



UNIVERSITY OF
SOUTH CAROLINA

College of Social Work

Blueprint for Academic Excellence for 2012-2013

College of Social Work Blueprint for Academic Excellence 2012-2017

I. Executive Summary

A. Identify the public universities in the United States which have the top 10 colleges in your disciplines and the five colleges at other United States public universities which are considered to be your peers.

The top 10 public graduate schools of social work reported by U.S. News & World Report are:

- | | |
|---|---|
| 1. University of Michigan – Ann Arbor | 6. University of California – Los Angeles |
| 2. University of Washington | 7. University of Albany – SUNY |
| 3. University of California – Berkeley | 8. University of Wisconsin – Madison |
| 4. University of Texas – Austin | 9. University of Pittsburg |
| 5. University of North Carolina – Chapel Hill | 10. Virginia Commonwealth University |

The five public schools of social work at other U.S. colleges and universities considered to be our peers:

- | | |
|---------------------------|-----------------------------|
| 1. University of Georgia | 4. University of Louisville |
| 2. University of Kentucky | 5. University of Utah |
| 3. University of Alabama | |

B. Describe your college's top strengths and important accomplishments achieved in the last five years.

Faculty Recruitment	Community Service in the Curriculum
Doctoral Program Revisions	Research Portfolio & Interdisciplinary Collaboration
Doctoral Student Funding	CCFS Training & Research Activities
MSW Student Recruitment/ Funding	IFS Merger
BSW Program Accreditation Process	Increasing Collaborations with Community Partners
Increasing Public Outreach	

C. Discuss your college's weaknesses and your plans for addressing those weaknesses.

Excellence in Teaching – Please see 5 yr. Goals 1.3,1.4,and 1.7, and 1 yr. Goal 1.3

Admissions & Student Support – Please see 5 yr. Goal 1.1, 1.2 and 1yr. Goal 1.1, 1.5

Student Communication & Critical Thinking Skills – Please see 5 yr. Goal 1.5 and 1 yr. Goal 1.4

Research Infrastructure and Focus – Please see 5 yr. Goal 2.1-2.5 and 1 yr. Goal 2.2-2.5

Intentional Community Engagement– Please see 5 yr. Goal 3.1-3.5 and 1 yr. Goal 3.1, 3.2, 3-5-3.7

Facilities Plan to Promote Effective Functioning – Please see 5 yr. Goal 4.2

Relationships with Alumni, Donors, Practice Community, Public– Please see 5 yr. Goal 4.3-4.7 and 1 yr. Goal 4.2-4.7

II. GOALS FOR COLLEGE OF SOCIAL WORK BLUEPRINT

FIVE YEAR GOALS

Goal 1: Provide excellent social work education in all academic programs (BSW, MSW, PhD). [Objectives for this goal support Focus Carolina’s areas of Educational Quality, Diversity, Access, Leadership, Community Engagement, and Global Competitiveness, the Provost’s Goals of Enhanced Educational Quality and Improved Quality of Life in SC, and the Academic Dashboard Goals of Increased Doctoral Degree Production, Increased Student Retention, and lower Student to Faculty Ratios.]

The College of Social Work seeks to promote social well-being and social justice for vulnerable population in South Carolina, the nation, and the world. An essential function of the College is to graduate effective social work practitioners and researchers who can address social needs. We are thus dedicated to the provision of excellent education across our academic programs, to ongoing improvement of our teaching and our curriculum, and to the development of support and initiatives to strengthen our students’ skills and competencies. Specifically, within the next five years we will have:

- Established an effective and efficient recruitment and admissions process that bring our BSW, MSW, and PhD programs the most qualified and competitive students from across the nation and internationally; recruitment and admissions will balance traditional academic performance with outreach to diverse and nontraditional applicants in order to ensure a student body that supports the mission of social work and the goals of quality, diversity, and access.
- Identified adequate financial resources to provide our students with competitive financial aid packages across the PhD, MSW, and BSW programs and a development process to continually increase the availability and amount of student support so we can ensure access to a social work education to all admitted to the programs.
- Created a curriculum for the MSW and BSW programs that clearly articulates expected student knowledge and skills at program entry, the end of the Foundation, and upon graduation, with continual quality improvement grounded in examination of student performance, review of the most current literature, consideration of the needs of SC, and communication with community-based partners, to ensure relevance and educational quality.
- Maintained a PhD program of highest quality that prepares students for careers in research and evaluation with a community-engaged and interdisciplinary focus; based in a continually self-evaluating and improving system of student evaluation and mentoring that ensures acquisition of rigorous research skills, research experience, scholarly productivity, and timely completion of the program.
- Established an in-College resource and support system for students to include advising/mentoring, development of professional writing and critical thinking skills, support for employment upon graduation and support and mentoring of PhD graduates for placement in Research 1 university positions. These supports will, among other things, enhance educational quality, student success/retention, and decrease time to graduation.
- Created at least two new specialized areas of competence within the MSW program that provide graduates with the skills and competencies needed to be leaders in addressing pressing needs in the communities of South Carolina and beyond.

- Provided consistently excellent teaching across all our programs, with systematic processes for ongoing faculty development in pedagogy, and with the majority of our courses taught by full-time faculty so as to have an adequate student to faculty ratio.
- Developed an overarching plan for global education and knowledge exchange.

Goal 2: Engage in quality research and scholarship that address the important challenges facing individuals and communities in South Carolina and beyond. [Objectives for this goal support Focus Carolina’s areas of Innovation, Community Engagement, and Leadership, the Provost’s Goals of Enhancing Faculty Scholarship and Improving Quality of Life for SC, and the Academic Dashboard Goals of Increased Research Expenditures, Increased Doctoral Degrees, and Increased National Awards.]

The College of Social Work is dedicated to promoting research and scholarship that tackles the formidable challenges that face individuals and communities in our society, particularly vulnerable populations. We are committed to finding solutions through collaborative and interdisciplinary work, knowing that multiple perspectives are essential to addressing complex problems. In addition, we know that research and scholarship must be integrated with the classroom and field education if research-to-practice—and thus research with a real impact—is to occur. Over the next five years the College will be focused on increasing research productivity and funding, emphasizing collaborations and expansions, and building the infrastructures needed to support these endeavors. Specifically, within the next five years the College will have:

- Established systems and forums between and among COSW faculty, faculty across the University, and scholars outside the university, in order to maximize interdisciplinary collaboration to promote new and innovative solutions to societal challenges.
- Created at least two nationally recognized areas of specialization and excellence where the COSW has strong research expertise with high likelihood of external funding and increased research expenditures, as well as increased positive community impact.
- Developed a robust research infrastructure that includes intensive mentoring of junior faculty and doctoral students, statistical and methodological consultation and support, pre-and post-award support, mechanisms for rapid dissemination of findings, and celebration of faculty achievements through nomination for national awards and other means, in order to increase research and scholarly achievement and increased production of doctoral students.
- Fully developed a system to infuse research finding into classroom and field education, to enhance educational quality, promote research innovation, and to develop graduates who can take roles as practitioners leading in evidence-based practice and practice-based evidence.
- Expanded by 30% (baseline year AY 2011-2012) the external funding for research activities (i.e. research expenditures) at the COSW from federal, state, local, and foundation sources.

Goal 3: Take a leadership role in engaging communities in strategic partnerships to address the needs of South Carolina and beyond. [Objectives for this goal support Focus Carolina's areas of Innovation, Community Engagement, and Leadership, the Provost's Goals of Improving Quality of Life for SC.]

