



UNIVERSITY OF
SOUTH CAROLINA

College of Social Work

Blueprint of Academic Excellence
2013-2014

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I. Executive Summary

Introduction

The College of Social Work has made significant improvements over the past several years. Quality of students and quality of education have both improved. Faculty productivity in terms of dissemination products and external funding is increasing. New faculty hires have attracted national attention. The reputation of the College is improving, both in the SC community as well as in social work higher education, due to our faculty, their productivity, and their service. Our community-engaged work in both research and the classroom has strengthened our reputation as a community-responsive program. Interdisciplinary collaborations are growing. Advancement at the College is building a strong base, with an excellent campaign committee and a growing connection with alumni. Our future trajectory is bright and our contributions to the overall goals of the University are increasing.

How the College of SW contributes to the Academic Dashboard

Undergraduate Enrollment: Though new, the BSW is growing (13 to 143 majors since 2009) and because of the employability of a BSW, the program will be an excellent point of recruitment. The USC Admissions office reports that as of January, over 140 AY 14 applicants identified social work as their major of interest. In parallel, our MSW enrollment has stayed constant, but we have become more selective in our admission rate, now reduced to 79% from over 90% three years ago.

Average SAT score: To date we have had few freshmen enter USC declaring a social work major, those that have reported SAT scores near the USC target 1200 (average scores over 4 years range from 1120-1200).

Freshman-Sophomore Retention Rate: To date we have no 4 year BSW graduates but based on our MSW retention rates (85% on time graduation) we believe we can contribute to improving the USC undergraduate rate as well.

Student to Faculty Ratio: Current student to faculty ratios are above the USC targets; we are actively recruiting faculty and making plans to develop funding for additional clinical faculty hires.

Research Expenditures: Research expenditures at the College are increasing. Comparing the first half of FY13 with FY12 indicates a 17% increase in College faculty research expenditures and a 33% increase in IFS research expenditures.

National Honors and Awards: The national awards seldom apply to social work faculty.

Doctoral Degrees: We had 3 PhD graduates in AY 11-12. New recruitment strategies for the program have resulted in a much improved applicant pool and we thus anticipate higher PhD production in a few years.

How the College of Social Work contributes to the Key Performance Parameters

Teaching excellence: The College has engaged in a number of initiatives that improve teaching quality, including regular meetings and observation of adjunct and full-time faculty. BSW curriculum has been honed and fully accredited in 2012. The MSW curriculum is undergoing revision to create a cutting-edge competency-based program. Our BSW director has worked with CTE to contribute to USC capacity for e-portfolios and other pedagogies.

Research/scholarship reputation and productivity: Faculty have been provided with additional infrastructure supports and incentives to increase research activity, resulting in an increase in research expenditures of 17% (COSW faculty) and 33% (IFS) and overall increase in research dissemination products of 71%. Over 70% of our tenure line faculty are engaged in interdisciplinary research, contributing to the productivity of USC across colleges.

Service to state, community, profession, and university: The College is fully community engaged and is a significant contributor to this parameter. Social work is by definition a service profession, and our students donate approximately \$2.5 M annually in service to SC via their unpaid internships. 84% of College externally funded research projects involve community or state partners. Our faculty contribute service to USC, the state, and the profession, with nearly 70% of tenure line faculty serving on national professional boards or review committees and those who are not serving at a national level serving on state level boards.

Sustainability: The College is building a base of alumni and donor support with a dedicated Campaign Committee and nascent Young Alumni Association, building commitment to the College and USC. Increased research dollars strengthen sustainability. Increased service contribution strengthens our reputation and the community's support for us and USC.

II. Meeting the University's Academic Dashboard Targets

Total Undergraduate Enrollment *Current Status:* The BSW program was established in 2009, fully accredited in October, 2012. Enrollment has grown rapidly, with anticipated continued growth, from 13 majors in 2009, to 143 majors in Fall 2012. Our goal is controlled growth of no more than 20 majors per year. *Current Strategies:* Participation in USC Open House events, Scholars' Day, Majors Day, and college fairs, work closely with USC Bridge program; welcome letter from Dean to all admitted interested in social work; new marketing materials developed; revised web site.

Planned Strategies: Marketing to emphasize the employability of a graduate with a BSW...a theme of "education to employment to lifetime career"; calls from faculty and alumni who share interest areas with applicants; increased outreach to high schools and technical/community colleges.

Average SAT and Freshman-Sophomore Retention Rate: Because of low numbers of entering freshmen declaring social work these parameters are not meaningful data. For FY 12 we had 12 entering freshmen with an average SAT of 1176.

