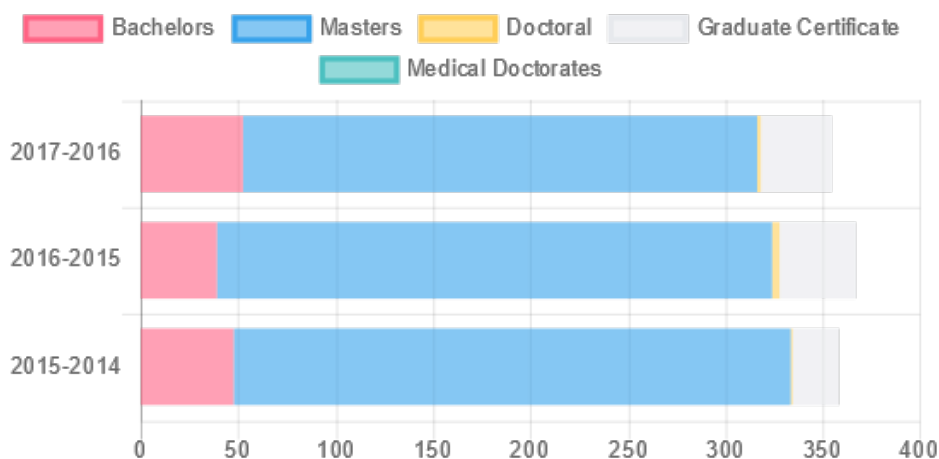
	4-Year	5-Year	6-Year
Fall 2011 Cohort	66.7%	66.7%	66.7%
Fall 2010 Cohort	0%	0%	0%
Fall 2009 Cohort	0%	0%	0%

## Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2016-2017	AY2015-2016	AY2014-2015
Associates Degree	0	0	0
Bachelors	53	39	48
Masters	263	285	286
Doctoral	2	4	1
Medical	0	0	0
Law	0	0	0
Pharmacy Doctorate	0	0	0
Graduate Certificate	37	39	23

Illustration 11. Degrees Awarded by Level



# Alumni Engagement & Fundraising

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## Alumni

*Substantial activities, engagements, and initiatives with alumni during AY2017-2018, focusing on relationships and activities with alumni.*

The College of Social Work has continued to actively work to increase its alumni engagement efforts through personal visits and invitations to events, university and college news articles, and social media. Through visits, emails, and phone conversations, alumni continue to voice an interest in engaging more with students and each other on a regular basis. The development officer has worked with interested alumni to bring them to the college to speak to students or participate in college events. This year, the development officer attended the Council on Social Work Education (CSWE) conference in Dallas, Texas and the Society for Social Work and Research (SSWR) in Washington, DC. The College of Social Work co-hosted an SEC Reception for alumni at CSWE. This has been done at past conferences and is a popular way for alumni to self-identify and reconnect with the college easily. Through these conferences, the development officer had the opportunity to meet with a number of alumni who live across the country and encourage them to follow the college through social media and support the college when possible. In addition, the development office worked with Carla Damron, MSW alum and Executive Director of the National Association of Social Workers (NASW), for the second year to host an evening reception during NASW's Spring Symposium, a three day conference held in Columbia that will have many College of Social Work alumni in attendance. The reception will be an opportunity for the development office to create continuity in events, introduce the dean/leadership to attendees (if they are available to attend), and meet and talk to CoSW alumni and NASW registrants, while also offering a chance to network during the symposium.

The development office's coordinator created an alumni engagement plan this year that she is currently executing. The plan includes increasing brown-bag lunch opportunities for alumni to come to speak to students, starting a mentoring program for alumni to work with current students, and hosting an IGNITE series for alumni and faculty to give five-minute presentations on their work and research. These events and touch-points, along with many others, will create a more cohesive and involved alumni base, which in turn will increase annual gifts, then, with proper and strategic cultivation, will lead to more major gifts in the coming years.

This year, the college hired an internal communications manager. His role is to keep up with college communications to students, faculty, staff, and alumni; oversee the social media messaging; lead the website redesign project; and serve as the liaison to university communications and public relations, among other things. By hiring this individual, the development office has been able to increase the college's social media engagement and recognition of alumni. As a result, the development office hopes that more alumni will begin to rekindle their connection with the College of Social Work and consider becoming annual donors.