The College of Social Work's vision of leading collaborative social change is grounded in a commitment to building relationships with community partners at all levels. The vast majority of the research and service done by individual faculty members at the College involves community partnerships; however the College is dedicated to building an overarching, intentional plan for community-engaged partnerships so that the whole is greater than the sum of its parts. In addition, since the world has become a global village, our efforts must consider and address the needs of SC, the nation, and the world. Specifically, over the next five years we will have:

- Established structures for faculty and students of COSW to engage regularly with South Carolina issues and problems through communication and idea sharing with SC leaders and community members, in order to promote new and innovative solutions to societal challenges.
- Created an ongoing and intentional plan and process for community-engaged partnerships in research and education, to act on the ideas developed through regular dialogue with the community.
- Recognition both nationally and in SC as leaders in developing innovative models of community collaboration and partnership in both research and education.
- Established mechanisms for disseminating and discussing research findings with the community, so that our research can inform practice and policy in real time, resulting in innovations in the community that improve quality of life.
- Established international community partnerships, specifically expanding our program in Korea to include collaborative research activities as well as developing and expanding opportunities for student and faculty exchange and collaborating in Asia and Latin America.
- Infused concepts and capacities in community engagement throughout our curriculum, to include evaluation of student capacity to engage communities and lead the development of community collaborations.
- Infused promotion of knowledge and skills related to leadership for social change throughout our educational and research programs, including the curriculum, community-engaged learning opportunities, and research focused on discovery of methods to develop leaders effectively.
- Incorporated community-engaged research, teaching, and service activities into the T&P evaluation process.

Goal 4: Obtain and sustain the resources and contexts necessary for the success of the College of Social Work. [Objectives for this goal support Focus Carolina’s areas of Innovation, Community Engagement, and Leadership, and the Provost’s Goal of Providing Adequate Facilities for Learning, Research, and Administration and Improving Quality of Life for SC.]

The College of Social Work is a vibrant educational and intellectual community, dedicated to its vision, mission, and goals. We are in the early phases of a time of unprecedented growth and development as a College; we are poised to expand, develop, and fulfill our mission as never before. In order to achieve our goals, resources are needed and structures and supports must be in place. The acquisition of resources and supports is in part dependent on the positive relationships we build within our College, with our alumni, with other supporters of the College, with community leaders, and with the general public. To do this we must overcome preconceptions about the College and the profession of social work, changing how people see us and becoming the “go to” place to explore the tough challenges to social justice and well-being facing our society. Over the next five years we will have:

- Created a strong and connected community of faculty, staff, and students of the College.
- Unified the academic functions of the College in one building, providing adequate facilities for learning, research, and administration.
- Established a communications unit to engage and provide continual information to the general public, legislators, community leaders, and the academic community regarding the College’s activities, findings, and contributions.
- Established IT capacity to adequately address our needs and plans for distributed education.
- Established a strong alumni association and maintained close relationships with our alumni upon graduation, keeping them part of the College community throughout their careers.
- Developed excellent relationships with the social work practice community, so that the College is seen and serves as a leader and primary resource for social work practice in South Carolina.
- Secured sufficient financial resources by maximizing existing funding streams, expanding externally funded research, increasing development activities, and establishing innovative partnerships with the business community.
- Operationalized an intensive development strategy to include enhanced relationships with existing donors, identification of new donors, and increased support from local and national foundations.

GOALS FOR ACADEMIC YEAR 2012-2013

In order to achieve the five-year goals outlined above, incremental steps must be taken. The College of Social Work has made significant progress in many of our goals during academic year 2011-2012, and has identified the following goals (all moving towards the Five-Year Goals identified above, and supporting Focus Carolina, the Provost's Goals, and the Academic Dashboard as above) for the next academic year.

Goal 1: Improve the quality of social work education in all academic programs, with an emphasis on the MSW.

Major progress to date: In AY 2011-2012 the COSW:

- Revised our recruitment strategy for the MSW program, targeting undergraduate programs with graduates who have proven to be successful in our MSW, assuming flat enrollment given current budget model and infrastructure limitations.
- Established 5 new MSW Dean's Research Awards (\$5000) and increased PhD stipend by \$6000, to recruit the most highly competitive applicants for the College.
- Trained all faculty on the new competency-based accreditation standards for BSW and MSW programs.
- Surveyed students and fields instructors to identify the key competencies needed by social work students upon graduation, to inform curricular revisions.
- Continued development of certificate in social work with military, veterans, and their families. to address the need for social workers who can provide services to this growing SC population.
- Received final accreditation of our BSW program (anticipated June, 2012).
- Established web-based resources for students to support their writing and professional development and established access to an in-house writing coach for students.
- Identified skills and characteristics of teaching excellence and good instruction from the literature and shared these with all faculty.
- Hired several clinical faculty members to reduce our reliance on adjunct faculty and to improve quality and consistency of educational offerings.
- Engaged in discussion and examination of current PhD admits, and reshaped admissions accordingly.

In AY 2012-2013 the COSW will:

- Engage in careful analysis of admissions yield from activities in 2011-2012 and revise our recruitment and admissions strategy across programs as a result of findings. Considerations will include both traditional academic excellence and outreach to diverse and nontraditional applicants.
- Identify measurable competencies for the BSW and MSW programs grounded in both CSWE EPAS 2008 and findings from our survey of students and field instructors; review and revise our curriculum as needed based on this information; and begin to develop a systematic process for measurement of competencies (note: EPAS competencies include application of critical thinking).

- Improve quality of teaching through: 1) continuing to increase the number of full-time faculty and decreasing reliance on adjuncts; 2) improving the teaching evaluation forms and process; 3) creating quality improvement systems for each course through “lead teacher” oversight process and administration of sequences; and 4) develop ongoing teaching supports beginning at new faculty orientation and continued throughout the COSW.
- Revise the orientation process for BSW and MSW students in order to support and enhance students’ communication skills, critical thinking skills, and professional identity.
- Evaluate and revise policies regarding student matriculation through the PhD program to improve student performance, scholarly productivity, and timely completion of the program.
- Explore and—if found feasible—develop specialized areas of competence within the MSW program.
- Offer the certificate program in social work with military, veterans, and their families.
- Continue to expand the newly-accredited BSW program, including outreach to regional campuses to offer access to a quality social work education to citizens across South Carolina.
- Create opportunities for global learning across programs, to include policies to increase student enrollment in study-abroad programs offered by the COSW.
- Facilitate development of doctoral students’ scholarly portfolios by providing mentoring and support as students produce presentations and publications.

Goal 2: Expand and support research and scholarship that address the important challenges facing individuals and communities in South Carolina and beyond.

Major progress to date: In AY 2011-2012 the COSW:

- Provided an in-house grant writing seminar for faculty with follow-up incentives for grant submission and a subsequent ongoing faculty peer grant support and review group.
- Engaged in a search for an Associate Dean for Research.
- Made available support for junior faculty to engage with external faculty for mentoring, grant review, and manuscript consultation.
- Inventoried faculty methodological skills and interests so that faculty may serve as internal methodological consultants to one another.
- Improved research infrastructure, specifically: 1) provided additional pre-award support for proposal preparation and submission, and 2) established editorial support for review of grants and manuscripts.
- Engaged in discussions to identify areas of specialization and excellence where the COSW has strong research capacity.
- Hiring of new faculty members with strong research agendas.

In AY 2012-2013 the COSW will:

- Develop strategies for rapid infusion of research findings into the classroom and field settings.
- Establish an ongoing faculty peer writing support and review group.
- Create an ongoing mentoring process between the Associate Dean for Research and faculty for faculty research agendas, scholarly productivity, and external funding strategies.

- Identify and begin to develop at least one area of specialization and excellence where the COSW has strong research expertise and high likelihood of external funding as well as increased positive community impact.
- Continue to build research infrastructure as needs are identified by the faculty.
- Increase external funding by 10% (baseline year AY 2011-2012).
- Enhance the scholarly reputation of the COSW faculty by increasing scholarly productivity in the form of peer-reviewed publications and presentations at national and international conferences.
- Create forums where COSW faculty can connect with faculty from the College of Education and other Colleges in order to increase interdisciplinary collaboration.
- Explore opportunities to support research activities through initiatives such as the Dean's Research Incentive Awards.

Goal 3: Expand the College's activities in community-engaged partnerships to address the needs of South Carolina and beyond.