Six year Graduation Rate The BSW is only 4 years old. Our first freshman graduation will occur this May.

Student to Faculty Ratio *Current Status:* This ratio was calculated 2 ways, first, by using the total number of students in our College, 795, and second by calculating our part time students (N=256) as 0.5 FTE, for a total of 667.

Student Faculty Ratio for FY 12-13

	Using 795 (students)	Using 667 (PT =0.5FTE)
All full time clinical and tenure track faculty (N=28)	28.4	23.8
All tenure and tenure track faculty (N=22)	36.1	30.3

Current Strategies: The College has engaged in aggressive recruitment for new faculty, while at the same time struggling with faculty attrition and retirements. We have been successful in recruiting excellent candidates at the junior level (3 for AY 12-13) and strong clinical faculty (3 for AY 12-13). However, recruiting for senior faculty has been difficult, and the rapid growth in the College admissions in 2007-2010 outstripped our full-time faculty capacity. We are holding MSW enrollment close to constant, but do see growth potential in the BSW and PhD programs. *Planned Strategies:* We plan to continue aggressive faculty recruitment; for AY 13-14 we already have 2 excellent junior faculty hired and are recruiting for 2 clinical and 3 senior positions. Senior faculty continue to be the most difficult to recruit, but as the reputation of the College is improving we are seeing more interest. We plan to continue to hold MSW enrollment constant, aiming for even greater selectivity in admissions in the coming years. Additional clinical faculty hires will be planned from research revenue as the research endeavor grows at the College.

Research Expenditures *Current Status:* Assuming continuation of same trajectory, COSW and IFS are on target to surpass last year's expenditures by 17% and 33% respectively. CCFS amounts are skewed because of excessive indirect billing in FY 12, which was corrected and paid back from FY 13 to date. Looking at CCSF awards for last year and this year gives an indication of our growth; DSS last year (7/11-8/12, 14 mo)=\$9.38M, for this year (9/12-7/13, 11 mo)=\$9.38M

	FY 11-12	FY 12-13 through 12/31/12
COSW	\$744,116	\$434,071
CCFS	\$4,568,895	\$1,473,611
IFS	\$3,600,416	\$2,393,850

Current Strategies: To increase research productivity faculty were provided with editorial support and consultation from a national social work leader in grant development. Simple buyout and incentive policies put in place and additional administrative support for grant preparation provided. *Planned Strategies:* Hiring an Associate Dean for Research to mentor faculty is a top priority, as is reducing service to provide faculty with more time for research, creating a central Research Administration function, and encouraging more transdisciplinary work across campus.

National Honors and Awards: The national awards seldom apply to social work faculty, though we are exploring.

Doctoral Degrees: *Current Status:* 3 PhD graduated in AY 11-12, with one finding a tenure-line appointment and 2 returning to academic or research-based positions; 11 remain in the program. A cohort was not accepted for AY 12-13 because of a weak applicant pool. *Current Strategies:* Aggressive recruitment occurred this year, targeting top students in regional MSW programs. Web site was redesigned with an emphasis on research and faculty available as mentors for doctoral students. Our applicant pool for AY 13-14 is much stronger and doubles last year's (16 vs. 8). *Planned Strategies:* Increase targeted recruitment using faculty networks and top regional students. Increase student awards to \$15,000 plus tuition and encourage faculty funding of students in grants. Increase faculty intensity of mentoring, with a particular focus on retention through the comprehensive exam (where we have lost students) and preparation for the academic job market.

COSW-Specific Academic Dashboard Targets

Admission Rates (Target 75%) Current Status: For AY 12 we received 944 applications, and accepted 747 (79%). This is an improvement over AY 11 where we had 980 applications and accepted 799 (82%). Among full time students our admission rate is near target 77% (for AY 11 80%). **Current Strategies:** Currently we have shifted our recruitment to include more highly ranked schools and have redesigned our marketing materials and our web site. We also revised our application review to increase rigor of the selection process. **Planned Strategies:** Shift energies to include even more highly ranked schools in recruitment, use faculty in recruitment process, continue rigorous review of applicants.

AY 11-12 MSW Graduation rates, on time (Target: 80%) Current Status: For AY 12 Full time: 128 of 149 (86%); Part Time: 53 of 70 (76%); Advance Standing 48 of 48 (100%). For AY 12 Overall 86% [For AY 11 Overall 87%]. **Current Strategies:** To date we are successful in retaining students and ensuring they graduate on time. To meet this target students are provided with advisement, writing support, and individualized problem solving. **Planned Strategies:** To meet the target, particularly for part time students in AY 13 we will assess reasons for attrition or delay to graduation (anecdotally these students progress more slowly because of family and work demands) and address through more intensive advisement, support, and other strategies based on our findings.