The College of Social Work continues to offer alumni the ability to connect with the college in the following ways: Updates about the college, students, and alumni from the website and social media: College of Social Work Facebook page and Alumni page, Twitter, Instagram, LinkedIn; Serving as Field Instructors; Serving as Adjunct Instructors; Participating in continuing education through the CEU Professional Development Lecture Series; Attending College of Social Work events, such as the annual Open House, I. DeQuincey Newman Institute Lecture and "Call to Action" series; and becoming or continuing to be a generous financial supporter.

## Development, Fundraising and Gifts

*Substantial development initiatives and outcomes during AY2017-2018, including Fundraising and Gifts.*

During the FY17-18 academic year, the College of Social Work development office has supported faculty members in applying for and soliciting private foundations and corporations, cultivated individuals in preparation for soliciting them for lead annual and major gifts, worked with the Office of Gift Planning to solicit new planned gifts for the college, and collaborated with the Office of Annual Giving to solicit College of Social Work alumni. For the holidays, the development officer delivered and mailed holiday packages to donors as a thank you for their support. Gifts included handmade soaps by USC Students and the First Lady's new book, *At Home in the Horseshoe*.

With regard to foundation and corporation funding, the development office has worked with faculty to submit a number of grants to private foundations and corporations such as The Duke Endowment, the Sisters of Charity Foundation of South Carolina, Russell Sage Foundation, BlueCross BlueShield of South Carolina, and Aflac via Central Carolina Community Foundation, totaling over \$400,000. The Sisters of Charity Foundation of South Carolina supported the I. DeQuincey Newman Institute's annual "Call to Action" series with a grant for \$9,200, enabling the Newman Institute to host four community-wide events and four response lunches for students. Cheri Shapiro, Ph.D., of the Institute for Families and Society was invited to give an on-campus presentation to the Duke Endowment for her \$402,876 grant in support of "Children's Health and Resource Geographic Exploration for Data-Driven Decisions (CHARGED3)". Dr. Shapiro and her team were one of only a few USC applicants to be asked to give a presentation to the Duke Endowment. The Duke Endowment is expected to make their decision on funding after their board meeting in May 2018.

While the college is currently behind on annual fund gifts compared to previous years, the college is hopeful the Give 4 Garnet day of giving will help increase annual fund gifts and alumni participation. With that, the college has received a number of major gifts this fiscal year. Alumnae and donor Dr. Katrina Spigner gave her first major gift, a \$30,000 fellowship to support students who are single custodial guardians to honor her experience as a single parent during her MSW program. Dr. Carl Maas and his company, Marathon Oil, contributed another gift and matching gift to total \$10,000 in support of a MSW field placement in Equatorial Guinea. During the summer of 2017 and into the fall semester, the college was able to send its first MSW student to take advantage of this field placement. Dr. Maas monitored the student during his placement and was pleased with the student's work. Dr. Susan Parlier, College of Social Work faculty member, has pledged a \$30,000 planned gift this year and is interested in creating an endowed fellowship with this gift. She has indicated that she would like her friends and family to donate to this fund when she retires as well. The development officer has a number of outstanding solicitations and/or donors who will be solicited in the next few months. These solicitations include two potential six-figure planned gifts and a third cash gift of over \$25,000.

This year, the fall solicitation highlighted newly appointed dean, Sarah Gehlert, Ph.D. In collaboration with the Annual Giving Office, the dean wrote a personal call to action for alumni and friends to support the college and its students, highlighting the students' needs for basic support to alleviate some of their financial burdens. In addition to the fall solicitation, College of Social Work alumni were called by the Carolina Callers, a bank of student employees from nearly every college and school on the Columbia campus. This year, the development officer took pizza and Halloween candy to the Carolina Callers. During the visit, she told them about what the college and social workers do, offered words of advice for speaking to alumni, and answered their questions before they began calling College of Social Work donors.

Dean Gehlert and the development officer have hosted individual donors and prospects at the College of Social Work and USC events to cultivate and steward them through their giving, whether it be annual gifts or major gifts. The College of Social Work partnered with Arnold School of Public Health to host donors and faculty at the Cockaboose in September for the USC versus Kentucky football game. In late September, the development office hosted a Meet the Dean event at the Spigner House to give donors, friends, and alumni an opportunity to meet the dean on campus. In October the college co-hosted an alumni SEC reception at the annual CSWE conference in Dallas, Texas. The Newman Institute's collaborative event with Trustus Theatre was held in November and alumni and donors were invited to attend. In December, the dean, her husband, and the development officer hosted two donors at a basketball game in the President's Suite. While the

development officer offered tickets to different games to many of the college's donors, not many were interested in taking advantage. In March, the college co-hosted an event with NASW during their annual symposium. This partnership is a way for the development officer to see many alumni and donors in one place and highlight the college's commitment to supporting other organizations. In April, the College of Social Work hosted the annual Donor-Scholar Luncheon, a thank you event for donors so they can meet the students who received their fellowships/scholarships. All of these events help to engage the college's donors and alumni, show them the impact of their support and thank them for their generous giving.