Major progress to date: In AY 2011-2012 the COSW:

- Discussed understanding of community engagement and ways in which the College can provide leadership in community-engaged partnership activities.
- Provided opportunity for dialogue between faculty and potential and existing community partners through an Open House forum.
- Completed an inventory of all communities and organizations with which we are connected.
- Became recognized locally and nationally for a Columbia-based community-engaged project: the Community Empowerment Center.
- Established relationship between the new Dean and community partners at the SC-state and local-provider levels.
- Expanded community engagement through creation of service-learning projects in the BSW program.
- Created an intensive policy development activity for the MSW policy classes grounded in cooperative work focused on actual policies being discussed at the SC general Assembly.

In AY 2012-2013 the COSW will:

- Inventory and share among the entire COSW an updated assessment of all existing community engagement activities. This will highlight innovation in collaborative models and interventions and develop a comprehensive picture of the footprint of the College in the community. In this process it will be important to identify structures and processes that have been facilitators or barriers to community-engaged partnerships.
- Establish a process for the ongoing tracking of community-engaged partnerships, exploring ways to evaluate the impact of our work.
- Evaluate current content on community engagement in our academic programs and identify ways to infuse additional content in curricula.

- Strengthen partnerships with the communities where we provide our distance education programs, ensuring excellence throughout recruitment, field education, and teaching so as to provide educational quality and access to students who are outside of the Columbia area.
- Create opportunities through which SC leaders and community members can talk with the COSW about community challenges and ways in which we can partner in activities to address these challenges.
- Build on community partnerships in Korea to include collaborative research activities as well as begin to explore opportunities for student and faculty exchange and collaborating in Asia and Latin America.
- Establish at least one new mechanism for disseminating and discussing research findings with the community so that our research can inform practice and policy in real time.
- Expand community-engagement activities in the classroom.

Goal 4: Expand the resources and contexts needed for the success of the College of Social Work

Major progress to date: In AY 2011-2012 the COSW:

- Created a regular presence on Facebook and Twitter with daily postings.
- Established relationships with each Congressional delegation in SC through local communication and a visit to each office in Washington, DC.
- Hired a new Director of Development and created an initial new development strategy.
- Drafted a Faculty Governance document in review by the Provost's Office.
- Surveyed alumni regarding continuing education interests.
- Established a Friends of the College of Social Work development group (anticipated start May 2012).
- Planned an insert in the Carolinian magazine for the College.
- Provided continuing education to alumni through workshops at May Carolina.
- Offered workshops to the practice community at the statewide association of social workers conference.
- Increased faculty and student presenters at the national Society for Social Work and Research conference from 5 (2011) to 10 (2012).

In AY 2012-2013 the COSW will:

- Create ongoing opportunities for community building and connection among the faculty, staff, and students of the College.
- Use technology and social media to support efficient and effective internal and external communications.
- Establish at least one new strategy for communicating and engaging in dialogue with the general public, legislators, community leaders, and the academic community regarding the College's activities, findings, and contributions.
- Establish an alumni association.
- Create at least one new opportunity to provide information/support to the SC social work practice community.

- Explore possibilities of innovative partnerships with the business community to expand resources at the COSW.
- Establish an Awards Committee to identify awards for which our faculty may be eligible and to facilitate their nominations.
- Create an intensive development strategy to include enhanced relationships with existing donors, identification of new donors, and increased support from local and national Foundations. Target at least 5 proposals to donors and 15 letters of intent to foundations.

Appendix

Unit Statistical Profile

1. Number of entering freshman for Fall 2008, Fall 2009, Fall 2010, Fall 2011 classes and their average SAT and ACT scores.

Number of Entering Freshmen & Average Scores	Fall 2008	Fall 2009	Fall 2010	Fall 2011
# new fresh/ACT	0/0	0/0	9/25	3/0
# new fresh/SAT	0/0	1/1200	9/1182	3/1120

2. Freshman retention rate for classes entering Fall 2008, Fall 2009, Fall 2010.

Not applicable

3. Sophomore retention rate for classes entering Fall 2007, Fall 2008, and Fall 2009.

Not applicable

4. Number of majors enrolled in Fall 2008, Fall 2009, Fall 2010, and Fall 2011 by level undergraduate, certificate, first professional, masters, doctoral (headcount).

Student Head Count	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Undergraduate	0	13	65	120
Masters	497	519	586	622
Certificate	6	5	13	18
First Professional	0	0	0	0
Doctoral	22	22	25	16
Total	525	559	689	776

5. Number of entering first professional and graduate students Fall 2008, Fall 2009, Fall 2010, Fall 2011 and their average GRE, MCAT, LSAT scores etc.

Students Entering as Professional/Graduate Students	Fall 2008	Fall 2009	Fall 2010	Fall 2011
# students/GRE Analytical	525/ 3.8	559/3.9	689/3.7	776/3.7
# students/GRE Quantitative	525/451	559/462	689/463	776/479
# students/GRE Verbal	525/430	525/440	689/437	776/450

6. Number of graduates in Fall 2010, Spring 2011, and Summer 2011 by level (undergraduate, certificate, first professional, masters, doctoral).

<u>Degrees Awarded</u>	Fall 2010	Spring 2011	Summer 2011
Undergraduate	0	4	1
Masters	22	214	11
Certificate	3	11	2
First Professional	0	0	0
Doctoral	1	3	0
Total	26	232	14

7. Four-, Five- and Six-Year Graduation rates for the three most recent applicable classes (undergraduate only).

Not applicable

8. Total credit hours and grade distribution generated by your unit regardless of major for Fall 2010, Spring 2011, and Summer 2011.

	Total Credit Hours	Count	Grade Distribution (percent)									
			A	B+	B	C+	C	D+	D	F	W	WF
Fall 2010	8,013	248	62.1	14.1	10.1	2.8	2.8	1.2	1.6	2.8	2.0	0.4
Spring 2011	7,48	317	45.4	16.7	20.2	2.5	4.7	0.6	1.3	2.8	5.7	0.0
Summer 2011	1,845	11	63.6	27.3	0.0	0.0	0.0	0.0	9.1	0.0	0.0	0.0

9. Percent of credit hours by undergraduate major taught by faculty with a highest terminal degree. (Note: The number from IAC were quite different from our in-house numbers, because of this both are provided.)

IAC Data

Semester	Total Credit Hours SW Minor/BSW	% of Total Credit Hours
Fall 2011	1020	42.06%
Fall 2010	573	92.15%
Fall 2009	231	85.71%

COSW Data

Semester	Total Credit Hours SW Minor/BSW	% of Total Credit Hours
Fall 2011	1020	37.16%
Fall 2010	573	43.18%
Fall 2009	231	28.10%

10. Percent of credit hours by undergraduate major taught by full-time faculty. (Note: The number from IAC were quite different from our in-house numbers, because of this both are provided.)

IAC Data

Semester	Total Credit Hours SW Minor/BSW	% of Total Credit Hours
Fall 2011	1020	59.41%
Fall 2010	573	78.01%
Fall 2009	231	85.71%

COSW Data

Semester	Total Credit Hours SW Minor/BSW	% of Total Credit Hours
Fall 2011	1020	44.89%
Fall 2010	573	49.24%
Fall 2009	231	30.99%

11. Number of faculty by title (tenure-track by rank, non-tenure track (research or clinical) by rank), for Fall 2009, Fall 2010, and Fall 2011 (by department where applicable).

<u>Tenure Track Faculty</u>	Fall 2009	Fall 2010	Fall 2011	<u>Visiting Faculty</u>	Fall 2009	Fall 2010	Fall 2011
Professor	3	5	6	Professor	0	0	0
Associate Professor	6	5	6	Associate Professor	0	0	0
Assistant Professor	7	7	9	Assistant Professor	0	0	0
<u>Research Faculty</u>	Fall 2009	Fall 2010	Fall 2011	<u>Clinical Faculty</u>	Fall 2009	Fall 2010	Fall 2011
Professor	1	1	1	Professor	0	0	1
Associate Professor	1	1	5	Associate Professor	0	2	1
Assistant Professor	3	4	5	Assistant Professor	0	1	1
<u>Lecturers</u>	1	1	1	Instructor	3	3	3
<u>Professor of Practice</u>	0	0	1	<u>Adjunct Faculty</u>	39	45	45

12. Current number and change in the number of tenure-track and tenured faculty from underrepresented minority groups (defined as African American, Asian, Hispanic, Two or more races) from FY 2010.