Faculty Dissemination of Research Findings Current Status:

	2011	2012
Peer reviewed articles in print	37	45
Peer reviewed articles in press	13	38
Books in print	2	5
Books in press	0	3
Book chapters in print	14	4
Book chapters in press	0	16
Other scholarly writings	11	38
Peer reviewed national/international presentations	67	108
Invited national/international presentations	30	41

Current Strategies: Faculty have been provided with editorial support and with research consultation and manuscript review both in house from Dr. Dana DeHart and from Dr. Matthew Howard, a national social work research leader. A writing group has been established. All papers, books, and presentations are recognized and shared with the USC community via the Day Times. **Planned Strategies:** Continue all current strategies. Increase writing support via additional writing groups and collaborations. Work to decrease service to provide faculty with additional time for research.

Licensure Pass Rates Current Status: For calendar year 2011 the first-time administered LMSW pass rate was 66%. This was an increase over both 2010 and 2009 scores, which were 65% and 57% respectively (national averages for 2009-2011 were 75%, 74%, and 83%, respectively). **Current Strategies:** To improve pass rates we have hired a trainer to provide exam preparation classes for students in person and online. **Planned Strategies:** This year we are also providing an in-house online practice exam for students. The results of the exam will be used both to help students identify individual areas of weakness as they study and to identify collective areas of weakness in our students so that we can modify curriculum and provide corrective instruction.

Placement of MSW Graduates: Current Status: A survey of the 2 most recent graduating MSW classes is being conducted annually to determine student success in finding employment post-graduation. The survey completed this year, for graduates from 2012 and 2011 revealed 76% employed within 6 months and 94% within a year. Last year’s survey revealed 74% employed within 6 months and 94% within a year. **Current Strategies:** Students are encouraged to go to the Career Center for help with resume preparation and interview skills. Professional presentation is emphasized to students beginning at orientation. **Planned Strategies:** To assist this year’s graduates and beyond, the student organization is sponsoring in-house resume preparation and job seeking workshops. Job seeking “tip sheet” has been

sent to all graduating students. In addition, for the future, our new young alumni group is planning a networking/mentoring process for new graduates.

III. A. 2013-2014 Academic Year Goals

Goal 1: Improve the quality of social work education across academic programs, with emphasis on the MSW

- Progress: *Recruitment* of strong students has improved. MSW recruiters expanded by 0.25 FTE and have aggressively pursued the strongest students both in traditional recruitment sites and more highly competitive undergraduate programs, using personal letters, creative field education opportunities, and additional financial awards as incentive. PhD recruitment has expanded to include both presence at national conferences and personal presentations/visits at regional universities with excellent MSW programs (e.g. NC State University). Faculty have increased involvement in PhD recruiting. Applicant pool this year is strong, with offers to be made to 7-9 applicants. *Teaching quality* improvement is occurring in BSW via regular meetings of all instructors to ensure consistency and quality in pedagogy. At the MSW level we have instituted a process for observing adjunct faculty and providing feedback/coaching to improve teaching, as well as peer teaching observation of all full-time faculty. All new faculty hired required to demonstrate a balanced commitment to both excellence in research and excellence in teaching. *Curriculum quality* has been vetted for the BSW program via final accreditation by the Council on Social Work Education. The MSW Military Social Work Certificate has been approved and will begin Fall 2013. The MSW program has begun a comprehensive revision to the curriculum, which will continue through AY2014 (see below).
- Plans for AY 13-14: All new activities begun in AY 12-13 will be continued, to maintain and improve on gains already made. *Recruitment* in the BSW program will emphasize identification of strongest students. In addition, a major focus for the College this year is the *comprehensive revision of the MSW curriculum*. The curriculum is being shifted to a competency-based focus, emphasizing not just knowledge, but professional social work skills students must demonstrate and their engagement in difficult issues through critical thinking. Focal areas of the advanced curriculum are shifting from more generic direct practice or community/administration practice to integrative, substantive areas: Older adults and caregivers; Children and families; Health and mental health; Military; and Social and economic development. This is a significant undertaking which will involve all faculty in extensive efforts.
- Contribution to Key Performance Parameters: These efforts, both completed and planned, all contribute to the key performance parameters of *Teaching Excellence*. In addition, improvement in our PhD cohort contributes to *Research/scholarship reputation and productivity*. By graduating more skilled professionals at the BSW and MSW levels we also provide *Service to the state and community*, ensuring that we are graduating social work providers with the capacity to meet the service needs of the community, state, and nation.