## **Supplemental Info - Alumni Engagement & Fundraising**

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

# Community Engagement

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## Description

*Community engagement and community based research, scholarship, outreach, service or volunteerism conducted during AY2017-2018, including activities at the local, state, regional national and international levels.*

There are several ways we engage our communities at the College of Social Work through service in the form of field internships and community-based research and scholarship. These areas will be discussed with respect to local, state, regional, national and international activities.

### SERVICE THROUGH INTERNSHIPS

BSW and MSW students spend the equivalent of two full-time days per week in their assigned field organization. For 2017-2018 (including summer), 424 MSW students and 92 BSW students participated in field education classes which require experiential learning in a community setting, which resulted in a total of 230,408 community services hours for the 2017-2018 academic year. If compensated at minimum wage (\$7.25) the students' service contributes approximately \$1,670,458 to the South Carolina economy.

Internationally, the College of Social Work completed one successful study abroad trip (Gujarat India, Maharaja Sayajirao University of Baroda, December 2017) and one successful International field internship (Equatorial Guinea, Bioko Island, Fall of 2017) led by College of Social Work faculty for 2017-2018

### COMMUNITY ENGAGEMENT, COMMUNITY-BASED RESEARCH, AND SCHOLARSHIP

#### LOCAL

Dr. Robert Hock continued his leadership of the Innovative Intervention Incubator (I3) initiative in 2017-2018 the aim of which is to develop innovative solutions to local social problems and to ensure their sustainable implementation in local communities. The College of Social Work has been working closely with the Autism Academy of South Carolina's No Couch Campaign and the Juvenile Reentry Program at the Richland County Public Defender's Office to help them build and test their ideas to assist in building better communities.

Dr. Aidyn Iachini previously received an ASPIRE-I grant, awarded by the University of South Carolina for innovative research, to focus on developing, implementing, and evaluating a school mental health early intervention designed to support the at-risk high school student population. This project is conducted in collaboration with the Richland County Sheriff's Department and local high schools. As part of this project, social work field placement students are also trained in motivational interviewing, a key component of the developing intervention. Dr. Iachini continues to make a local impact by supervising 3-5 students in these placements as they implement evidence-based interventions thus improving outcomes for those adolescents benefitting from this program in local school districts.

Another important area of community engagement involves the College of Social Work's I. DeQuincey Newman Institute for Peace and Social Justice which seeks to continue the mission of Reverend I. DeQuincey Newman by promoting social justice through interdisciplinary education, consultation, and research at the community, state, national, and international levels. One of the primary goals of the Institute is to maintain and sustain a community-centered focus on outreach to under-served populations in South Carolina. Dr. Pitner promotes this in a variety of ways including inviting guest speakers and holding training events that empower and inspire our communities.

## STATE

The College of Social Work is partnered with the Center for Child and Family Studies (CCF). The Center's vision is to be the leading center for professional development and capacity building in collaboration with local, state, and national partners dedicated to improving the well-being of vulnerable adults, children, families, and communities. CCFS's work reaches across the lifespan of our community members, from infancy to maturity addressing the needs of individuals, families, and communities in all their complexity. As a facilitator, solution designer and capacity-builder, the Center's goal is to take any project in service to vulnerable adults, children, and families and make it the best project of its kind in the nation.

Dr. Sue Levkoff, College of Social Work Endowed Chair for SeniorSMART Center of Economic Excellence and 2017 University of South Carolina Breakthrough Leadership in Research Award winner, continues the five-year grant (received 2015) which established the S.C.-Advancing Diversity in Aging Research undergraduate program. That program has partnered with five historically black colleges and universities in South Carolina to increase the number of qualified underrepresented racial and ethnic minority students who pursue scientific graduate studies in programs focusing on STEM and aging. That project continues to include 30 other faculty members on campus who have agreed to work as mentors for the students over two summers. The students work in labs of University of South Carolina faculty in STEM fields and receive assistance with applying to graduate or professional schools.