	Number of Faculty from Underrepresented Minority Groups Fall 2011	Change in Number of Faculty from Underrepresented Minority Groups from Fall 2010
Tenured Faculty	3	+1
Tenure-Track Faculty	3	+1

Scholarship, Research, and Creative Accomplishments

1. The total number and amount of external sponsored research proposal submissions for FY 2011.

	Number	Dollars Requested
NIH	7	\$3,602,190
HHS (excl. NIH)	7	\$11,414,765
NSF	0	\$0
DOD	0	\$0
DOE	0	\$0
USDE	1	\$20,000
OTHER FEDERAL	6	\$1,389,750
STATE	1	\$4,853
LOCAL	3	\$13,426
PRIVATE	24	\$711,411

4. Amount of sponsored research funding per faculty member (by rank, type of funding; e.g., federal competitive vs. non-competitive, state, etc.):

PI_HM_DEPT_DESC	TITLE_DESC	PI_NA	TOTAL	COMM	FEDERAL	LOCAL	OTHER	PHI (NON-PROFIT)	STATE
Families in Society, Institute for	RESEARCH PROFESSOR	Baxter, Suzanne	778,130		778,130				
Families in Society, Institute for	ASSOC. PROFESSOR	Forthofer, Melinda	193,262					193,262	
Families in Society, Institute for	RESEARCH PROFESSOR	Lopez-DeFede, Ana	760,898		760,898				
Families in Society, Institute for	RESEARCH ASSOC. PROFESSOR	Mayfield-Smith, Kathy	774,480		774,480				
Families in Society, Institute for	RESEARCH ASST. PROFESSOR	Wilson, Sacoby	11,000		11,000			0	
Social Work, College of	RESEARCH ASSOCIATE	Brown, Elisabeth	45,000					45,000	
Social Work, College of	RESEARCH PROFESSOR	Buxhoeveden, Daniel	65,035					65,035	
Social Work, College of	RESEARCH ASSOC. PROFESSOR	DeHart, Dana	482,361		482,361				
Social Work, College of	CLASSIFIED	Finesilver, Janet	10,961				10,961		
Social Work, College of	RESEARCH ASST. PROF	Flynn, Cynthia	8,302,434		8,204,592				97,842
Social Work, College of	ASSOC. PROFESSOR	Fram, Maryah	32,030		32,030				
Social Work, College of	PROFESSOR	Poole, Dennis	19,835					19,835	
Social Work, College of	RESEARCH ASST. PROFESSOR	Sutphin, Suzanne	199,978		199,978				
Social Work, College of	SENIOR INSTRUCTOR	Ward, James	76,452	5,026		13,426	2,426	50,721	4,853
Social Work, College of	PROFESSOR	Wolfer, Terry	9,348					9,348	
Social Work, College of	ADJUNCT PROFESSOR	Leith, Katherine	9,720		9,720				
Social Work, College of	ASST. PROFESSOR	Freedman, Darcy	649,830					649,830	

5. Total sponsored research expenditures per tenured/tenure-track faculty for FY 2011, by rank and by department, if applicable:

Dept.	PI	Total Expenditures (Direct/Indirect)	Status
Social Work, College of			
	Andrews, Arlene	5,705	Tenured
	Poole, Dennis	21,347	Tenured
	Wolfer, Terry	5,001	Tenured
	Browne, Teri	125,512	Tenure Track
	Chou, Rita	24,199	Tenure Track
	Freedman, Darcy	108,897	Tenure Track
	Ha, Yoonsook	9,111	Tenure Track
	Brown, Elsbeth	176,921	
	Buxhoeveden, Daniel	36,372	
	DeHart, Dana	153,458	
	Finesilver, Janet	9,869	
	Flynn, Cynthia	5,055,011	
	Jones, Johnny	98,617	
	Leith, Katherine	9,426	
	Sinha, Sunny	5,002	
	Sutphin, Suzanne	81,046	
	Ward, James	64,064	
	Worrell, Cheryl	-68	
Families in Society, Institute for			
	Baxter, Suzanne	639,942	
	Forthofer, Melinda	9,838	
	Lopez-DeFede, Ana	2,472,938	
	Mayfield-Smith, Kathy	115,225	
	Wilson, Sacoby	477,105	

6. Number of patents, disclosures and licensing agreements in calendar years 2009, 2010, and 2011:

	Invention Disclosures	Provisional patent applications	Non-Provisional patent applications	Issued patents
FY2011	0	0	0	0
FY2010	5	0	0	0
FY2009	0	0	0	0

Please verify the information provided by the Office of Continuing Education:

Total continuing education units (standard University CEUs and Institutional CEUs) and continuing education activity generated for Fall 2010, Spring 2011, and Summer 2011. Refer to ACAF 1.72

Fall 2010	Spring 2011	Summer 2011
2.3 Social Work CEUs	1.3 Social Work CEUs	none

Please provide the following statistical information as an appendix to your Blueprint.

1. Placement of graduate students, terminal masters, and doctoral students for the three most recent applicable classes.

Master’s Students:

As of February 8, 2012, 119 out of 585 (20%) Master’s level alumni from graduating classes in 2011, 2010, and 2009 responded to a survey concerning employment post-graduation. 39% of respondents graduated in 2009; 29% graduated in 2010; and 32% graduated in 2011.

Time to First Job Placement: 74% of employed respondents secured a job within 6 months of graduating from the COSW; it took 20% of employed respondents between 6 month and 1 year to find a job. It took 5% of employed respondents over 1 year to secure a job.

Type of Job Placement: Categories and percentages are listed below:

- Children and Family (17%)
- Health Care and Hospital (16%)
- Hospice and Gerontology (11%)
- Veteran Affairs (7%)
- Community-Based (7%)
- Behavioral Health (6%)
- Counseling and Direct Practice (6%)
- Drugs and Alcohol (6%)
- School Social Work (4%)
- Housing (2%)
- Disabilities (2%)
- Other (16%): state agencies, self-employed, higher education,

Employment Status:

86% of respondents currently work full-time, while 6% work part-time. 7% of respondents are currently unemployed.

Doctoral Students:

Name	Degree Awarded	Placements
Frank Addonizio	Ph.D., May 2011	Assistant Professor, Bowling Green University
Maria del Castillo-Gonzalez	Ph.D., May 2011	USC COSW adjunct faculty
Ron Whalen	Ph.D., May 2011	Research Scientist, Walter Reed Army Institute of Research
Kendra DeLoach	Ph.D., May 2010	Post-doctoral Fellow with USC Department of Psychology
Jay Palmer	Ph.D., May 2010	Assistant Professor, Winona State University, MN
Melissa Reitmeier	Ph.D., August 2010	Director of Quality Assurance and Training at Protection and Advocacy for People with Disabilities, Inc.
Patrick Butler	Ph.D., May 2009	Assistant Professor of Pediatrics, Baylor College of Medicine, Houston, TX
Elaine Townsend	Ph.D. August 2009	Visiting assistant Professor of Social Work, Coker College, Hartsville, SC

2. Number of undergraduate and graduate credit hours in Fall 2010, Spring 2011, and Summer 2011, stated separately, taught by tenured and tenure-track faculty, by instructors, by non-tenure track faculty (clinical and research), by temporary faculty (adjuncts), by full-time faculty, and faculty with terminal degrees:

Number of Credit Hours Taught	Full-Time Faculty			Adjunct	Total Credit Hours
	Tenured, Tenure-Track	Instructors	Full-Time Non-Tenured Track		
Fall 2010					
Undergraduate	98	283	142	566	1089
Masters	2039	408	748	3603	6798
Doctoral	126	0	0	0	126
Total					8013
Spring 2011					
Undergraduate	100	271	213	843	1428
Masters	1483	451	580	3933	6447
Doctoral	73	0	0	0	73
Total					7948
Summer 2011					
Undergraduate	0	15	16	62	93
Masters	524	105	174	943	1746
Doctoral	6	0	0	0	6
Total					1845

Student Retention

1. Have you assessed your retention methods and activities to determine their effectiveness in retaining freshmen and sophomores?

We assessed our retention methods by reviewing the frequency and depth of our interactions with lower division students. We determined that communication is limited with our freshmen and sophomore students. We interview students for advisement only on a twice a year basis, which limits our involvement in their early development. Therefore, we are discussing two options to facilitate communication to increase our retention:

- Adding a University 101 course to our program of study; and,
- Adding a fall orientation about mid-semester of the freshmen year.

a. Which retention methods are effective and why do you believe that they work?

During freshmen and new student orientation, we provide information packets about the BSW program, policies, procedures, plan of study, and academic requirements. We also provide information about the social work profession and initial career development. We provide information about the USC Academic Undergraduate Bulletin and methods to navigate the University systems. We believe these are effective retention methods because students understand the academic requirements, the BSW program, and social work profession, and are thus better informed and less “lost” in the system.

b. What retention methods have you tried that are ineffective?

The BSW Program implemented the USC traditional advisement schedule with our freshmen and sophomore students. We discovered that many of our students lose focus on the social work major while taking other subjects for general education/core curriculum. This traditional advisement schedule limits BSW students’ involvements in the program during the first two years of their academic progression.

2. Describe the advising in your college. How do you determine the effectiveness of your college’s advising? Are there any additional advisement activities needed to provide students the assistance they need to navigate the Carolina Core and major to graduate on time?

The advisement is consistent with University standards. We advise students on a regular twice a year basis for course registration and enrollment. We notify students of available dates and times for advisement. Students are responsible arranging their advisement appointment. We encourage students to be an active participant by maintaining their records and bringing them to the appointment. We offer other advisement services as needed.

To determine effectiveness of advising we implemented a satisfaction survey. It is administered once a year. To date, students report an overall satisfaction with the advisement procedures. As an additional advisement activity to provide students with the assistance they need to navigate the Core and major we plan to organize and implement a required fall orientation mid-semester of the freshmen year.

3. What types of student support do you find to be most beneficial to your students in terms of retention and successful progress toward their degree?

We have found the following to be most beneficial to students in terms of retention and successful progress toward degree:

- a. Close contact and communication throughout the academic year via webpage, social networking, and email;
- b. Procedures for students to drop-in for interviews with advisors, faculty members and staff members to discuss academic, professional, and personal concerns through posting office hours and consistently communicating that they are welcome to drop in;

- c. Establishment of proactive procedures for faculty and staff members to ensure student academic success, i.e. participation in USC Advisors Network, collaboration with the USC Colleges and Departments, and attendance at events and activities for majors and orientations;
- d. Development of a student manual that includes campus sources for student personal and health care concerns;
- e. Interaction with other students through the Undergraduate Social Work Student Association.

Student Graduation and Placement

1. Have you assessed your degree programs to determine if program requirements are reasonable in terms of time toward graduation?

PhD Program

We have assessed time to degree and determined that in some cases students are lagging in their progress. To expedite time to degree, the Doctoral Program Committee has done the following:

- a. started a mandatory annual review process for all doctoral students;
- b. provided closer monitoring of students who are performing poorly or marginally, to expedite cessation of studies if necessary;
- c. drafted leave policies for doctoral students (to be submitted to faculty for action Spring 2012); the policies would require approved time away from the program for students who are not actively engaged in studies, without extension of final deadlines (except in accordance with Graduate School policies).

We will assess these actions to determine if further changes are needed.

MSW Program

We have assessed time to degree and have determined that overall students progress successfully through the program. Out of 141 full time students who began the MSW program in the Fall, 2010, all but fifteen (89%) will graduate this coming Spring. We have 71 part time students who began the program in Fall, 2009. Out of these, eleven students (84.5%) are out of sync and will not graduate this May. Students who do not graduate on time are delayed for reasons that are not due to the program but rather are due to personal and/or familial reasons. The College provides advising and support (both academic and pragmatic) to students at risk of not being able to finish the program in a timely manner. We do not believe that any programmatic change is required to deal with students who are delayed in their graduation. In addition, the number of credit hours required of the MSW program is in alignment with the requirements mandated by our accrediting body, the Council on Social Work Education.

BSW Program

In 2010, we assessed our general education requirements and social work course plan of study, reviewing the progression toward a degree in four years. We made several adjustments to the program of study to ensure that students' progression occurred within a four year period.

Specifically, we made the following changes:

- a. Aligned our general education requirements to College of Arts and Sciences; and,
- b. Adjusted our sequences of BSW course requirements to ease matriculation throughout the program of study,

We have two additional changes to make that will enhance completion of the degree within four years:

- a. More course sections on each term of the Master Schedule; and,
- b. Offer additional courses through distributed education.

2. Outline what measures you have put in place to assist students with intern placement and job placement. (For job placement at the doctoral level, please see Faculty Hiring/Retention and Ph.D. programs section, #5 below.)

BSW Program: Intern Field Placements (from the BSW Field Manual)

Field placement is considered a vital component of education for the social work profession. Every student enrolled in the College of Social work spends time in human service setting to develop, practice, and improve his or her professional skills. Students complete three Field Education courses and one field education seminar for progression to graduation. One field education course begins in the second semester of the junior year. In the first field education course students receive their field education placement. Students complete a total of fifty hours in this course. Two field education schedule required for BSW students begins in their senior year with. Field education courses require students to complete a total of 450 hours or the equivalency of two full-time days in their assigned field agency. Students remain in the same agency setting for the duration of the school year.

The BSW Field Education assigns the field placement agencies for students for the period of study. These field education placements meet the standards necessary for the learning needs of all students during this period. Every effort is made to meet the requests made by students. It is a basic expectation of the College that field placement will relate to students area of interest and it will expose the student to opportunities to integrate generalist practice knowledge, values, and skills.

Most placement agencies are located in the Columbia area; however, the college also places students at other sites in South Carolina, and in Georgia and North Carolina. Although efforts are made to place students in the geographic location they prefer, this is not always possible. Some students may be required to travel to an out-of-town placement during one of their two placements at the College.

In order to enter the Field Education Practicum, students meet the following requirements:

- Admission to the social work major;
- A minimum of University overall grade point average of 2.5;
- A minimum of a grade point average of 2.5 in all social work major courses;
- Maintenance of a grade point average of 2.5 in all social work major courses;
- Completion of the admission process to field education; and,
- Completion of all other requirements for field education (refer to section on field education).

The College is ultimately responsible for determining where a student will be assigned for their field placement(s). Both the student and field instructor will receive a letter of confirmation from the BSW Field Education Coordinator's office. Once placements are confirmed, changes are made only under exceptional circumstances and only with the approval of the BSW Field Education Coordinator. In most cases, students and field instructors will be asked to work closely with BSW Field Coordinator to problem- solve issues so as to avoid the need for reassignment.

An important part of the placement process is the student interview with the prospective field instructor. The student is expected to discuss his or her goals, appropriate background, issues that may inhibit the successful completion of the practicum, and expectations with a field instructor.

MSW Intern Field Placements (From the MSW Field Manual)

Field education is an integral part of the MSW curriculum. Field placement is a required course(s) in the foundation and advanced curriculums. Students are required to register and pay fees for each academic semester they are enrolled in field.

The MSW Field Education Office coordinates the field placement process for all MSW students. The field placement process is a collaborative effort between the Field Education Office, the student, and the field agency(s). Students are responsible for maintaining timely communication with the Field Education Office throughout the field placement process.

Students are required to submit an Application for Field Placement to the MSW Field Education Office. Students are required to review and submit the Field Education Agreement and Authorization for Release of Records. Students are required to submit an updated resume with the completed application for field placement. Applications will not be processed until the resume has been submitted to the MSW Field Education Office.

Newly admitted Full Time, Advanced Standing and Advanced Standing Extended MSW students are required to submit the application for field placement within 30 days of submitting intent to attend the USC COSW MSW Program. MSW students are matched with field agencies based on prior work, internship and volunteer experience, geographic and field of practice preferences, and field placement availability. The MSW Field Education Office will contact the student directly to begin the field placement process.