## REGIONAL

Dr. Teri Browne is recognized nationally as an expert nephrology social worker and remains actively involved in community change at all levels but serves as a Co-PI (PI Patzer) on a project titled Reducing Racial Disparities in Access to Kidney Transplantation: The RaDIANT Regional Study. In concert with the Southeastern Kidney Transplant Coalition which is an academic-community collaboration between partners in the kidney disease community who share the common goal of eliminating health disparities in access to kidney transplantation among African American End Stage Renal Disease living in Georgia, North Carolina, and South Carolina. Volunteer members of this community-based coalition include patients with kidney disease, dialysis facility staff and providers, transplant centers, quality improvement organizations, and patient advocacy organizations. The burden of kidney disease is highest in the Southeast, and yet the rate of kidney transplantation is the lowest in the nation. Further, the investigators' research suggests that racial disparities in access to kidney transplantation are concentrated in the Southeast, where African Americans are less likely to access each step in the transplant process. The long-term goal of the investigators' Coalition is to use community-based participatory research approaches to develop, test, and disseminate sustainable, community interventions to improve access to transplants for African American patients with kidney disease. The Reducing Disparities in Access to Kidney Transplantation (RaDIANT) community study proposes to use community-based participatory research methods to develop a multilevel intervention to reduce racial disparities in access to kidney transplantation in the long term. (Funded by the National Institutes of Health, U01, \$589,402 [2016-2021]).

## NATIONAL

Dr. Christina Andrews', 2017 University of South Carolina Research Breakthrough Star, conducts community-engaged research on how the Affordable Care Act has impacted substance use treatment on a statewide and national scale, as well as researching disparities in health care, including racial disparities in access to health care, which has been a major issue in South Carolina.

In addition to building a strong research program, Dr. Andrews has also played a leading role in social work's capacity to participate in innovative service delivery models created by the ACA. Most recently, Dr. Andrews testified before Congress urging the U.S. House to expand treatment. An article covering this seminal contribution can be found here:

INTERNATIONAL

Dr. Huong Nyguen is a pioneer in developing social work into a profession in Vietnam, as well as helping Vietnam establish its first schools of social work to educate and train social workers. For 2017-2018, Dr. Huong Nyguen was appointed the regional director for Vietnam and Southeast Asia for Global Carolina, an initiative of the provost's office to increase the university's international outreach. Most recently, Dr. Nguyen and USC's President Pastides visited Vietnam, signing a Memorandum of Understanding with Vietnam National University in Hanoi. Since 2014, many College of Social Work faculty members have been instrumental in assisting Dr. Huong and most recently, Dean Sarah Gehlert has added her expertise to the endeavor.

## **Community Perceptions**

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

Currently, the College of Social Work assesses community perceptions of our field internship engagement on an annual basis with an assessment focused on satisfaction with the field education program. This data is reviewed as part of quality assurance measures. Individual faculty service and community engagement is assessed in terms of grant or program productivity.

## **Incentivizing Faculty Engagement**

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

Under new leadership, Dean Gehlert recognizes faculty in several ways. First, a board was erected in the College of Social Work lobby that displays the most recent journal publications by tenure-track faculty. Second, a communications position was created to assist with formulating a plan for increased publicity regarding faculty and staff accomplishments. This two-pronged approach emphasizes how to communicate and release information within the College of Social Work and externally. This has resulted in revamping our website, marketing materials and ways we connect with the public. For example, news regarding faculty achievements is shared in our daily newspaper which recognizes those along with others across campus.

## **Supplemental Info - Community Engagement**

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



# Collaborations

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## Internal Collaborations

Faculty:Project Title;Funder;Dept./College.

Christina Andrews: K01 Medicaid Health Homes; NIDA;HSPM-Public Health

Teri Brown: ICARED; SC DHHS; College of Nursing, College of Pharmacy, School of Medicine

Teri Browne: The Health Occupations Providing Excellence in SBIRT (HOPES); Substance Abuse and Mental Health Services Administration; School of Medicine, College of Social Work, College of Nursing.

Teri Brown: Telemental Health Connect (TeleCon): Expanding Collaboration and Comprehensive Service Penetration; Duke Endowment; College of Nursing, College of Pharmacy

Dana DeHart:iCare; SC DHHS; School of Medicine, College of Pharmacy, College of Nursing

Kirk Foster: SC Arts Leadership Collaborative; Office of the Provost; School of Music; Department of Theater & Dance.

Robert Hock: Evaluation of the SC Parent Training and Information Center; Family Connection of SC, Office of Special Education Programs (OSEP); Arnold School of Public Health.

Robert Hock: Promoting engaged parents in special education (project PEPSE); USC Office of Research ASPIRE-II Competition; Special Education, Psychology, and Counseling.