The College maintains contractual agreements with over 340 social work agencies and organizations across South Carolina, North Carolina and Georgia. Students are strongly encouraged to contact the MSW Field Education Office about field placement opportunities prior to making a decision on where they will reside during their graduate studies.

Students are required to be prepared for all placement interviews. After the student has completed the interview, the MSW Field Education Office will contact the field agency to see if the agency has accepted the student for the field placement. The student and field agency will receive a letter of confirmation only when the field placement has been approved and confirmed by the MSW Field Education Office.

3. Outline the measures that you use to track graduates with baccalaureate, masters, and doctoral degrees.

Doctoral alumni are tracked through the Doctoral Committee or dissertation chair. A centralized database of doctoral alumni is kept by the Doctoral Chair. Doctoral, MSW and BSW alumni are tracked through development/alumni relations efforts utilizing the Millennium database. A updated email and mailing list for all alumni is utilized for e-blasts, newsletters, surveys, receptions and other efforts. The College also maintains several listservs through its website that all students, faculty/staff and alumni are invited to use. An outreach initiative to reconnect with alumni is underway this year, and will include an alumni newsletter, increased alumni events, and an insert in the Carolinian for our alumni. This outreach and resultant connections will also increase our ability to track graduates more effectively.

Distributed Learning

1. Outline your College's involvement with distributed learning.

The College of Social Work has a 30 year history with delivering courses at a distance. When satellite delivery ended, the College adopted new technology (Adobe Connect). Currently, we have four of our core curriculum courses delivered via Adobe Connect and many of our electives are now delivered in this manner.

2. What measures have you taken to expand the availability of distributed learning courses in your college?

The main focus in our college has been on electives. In the last two years, we have developed courses; some are permanent, and some are currently "Special Topics" but will be given permanent elective status within the college:

- a) SOWK J768H Seminar/Practice in Schools
- b) SOWK J768S Overview of Military, Veterans and Military Families
- c) SOWK J768N Military Mental Health and the Impact of Trauma

- d) SOWK J677 Social Work Aspects of Health
- e) SOWK J768D Disaster Mitigation
- f) SOWK 739 Social Work Intervention in Military Mental Health (Under development)

3. What measures have you taken to insure the quality of distributed learning courses?

The College works with the Distributed Education personnel who arrange studios and provide staff to help faculty deliver the courses through distributed learning. The College also maintains two classrooms that are set up to provide distributed learning. One is large and the other is smaller and more suited to doctoral classes.

The College has a staff position held by faculty with expertise in Distributed Education. The position is currently held by an interim Director of Distributed Learning. In this capacity, the director helps faculty to develop syllabi that reflect good on-line strategies for distributed learning and helps faculty to understand and learn about current and emerging technologies. Individual attention is paid to faculty who are teaching, with particular attention to first time on-line educators, both full time and adjunct.

There is an Educational Technology Committee as part of the College of Social Work's committee structure. This committee keeps abreast of changing technologies and addresses the needs of faculty when they arise.

4. If applicable, describe the challenges your college has faced in taking distributed learning courses to scale. Have you participated in offering virtual laboratories? What measures do you use to ascertain their success?

The College has faced many challenges. Faculty who have not taught in an on-line environment remain concerned about the comparability of courses that are face-to-face vs. on-line. Of particular concern is the offering of practice courses, where role play, interaction, and student observation are essential, in an on-line environment. Also, we are in the process of developing policies and procedures around distributed learning which will specify the types of activities required in on-line classes, class size, technology management, and other issues.

USC Connect and Community Engagement

1. Outline the measures your college will take to encourage use of USC Connect.

We will:

- a. Involve students on USC committees that plan and organize the various events and trainings;

- b. Explain the importance of USC Connect in student orientations and classrooms for professional development and networking for future employment opportunities and careers;
- c. Designate appropriate courses within the curriculum for community service and service-learning opportunities; and,
- d. Use the classroom setting as an opportunity for reflection on community service as an integrated learning

2. Describe the college's plans to support faculty use of reflection in the classroom and develop expertise in integrated learning.

Social work education is grounded in reflection and integrated learning. Field placements are concurrent with classes, and class assignments often require activities and information from field practice. Thus supporting faculty in being good social work educators will by necessity support faculty use of reflection and integrated learning. To that end, the annual faculty review now includes a requirement that each faculty member provide the dean with a statement of teaching goals, a reflection on their accomplishments as a teacher for the past year, and their pedagogical goals for the next two years, to include teaching strategies and skills. In addition, our faculty has engaged in discussion regarding the characteristics of excellence in social work teaching, and is identifying best practices and a menu of teaching strategies and skills in the classroom. This will be shared among all faculty, and become part of new faculty orientation.

3. How many of your classes involved service-learning? Undergraduate research? And international experiences?

Service Learning

The social work undergraduate program has several courses with various sections involved in service-learning activities. We have the following courses structured with a service-learning component:

- A. SOWK 304: Social Welfare Services with Families and the Aged, students complete 10 hours of service-learning;
- B. SOWK 311: Generalist Practice 1: Introduction to Social Work Practice, students complete 50 hours of service-learning;
- C. SOWK 412: Generalist Practice IV: Organizations and Communities, students complete a community analysis and intervention on a specific location within South Carolina; and,
- D. SOWK 422: Advocacy for Social and Economic Justice, students complete 15 hours of service-learning.

Undergraduate Research

The social work undergraduate program of study requires all BSW students to successfully complete one research course, *Social Work and Scientific Inquiry*. Encouraging students to be involved in research is an important component of the BSW Program. Below are some examples of previous and current research opportunities engaged in by our students:

- a. Two BSW students successfully applied for and received research grant awards in the past three years. One undergraduate student presented a poster at Discovery Day in spring 2011. The second student is presenting at Discovery Day in spring 2012.
- b. One BSW student will present his preliminary research findings at the National Association of Social Workers-South Carolina Annual Symposium in March 2012.
- c. From fall 2010 to spring 2012, four BSW students participated in a research grant as assistants with a tenure-track faculty member. Since this is a 3 year grant, four additional students will begin to work on the grant in 2012-2013.
- d. One BSW student completed 40 hours of service-learning with USC Arnold School of Public Health Office for Study of Aging. While completing this project the student participated in observing and assisting with research and training projects.

Faculty and staff members continuously encourage students to participate in opportunities involving research.

International Experiences

The social work undergraduate program faculty and staff members work closely with the USC Study Abroad Program. We provide program information on current course offerings and opportunities. We encourage students to study abroad by carefully considering the international course options so that they both fit with our plan of study and are a logical and integrated part of the student learning experience. Currently, we have one undergraduate elective course, *International Social Work and Social Justice*. We generally have faculty members teach this course who have extensive international professional experience as social workers. International studies and experiences are an area of growth for the social work undergraduate programs after completion of the BSW accreditation process. Several faculty and staff members plan to develop and implement international opportunities into their current and new course development.

a. Has the number increased with time?

With the full implementation of the BSW Program, the number of courses in the curriculum that require community engagement and service-learning components has increased in the past two years, as has the number of sections of research and research opportunities for our BSW students. International experiences is an area of growth for us.

b. Is the number appropriate for your discipline?

The number of course components for service-learning and integrated learning is appropriate to our discipline. Because our accreditation standards include 500 hours of internship, integrative learning is already embedded into the curriculum. Similarly, the required research course meets the requirement of our accrediting body and is appropriate to our discipline. International experiences and international content needs to be increased in our BSW program; international social work content is a new area recommended by our accrediting body as a part of the curriculum.

4. What additional opportunities does your college plan to provide for engaging students beyond the classroom?

BSW students start field education internships in the second semester of their upper division program of study. Students complete 500 hours under the supervision of a professional social worker in an approved agency. In addition to these internships (and in some cases as augmented experiences within these internships), the College will provide additional opportunities for engaging our students beyond the classroom. Example of these opportunities are but not limited to participation in:

- Social work training hours (provided either by these agencies or as CEU's to practicing social workers in the community);
- Field trips to various participating agencies;
- Campus events (cultural awareness and diversity events);
- State/local political events that impact the populations social workers serve;
- Fund-raising events for the agencies/populations social workers serve;
- Local/national professional organization(s) events (e.g. National Association of Social Workers); and
- College committees, events, and activities.

Faculty Hiring/Retention and PhD Programs

1. Number of faculty hired and lost for AY 2009, AY 2010, and AY 2011 (by department, if applicable, and by rank). Give reasons for leaving if known.

Full-Time Faculty Hired by Rank	AY 2009	AY 2010	AY 2011
Assistant Professor		2	3
Assistant Professor - 2 CP and 1 FEI			
Associate Professor - CP			
Professor – CoEE Endowed chair	1		
Assistant Clinical Professor		1	
Associate Clinical Professor		2	
Instructor	1		
Research Assistant Professor (CCFS)		3	

Full-Time Faculty Lost by Rank	AY 2009	AY 2010	AY 2011
Assistant Professor	1 relocation 1 non-reappointment	1 relocation	
Associate Professor	1 transfer to ASPH; 1 relocation		
Professor			
Instructor	2 non-reappointment		
Clinical Associate Professor			1 relocation
Research Assistant Professor (CCFS)	1 relocation		

2. Number of post-doctoral scholars (PhD, non-faculty hires) in FY 2009, 2010, 2011:

None

3. Anticipated losses of faculty by year for the next five years. Supply reasons for departure if known; e.g. TERE period end, conventional retirement, resignation, etc. Describe planned hiring over the next five years (by department, if applicable).

- a. 2013 – 1 (TERE end period)
2015 – 2 (TERE end period)
- b. 2013- 1 additional FEI hire, plus replace retiring faculty
2015 – replace 2 retiring faculty

4. Outline your college's actions to improve graduate education, to improve its NRC and other rankings.

(NOTE: Social Work, as a developing field of research, was not listed in the last NRC rankings. It is ranked in *U.S. News and World Report*. Our last ranking was in 2008, we were ranked 53rd nationally.)

Improving our graduate education, and thus our national ranking, is a primary goal of the COSW Blueprint. In both our Five Year and our Academic Year 2012-2013 Goals, excellent quality in our academic programs is the first goal. In AY 2012-2013, improvement in academic quality will focus specifically on the MSW program. (See Five Year Goal 1, Strategies 1 through 7 and AY 2012-2013 Goal 1, Strategies 1 through 7 for specific steps planned to achieve the goal of improving graduate education.)

Activities completed in this past academic year to improve graduate education include the following: 1) Revised our recruitment strategy for the MSW program, targeting undergraduate programs with graduates who have proved to be successful in our MSW; 2) Established 5 new Dean's Research Awards (\$5000) at the MSW level and increased PhD stipend by \$6000 to recruit

the most highly competitive applicants; 3) Trained all faculty on the new competency-based accreditation standards for MSW programs; 4) Surveyed students and fields instructors to inform curricular revisions; 5) Continued development of certificate in social work with military, veterans, and their families; 6) Established web-based writing resources for students established access to an in-house writing coach; 7) Identified skills and characteristics of teaching excellence and good instruction and shared with all faculty; 8) hired several clinical faculty members to reduce our reliance on adjunct faculty; 9) Provided no-cost training to all our graduating MSW students in preparation for the social work licensure examination; 10) Engaged in discussion and examination of current PhD admits, and reshaped admissions accordingly

In addition to improving graduate program curriculum and thus graduate education, the COSW ranking will be improved by increasing research quality and productivity. Increasing research quality and productivity are addressed in our Blueprint, Goal 2 of both our Five Year Goals and our AY 2012-2013 Goals. (See Five Year Goal 2, Strategies 1 through 3 and 5, and AY 2012-2013 Goal 2, Strategies 1 through 7 for specific steps planned to achieve the goal of increasing research quality and productivity.)

Activities completed in this past academic year to increase research quality and productivity include the following: 1) Provided in-house grant writing seminar for faculty with follow-up incentives and ongoing faculty peer grant support and review group; 2) Engaged in a search for an Associate Dean for Research; 3) Engaged in searches for three tenure-line faculty with strong research agenda; 4) Inventoried faculty methodological skills and interests so that faculty may be internal methodological consultant to each other; 5) Improved research infrastructure for pre-award and writing support; 6) Made support available for junior faculty to engage with external faculty for mentoring, grant review, manuscript consultation; and 7) Engaged faculty in discussions to identify areas of excellence where the COSW has strong research capacity.

Finally, COSW ranking will be improved by increasing awareness of the COSW within the social work academic community. Our Five Year Goal 4 Strategy 3 and our AY 2012-2013 Goal 4 Strategy 3 both address establishing communications activities to inform publics, including the academic community, of the successes and contributions of the COSW. Activities completed in this past academic year to increase awareness of the COSW within the academic community include: 1) Ensured COSW is represented in programs for all national social work academic conferences; 2) Revised COSW recruitment materials that are distributed in academic settings to better reflect the quality and research activity of the COSW; 3) Increased the number of faculty presenting at the national Society for Social Work and Research conference from five to ten; 4) established social media presence to announce faculty publications, presentations, and other successes.

5. Describe your methods for placing your Ph.D. and other terminal degree students in tenure track positions at high ranking institutions.

We began our research intensive PhD program in 2007 and graduated our first Ph.D. from the new program in May 2011. Prior to that time, our Ph.D. graduates were prepared for careers in teaching social work and doing related research at BSW and MSW programs in various academic settings, not necessarily high ranking institutions.

Our more research-oriented graduates will be entering the job market in 2012 and 2013. In addition, some of the more research-oriented graduates of our former program will be graduating soon. One, who finished two years ago, had a post-doctoral fellowship for two years and is now interviewing with several universities. The five who are planning to graduate in 2012 have begun the interview process this semester.

The USC COSW helps place our students in high ranking institutions by: 1) providing students with travel funds to attend the Council for Social Work Education Annual Program Meeting and the Society for Social Work Research Annual Conference, both national venues where networking, screening, and interviews occur. In addition, both of these conferences have sessions specific to doctoral students focused on networking and job seeking; 2) graduating doctoral students are featured in an announcement that is distributed to the national listserv of social work deans and directors, so that schools of social work become aware of our graduates; 3) this same announcement is featured at the COSW display table at national conferences; 4) the Dean is briefed on all graduates and uses the national deans and directors meetings as an opportunity to promote and connect graduating students with deans at high ranking institutions who have open positions; 5) faculty members mentor students about job talks and provide references.

Funding Sources

1. “E” fund balances, by account, as of June 30, 2009, 2010, 2011

College of Social Work E Fund Balances

June 30, 2009	
15900E150 RESEARCH INCENTIVE	115,994.70
15900E160 OTHER SPONSORED ACTIVITY INCENTIVE	1,925.18
15900E400 CENTER FEES FOR SERVICES	4,500.65
15900E401 CENTER FOR CHILD: FAMILY STUDIES	54,270.05
15900E402 CENTER FOR CHILD AND FAMILY STUDIES	0
15900E700 SOCIAL WORK STUDENT COMPUTER FEE	58,525.21
15900E900 BLACK FAMILY SUMMIT (Pending Service Fee correction; to be Deactivated)	-53
15900E901 INTERNATIONAL SUMMER PROGRAMS	555
15900E902 SUMMIT ON AGING	6,706
15900E903 CENTER FOR CHILD & FAMILY STUDIES-CONFER	62,930
15900E904 KOREAN MSW PROGRAM	158,254
15900E906 CONTINUING EDUCATION - SOCIAL WORK	0
15900E911 SATURDAY SERIES WORKSHOPS (To be Deactivated)	0
	\$463,607

June 30, 2010	
15900E150 RESEARCH INCENTIVE	177,021
15900E160 OTHER SPONSORED ACTIVITY INCENTIVE	19,647
15900E400 CENTER FEES FOR SERVICES	4,493
15900E401 CENTER FOR CHILD: FAMILY STUDIES	53,589
15900E402 CENTER FOR CHILD AND FAMILY STUDIES	143
15900E700 SOCIAL WORK STUDENT COMPUTER FEE	20,476
15900E900 BLACK FAMILY SUMMIT (Pending Service Fee correction; to be Deactivated)	(53)
15900E901 INTERNATIONAL SUMMER PROGRAMS	555
15900E902 SUMMIT ON AGING	6,706
15900E903 CENTER FOR CHILD & FAMILY STUDIES-CONFER	62,925
15900E904 KOREAN MSW PROGRAM	360,622
15900E911 SATURDAY SERIES WORKSHOPS (To be Deactivated)	0
	\$706,125