Robert Hock: Exploring New Parents' Awareness of Autism Spectrum Disorders and Barriers to Help-Seeking; Science & Health Communication Research Group; School of Journalism and Mass Communication.

Robert Hock: Innovative Intervention Incubator; College of Social Work; School of Law.

Aidyn Iachini: Hopes Project; SAMHSA; School of Medicine, College of Nursing

Aidyn Iachini: ICARED; SC DHHS; College of Nursing, College of Pharmacy, School of Medicine

Ronald Pitner: Assessing the viability of race-neutral alternatives in law school admissions; Access Group; Law School - UofSC and Law School - Pennsylvania State University

Melissa Reitmeier; ICARED; SC DHHS; College of Nursing, College of Pharmacy, School of Medicine

Ben Roth: Violence Prevention and Community Development in the Northern Triangle; ASPIRE; Criminal Justice.

Kristen Seay: Developing a Health and Education Information Exchange for Children & Youth in Foster Care in SC; The Duke Endowment; College of Hospitality, Retail, and Sport Management and Center for Child and Family Studies

Kristen Seay: The Health Occupations Providing Excellence in SBIRT (HOPES); Substance Abuse and Mental Health Services Administration; College of Nursing, School of Medicine

Nikki Wooten: BHC in Army Warrior Transition Units; NDA K01; Arnold School of Public Health, College of

## External Collaborations

Faculty: Project Title; Funder; Community Agencies/Partners.

Bethany Bell; Hub Health Study: A research proposal in response to Time-Sensitive Obesity Policy and Program; NIH; Case Western Reserve University

Teri Browne: Putting Patients at the Center of Kidney Care Transitions; PCORI; Geisinger Health System, Danville, PA, Johns Hopkins University and Duke University.

Teri Browne: Reducing Racial Disparities in Access to Kidney Transplantation: The RaDIANT Regional Study; NIH; Southeastern Kidney Transplant Coalition, Emory University

Teri Browne: National Kidney Foundation Patient-Centered Outcomes Research Stakeholders' Conference; PCORI; National Kidney Foundation.

Dana DeHart: Impact of Incarceration; National Institute of Justice; SC Departments of Mental Health, Social Services, Juvenile Justice, Corrections, Health & Human Services, Energy, ORS.

Dana DeHart: Correctional Mental Health; Bureau of Justice Assistance; SC Department of Corrections.

Cynthia Flynn: Social Work Training for DSS Staff and Agents - Enhancing Youth Leadership; SC DSS/HHS; SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents - Hispanic Bilingual Access (HABLA) Program; SC DSS/HHS; SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents - Facilitation of Citizens Review Panel; SC DSS/HHS; SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents - Adult Advocacy Services Training; SC DSS/HHS; SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents - Child Welfare Instructional Training; SC DSS/HHS; SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents - Other Evaluation Assistance; SC DSS/HHS; SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents - National Youth in Transition Survey; SC DSS/HHS; SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents - Child Welfare Quality Assurance; SC DSS/HHS; SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents - Enhancing Youth Leadership - GOALL Facilitation, Youth Graduation and Sponsoring Youth and Staff Attendance of Retreats and Camps; SC DSS/HHS; SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents - Economic Services Training; SC DSS/HHS; SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents - Adult Protective Services Training; SC DSS/HHS; SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents - Leadership Training; SC DSS/HHS; SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents - Child Welfare Instructional Services; SC DSS/HHS; SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents - Economic Services Quality Improvement & Training Evaluation; SC DSS/HHS; SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents - National Youth Transition Survey; SC DSS/HHS; SC Department of Social Services/Health and Human Services

Kirk Foster: Developing a Health and Education Information Exchange for Children & Youth in Foster Care in SC; The Duke Endowment; SC Departments of Social Services and Education

Robert Hock: Evaluation of the South Carolina Parent Training and Information Center; Family Connection of SC, Office of Special Education Programs (OSEP); Family Connection of SC and ABLE SC

Robert Hock: Innovative Intervention Incubator; College of Social Work; Richland County Public Defender's Office, Autism Academy of South Carolina and United Way of the Midlands.

Robert Hock: A pilot study of an intervention for parents of children with autism spectrum disorder; Social Sciences Grant Program, University of South Carolina; Family Connection of SC.

Robert Hock: Strategic planning for the department of health and human services policy initiative; SC Department of Health and Human Services; SC Department of Health and Human Services.

Robert Hock: Expanding the Parent Navigator program to Greenville, SC; United Way of Greenville; Greenville Health System and Family Connection of SC

Katherine Leith: ACT-Like Fidelity Monitoring and Evaluation Project; SC Department of Mental Health; SC Department of Mental Health

Sue Levkoff: Prevention of readmissions for older African-Americans with CHF; NIH SBIR mechanism; Palmetto Health.

Sue Levkoff: Prevention of STDs/HIV in Ethnically Diverse women over 50; NIH SBIR mechanism; Palmetto Aids Life Support Services.

Sue Levkoff: HIV medication adherence in older African Americans; NIH SBIR mechanism; Palmetto Health.

Sue Levkoff: Partnership in Implementation Science for Geriatric Mental Health (PRISM); NIH; Brigham and Women's Hospital

Ana Lopez-DeFede: SC Department of Health Human Services Policy and Health Services Consultation Activities; SC DHHS; SC DHHS

Rick Martin: Long Island Head Start Program; Long Island Head Start Program/HHS; Child & Family Development Services, Inc. D/B/A Long Island Head Start Program/HHS

Ronald Pitner: The I. DeQuincey Newman Institute for Peace and Social Justice Annual Call to Action; The Center for Contemplative Mind in Society; The Center for Contemplative Mind in Society

Melissa Reitmeier: Graduate Assistant Funding: Western Carolina Community Action; Western Carolina Community Action

Melissa Reitmeier: Graduate Assistant Funding: Girls on the Run of Columbia; Girls on the Run of Columbia

Melissa Reitmeier: Graduate Assistant Funding: Protection and Advocacy for People with Disabilities; Protection and Advocacy for People with Disabilities

Melissa Reitmeier: Graduate Assistant Funding: Columbia County Community Connections; Columbia County Community Connections

Melissa Reitmeier: Graduate Assistant Funding: SC Department of Corrections; SC Department of Corrections

Melissa Reitmeier: Graduate Assistant Funding: One Love Periodic Services, Inc.; One Love Periodic Services, Inc.

Cheri Shapiro: SC Center of Excellence in Evidence-Based Intervention; SC Dept. Of Health and Human Services; All child-serving agencies/organizations in the state.

Huong Nguyen: Adapting and Testing an Alzheimer's Family Caregiver Intervention in Vietnam; NIH; University of California-Davis; National Geriatric Hospital, Vietnam

Huong Nguyen: Evaluation and Technical Assistance Services to Assess and Strengthen Family-Centered Practices Within the SC Department of Juvenile Justice; SC Department of Juvenile Justice; SC Department of Juvenile Justice

Terry Wolfer: Compendium of Resources for Sexual Assault (CORSA); Criminal Justice Division, Texas Office of Governor; University of Texas--;Austin, Austin Police Department, Austin District Attorney, etc.

Nikki Wooten: Adverse Childhood Experience in South Carolina; None; Children's Trust

## **Other Collaborations**

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

Faculty:Project Title;Funder;CountriesOrg. Affiliations of Collaborators.

Monique Mitchell: Enhancing the Lives of Youth in Foster Care;The Enhancing Life Project via University of Chicago; John Templeton Foundation; United States; Germany; Switzerland; Israel; United Kingdom; Taiwan; Israel; Iraq; Org Affiliates:Humboldt University; University of Basel; HU; Hebrew University; London School Of Economics and Political Science; Oxford Brookes University; London Metropolitan University, Ludwig Maximilian University Munich; Tainan Theological College and Seminary; Georg-August-Universität Göttingen; The Hebrew University of Jerusalem; University of Cologne; Hawler Medical University; Ruhr-University Bochum; Eberhard Karls Universität Tübingen; and Johannes Gutenberg-University of Mainz.

Huong Nguyen: Reviewing international social work law to support Vietnam to develop a social work law; Vietnam Ministry of Labor, Invalids, and Social Affairs; Vietnam; Vietnam Ministry of Labor, Invalids, and Social Affairs.

Huong Nguyen: Developing a BSW in school social work; UNICEF Vietnam; Vietnam; UNICEF Vietnam and

## **Supplemental Info - Collaborations**

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

# Campus Climate and Inclusion

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## **Campus Climate & Inclusion**

*Activities unit conducted within AY2017-2018 that were designed to improve campus climate and inclusion.*

### LEARNING ENVIRONMENT SURVEY

The College conducts an annual Learning Environment Survey for undergraduate and graduate students. The survey format has been evolving and now includes 24 scaled questions, as well as open-ended questions for students to provide feedback on strengths and areas for improvement. A separate and more tailored survey was administered to PhD students in Fall, 2017. BSW and MSW students will receive the Learning Environment Survey in Spring, 2018.