June 30, 2011	
15900E150 RESEARCH INCENTIVE	332,343
15900E160 OTHER SPONSORED ACTIVITY INCENTIVE	34,018
15900E400 CENTER FEES FOR SERVICES	4,492
15900E401 CENTER FOR CHILD: FAMILY STUDIES	52,646
15900E402 CENTER FOR CHILD AND FAMILY STUDIES	20
15900E700 SOCIAL WORK STUDENT COMPUTER FEE	33,147
15900E900 BLACK FAMILY SUMMIT (Pending Service Fee correction; to be Deactivated)	(53)
15900E901 INTERNATIONAL SUMMER PROGRAMS	555
15900E902 SUMMIT ON AGING	6,706
15900E903 CENTER FOR CHILD & FAMILY STUDIES-CONFER	60,963
15900E904 KOREAN MSW PROGRAM	180,525
15900E911 SATURDAY SERIES WORKSHOPS (To be Deactivated)	0
	\$705,363

2. Gifts and pledges received in FY 2011:

COSW Total cash gifts: \$157,189
Pledge Payments Received: \$21,115
New Cash: \$136,074

Number of donors: 144

Campaign 7/1/2007 through 6/30/2010: \$2,474,866

IFS Total cash gifts: \$1,464
Pledge Payments Received: \$894
New Cash: \$570

Number of donors: 5

Campaign 7/1/2007 through 6/30/2010: \$100,868

COSW TOTALS

COSW Total cash gifts: \$158,653
Pledge Payments Received: \$22,009
New Cash: \$136,644

Number of donors: 149

Campaign 7/1/2007 through 6/30/2010: \$2,575,734
Campaign goal: \$5,000,000

Research

Describe the interdisciplinary research that is going on in your college.

A summary of our faculty's interdisciplinary collaborations can be seen in the Table below. In total, 21 of our faculty engage in interdisciplinary research with other departments on campus and at other institutions. Our collaborations included a total of 23 different disciplines, with the most frequent collaborators coming from Public Health and Psychology. In addition, both the College's Institute for Families in Society and the Center for Child and Family Studies are interdisciplinary settings, with faculty and staff coming from disciplines such as psychology, medicine, nutrition, and education.

a. What measures are being taken to increase the interdisciplinary research?

At the College, faculty are encouraged to engage in interdisciplinary research through their conversations and mentoring from the dean, as well as peer mentoring and the examples of their colleagues. The Dean has supported and is planning some additional structured opportunities for interdisciplinary relationships to build among faculty, which can lead to further collaborations. An example of this is the College's ongoing involvement in the Interprofessional Education initiative for the Health Sciences. The Dean has supported Dr. Teri Browne in participating in this initiative and provided funds for her to attend two national conferences in this area. A second, somewhat less formal but effective means for linking faculty across disciplines has been the "Meet the New Dean" events between the College of Social Work and the College of Education. At these events faculty from both disciplines, who may not have met before, have had the opportunity to socialize, talk about their work, and begin to explore future collaborations.

b. What measures should be taken to promote interdisciplinary research?

Within the College, additional measures to be taken to promote interdisciplinary research could include: 1) a focus on interdisciplinary work and invitation to colleagues from other disciplines to join us during our monthly faculty brown bag research presentations; 2) the summer grant writing workshop for faculty could have a focus on interdisciplinary work, with colleagues from other disciplines working together with College faculty on a grant during the workshop; and 3) specific exploration of interdisciplinary work during the faculty Annual Performance Review process with the Dean.

Central administration can promote interdisciplinary work by continuing the ASPIRE II program (several of our faculty members were involved in these proposals) and other such incentives. In addition, clear and consistent policies regarding the sharing of IDCs among Colleges and departments would be helpful, precluding the need for negotiations around IDCs each time an interdisciplinary proposal is submitted.

INTERDISCIPLINARY UNIVERSITY COLLABORATIONS WITHIN THE COLLEGE OF SOCIAL WORK

FACULTY NAME	SUBSTANTIVE AREA	OTHER DISCIPLINES	WITHIN USC?	OTHER UNIVERSITIES
Andrews, Arlene	Community Norms	Education	NO	Montana State University
		Communication Science	NO	Montana State University
Browne, Teri	Interprofessional Education Committee Member		YES	
	Institute for Healthcare Improvement Open School Steering Committee		YES	
	Curriculum Subcommittee	Greenville School of Medicine	YES	
	Health, Nephrology	Public Health	YES	
		Medicine	NO	Temple University
		Pharmacy	YES	
Chou, Rita	Aging and Caregiver Stress	Center for Successful Aging	NO	Greenville Hospital Systems
DeHart, Dana	Victimization, Juvenile Justice	Psychology	YES	Also U of Idaho
		Sociology	YES	Also University of Kentucky and University of Colorado
		Criminology	YES	Also UK and UC
		Public Health	YES	
		Neuropsychiatry	NO	MUSC

FACULTY NAME	SUBSTANTIVE AREA	OTHER DISCIPLINES	WITHIN USC?	OTHER UNIVERSITIES
Farber, Naomi	HIV	Public Health	YES	
Foster, Kirk	Faith-based Initiatives	Public Health	YES	
Fram, Maryah	Nutrition and Food Security, Parenting	HPEB/Public Health	YES	
		Psychology	YES	
Freedman, Darcy	Nutrition, Healthy Communities, Cancer prevention	Public Health	YES	
		Education	YES	
		Criminology	YES	
		Psychology	YES	
		Art	YES	
Hock, Robert	Autism spectrum disorders	Journalism and Mass Communication	YES	
		Psychology	YES	
		Theater	YES	
		Biostatistics	NO	Penn State
Iachini, Aidyn	Child Mental Health	Psychology	YES	
		Education	NO	Ohio State University
		PE and Athletic training	YES	
		Psychiatry	YES	

FACULTY NAME	SUBSTANTIVE AREA	OTHER DISCIPLINES	WITHIN USC?	OTHER UNIVERSITIES
Institute for Families in Society	Nutrition and children	Exercise Physiology	YES	
(Suzi Baxter, Ana Lopes-Defede, Kathy Mayfield-Smith, Cheri Shapiro)		Psychology	YES	also Cleveland State and San Francisco State Universities
		Statistics	YES	
		Institute for Partnerships to Eliminate Health Disparities	YES	
	Medicaid and Medicare Research	Geography	YES	
		Biostatistics	YES	
	Parenting and Children	Psychology	YES	
Levkoff, Sue	Gestational Diabetes	Medicine	NO	Harvard
	Health and Medical Care	Medicine	YES	
		Pharmacy	YES	
		Hospitality, Retail, Sports Management		
Liu, Quidan	TANF applicants, service utilization, economic downturn	Economics	NO	UNCG

FACULTY NAME	SUBSTANTIVE AREA	OTHER DISCIPLINES	WITHIN USC?	OTHER UNIVERSITIES
Maas, Carl	Interpersonal Violence	Psychology	YES	
		Criminal Justice	YES	also University of Albany
		Nursing	YES	
		Public Health	YES	
Pitner, Ron	Healthy and Safe Communities	Public Health	YES	
		Education	YES	
		Criminology	YES	
		Psychology	YES	
		Geography	YES	
Poole, Dennis	Science and Religion	Anthropology	YES	
		Philosophy	YES	
		Medicine	YES	
		Physics	YES	
Whitaker, Pippin	Parenting, Dating violence, Human Trafficking	Public Health	YES	
		Psychology	YES	
Wolfer, Terry	Social Capital, Faith-based, Science and Religion	Public Health	YES	
		Biology	YES	
		Journalism	YES	
		Anthropology	YES	
		Philosophy	YES	
		Physics	YES	
		Medicine	YES	
		Education	YES	