### COLLEGE OF SOCIAL WORK LATINO LEADERSHIP DEVELOPMENT INITIATIVE (LLDI)

College of Social Work Latino Leadership Development Initiative (LLDI) aims to equip students and faculty to more effectively engage, serve and collaborate with the Latinx community. More broadly, its goal is to improve the recruitment and retention of Latinx students, faculty and staff. This year, the LLDI hosted a speaker series featuring experts in various fields related to policy and social work practice on topics concerning the Latinx individuals and families. To this end, the LLDI hosted six events in AY 2017-18 focused on emerging policy and practice concerns. Students and faculty from the College of Social Work, the University of South Carolina, and the community attended the events. Topics ranged from immigration policy to the child welfare system.

### DEAN'S STUDENT ADVISORY COUNCIL

The Dean's Student Advisory Council meets periodically with the Dean and is composed of student representatives from all three academic programs: PhD students, advanced standing, full-time, and part-time MSW students, and junior and senior BSW students.

### DIVERSITY AND INCLUSION COMMITTEE

The College of Social Work Diversity and Inclusion Committee was created in Spring 2016 to engage students, staff, and faculty in fostering an inclusive community. The chair of the committee is a member of the Council of Academic Diversity Officers (CADO) organized by Dr. John Dozier, University of South Carolina Chief Diversity Officer. As a member of CADO, the College of Social Work has been active in advancing recommendations for improving diversity/inclusion metrics for students, faculty, and staff, both for the University as a whole and within sub-units.

### I. DEQUINCEY NEWMAN INSTITUTE FOR PEACE AND SOCIAL JUSTICE

The I. DeQuincey Newman Institute for Peace and Social Justice launched a 2017-2018 "Call to Action." The Call to Action is a free, four-part series created to engage all members of the community through interesting and engaging events related to diversity and inclusion. Each of these events offers a component that facilitates conversations in a safe and welcoming environment. These are opportunities for students across the University of South Carolina campus and disciplines to meet and talk in response to "Call to Action" events or current events that affect everyone (e.g., Charlottesville, Emanuel AME Church massacre, and others). There is often a barrier for students, faculty, staff, alumni, and community members to come together to have a safe, open space where they can discuss current events, issues, and feelings with both academic and community leaders. This series offers structured, welcoming events and lunches for all of these groups to work and come together to discuss and identify actionable tasks to increase diversity and inclusion both on campus and in the community.

## **Supplemental Info - Campus Climate & Inclusion**

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

# Concluding Remarks

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## **Quantitative Outcomes**

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

There are no surprises in the data

## **Cool Stuff**

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

# **Appendix 1. Academic Programs**



## Comparing reputation vs. h-index rankings of doctoral programs

USMWR	HI	School	H-index	Auspice	Size	H	M	R
1	10	U of Michigan	17.94 (12.18)	Public	52		1	
2	4	Washington U	20.37 (14.87)	Public	43		1	
3	1	U of Washington	23.82(19.29)	Public	34		1	
3	2	UC-Berkeley	23.12 (12.18)	Public	17		1	
6	7	U of Chicago	18.27 (11.27)	Private	29		1	
7	12	UNC-Chapel Hill	17.22 (13.57)	Public	27			1
7	17	UT-Austin	14.39 (8.65)	Pubic	33			1
32	53	U of Georgia	8.33 (6.30)	Public	24			1
47	32	U South Carolina	10.92 (9.74)	Public	25	1		
47	50	U of Connecticut	9.04 (7.53)	Public	23		1	
47	51	U of Alabama	8.90 (5.68)	Public	21			1

H = higher productivity than reputation; M = matched reputation and productivity; R = higher reputation than productivity

Source: Thomas E. Smith, Tyler Edison Carter, Philip J. Osteen, Lisa S. Panisch, (2018) "Comparing reputation vs h-index rankings of doctoral programs", Journal of Applied Research in Higher Education, Vol. 10 Issue: 1, pp.87-99, <https://doi.org/10.1108/JARHE-08-2017-0096>

## **Appendix 3. Research & Scholarly Activity**

Office of Research  
Information Technology & Data  
Management

# College of Social Work

Fiscal Year 2017



UNIVERSITY OF  
**SOUTH CAROLINA**

# Faculty Information

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## RESEARCH AND SCHOLARLY ACTIVITY

The following refers to Appendix 1, 2 & 3 , which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:

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

*Identified areas of challenge and opportunities with faculty research and scholarly activity, referencing Academic Analytics data (through 2015) and the report provided by the Office of Research's Information Technology and Data Management, including specific plans to meet these challenges or take advantage of the opportunities.*

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## Summary of Extramural Proposal Submissions by Source - FY2017

### Appendix 1

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PI Home Department	Amount First Year	Federal	Local Govt.	Other	Private, Non-Profit	State
Families in Society, Institute for	6,672,561	4	0	0	4	1
Social Work, College of	25,616,406	22	0	2	11	6
<b>Total Count</b>		<b>26</b>	<b>0</b>	<b>2</b>	<b>15</b>	<b>7</b>
<b>Total Amount FY2017 First Year</b>	<b>32,288,967</b>	<b>31,324,022</b>	<b>0</b>	<b>6,610</b>	<b>661,623</b>	<b>296,712</b>

**Extramural Funding by Source, Department, Faculty & Rank - FY2017**  
**Appendix 2**

PI Home Department	Department Total	PI Name	Primary Title/Rank	Tenure Status	Total Funding	Federal	Local Govt.	Other	Private, Non-Profit	State
Families in Society, Institute for		Baxter, Suzanne			5,000				5,000	
Families in Society, Institute for		Hayes, Kathleen	CLINICAL PROFESSOR		99,980					99,980
Families in Society, Institute for		Lopez-DeFede, Ana	RESEARCH PROFESSOR		1,011,300	1,011,300				
Families in Society, Institute for		Shapiro, Cheri	ASSOC. PROFESSOR		253,606	253,606				
<b>Total Families</b>	<b>1,369,886</b>									
Social Work, College of		Andrews, Christina	ASST PROFESSOR		145,408	145,408				
Social Work, College of		Bell, Bethany	ASSOC. PROFESSOR	TENURED	27,291					
Social Work, College of		Browne, Teri	ASSOC. PROFESSOR	TENURED	127,018	64,530			62,488	
Social Work, College of		DeHart, Dana	RESEARCH PROFESSOR		280,627					280,627
Social Work, College of		Flynn, Cynthia			10,720,626	10,720,626				
Social Work, College of		Hock, Robert*	ASSOC. PROFESSOR	TENURED	31,560	31,560				
Social Work, College of		Leith, Katherine	RESEARCH ASST PROF		20,188					20,188
Social Work, College of		Levkoff, Sue	PROFESSOR	TENURED	352,650	352,650				
Social Work, College of		Martin, Rita	CLASSIFIED		3,780					
Social Work, College of		Nguyen, Huong	ASST PROFESSOR		77,645	77,645				
Social Work, College of		Owens, Otis	ASST PROFESSOR		80,712					80,712
Social Work, College of		Pitner, Ronald	ASSOC. PROFESSOR	TENURED	23,828					23,828
Social Work, College of		Reitmeier, Melissa	CLINICAL ASSOCIATE PROF		506,487	470,903		2,610	19,889	13,085
Social Work, College of		Wooten, Nikki	ASST PROFESSOR		148,629	148,629				
<b>Total Social Work</b>	<b>12,546,449</b>									
<b>Total Funding</b>	<b>13,916,335</b>									

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# Patents, Disclosures, and Licensing Agreements

## Fiscal Year 2017

### Appendix 3

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<b>COLLEGE OF SOCIAL WORK</b>				
	<b>Invention Disclosures</b>	<b>Provisional Patent Applications</b>	<b>Non-Provisional Patent Applications</b>	<b>Issued Patents</b>
<b>TOTALS:</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Note:** These numbers include US, PCT, and foreign applications/patents  
**Source:** Office of Economic Engagement

# **Appendix 9. Campus Climate & Inclusion**



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## **CAMPUS CLIMATE AND INCLUSION AY2017-2018 ONLY**

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The **I. DeQuincey Newman Institute for Peace and Social Justice** launched a 2017-2018 “Call to Action.” The Call to Action is a free four-part series created to engage all members of the community through interesting and engaging events related to Diversity and Inclusion. Each of these events offers a component that facilitates conversations in a safe and welcoming environment. These are opportunities for students across the USC campus and disciplines to meet and talk in response to “Call to Action” events or current events that affect everyone (i.e. Charlottesville, Emanuel AME Church massacre, and others). There is often a barrier for students, faculty, staff, alumni, and community members to come together to have a safe, open space where they can discuss current events, issues, and feelings with both academic and community leaders. This series offers structured, welcoming events and lunches for all of these groups to work and come together to discuss and identify actionable tasks to increase diversity and inclusion both on campus and in the community.