Goal 2: Expand quality research and scholarship that addresses the key challenges facing South Carolina and beyond

- Progress: Faculty research and scholarship have expanded both in terms of *external funding* and *dissemination product productivity* (see Section II above). Faculty research is extensively community-engaged and focused on the needs of vulnerable populations in South Carolina. To support this, we expanded *research infrastructure* by providing editorial support for grants and manuscripts, in house consultation on grant development, and pre-award grant preparation support for Federal and other larger grants. We have established a faculty writing group for peer review and consultation. We have not yet been successful in hiring an Associate Dean for Research, but in the interim have used a national consultant to provide some of the same supports.
- Plans for AY 13-14: To expand research activity, the College will continue expanding *research infrastructure*, and is aggressively recruiting for an Associate Dean for Research. In addition, to expand quality research, faculty need sufficient time to plan, engage relevant communities and partners, and complete their research. Thus in AY 13-14 the College will implement ways to *reduce service burden for faculty*, to include streamlining both the number and efficiency of committee meetings and reducing field liaison responsibilities from 8-10/faculty to 3-4/faculty. We anticipate a 10% increase in productivity and research expenditures over 2012.
- Contribution to Key Performance Parameters: Both completed and planned efforts contribute to the key parameter of *Research/scholarship reputation and productivity*. Given that our research is community-engaged and focused on the needs of South Carolina, it also contributes to the parameter of *Service to state, community, profession, and university*. The external funding brought to the College and university also contributes to *Sustainability*.

Goal 3: Expand positive relationships with community partners and increase our community-engaged collaborations

- **Progress:** Currently the College has collaborations with over 100 community agencies in 26 counties in SC, and an additional 30 agencies in NC and GA, as internship sites through our *Field Education Office*. Two unique seminar-based field education partnerships have been established with United Way of the Midlands and Richland County Sheriff's Office. The College has begun providing *Continuing Education events* to strengthen our relationship with the practice community, including a series focused on children's issues, a workshop on financial social work, and an I. DeQuincey Newman lecture. In addition, nearly all faculty provide local and statewide training through state conferences and agency in-service events. *Community-engaged research* is a primary focus of our work, with 84% of our externally funded projects done in partnership with communities, community agencies or state departments that provide community services. Expanding *Community Awareness and Connection* with the College has been a priority of the Dean, who established an annual community Open House and had at least 1 meetings/week, with community leaders (e.g. Attorney General Wilson; leaders from DHHS, DSS, DMH, and DHEC; Columbia Veteran's Court; Kershaw Co. School Superintendent; and Columbia Chamber of Commerce) to inform them of College activities and availability as a resource. To assess *Communication*, MSW students surveyed community partners about satisfaction with communication with the College. 75% reported being very satisfied and requested email communication. In response, we are informing practitioners on faculty research via a field instructor e-newsletter.
- **Plans for AY 13-14:** To keep building community relationships, continue all efforts above. In addition, the College will hold a *community connections forum*, inviting leaders to engage in iterative dialogue about community issues and how the College and community can partner to address them. We have also begun a project with the Digital Humanities Library; together we are developing a *relational database to document all of the College's community partnerships* in education, research, and service. We will be able to create ad hoc queries in the database and both graphically depict and statistically analyze our community partnerships and their changes over time. This will be used to measure and guide our community engagement activities.
- **Contribution to Key Performance Parameters:** Both current and planned activities for this goal will support *Service to the state, community, profession, and university*. In addition, strong relationships with the community will improve the relevance and dissemination of our research, thus supporting the parameter *Research/scholarship, reputation, and productivity*. Strong relationships will result in strong internships for our students, enhancing our *Teaching Excellence*, and support for the College from the community, will enhance our *Sustainability* as well.

Goal 4: Grow the resources needed for success of the College of Social Work, specifically a sense of community, infrastructure, additional faculty lines, and funding

- **Progress:** We have made strides in using *technology to communicate as a community*, revising our web site, using Twitter, Facebook, and Blackboard. *Staffing infrastructure* has improved through hiring an additional Student Services staff and one support staff for the BSW, MSW, and PhD Program Coordinators, and through hiring on an as-needed basis, additional pre-award support. Planning is occurring for our space needs, with architects creating Phase 1 drawings for our renovated space in Hamilton Hall. We hired an additional 3 tenure-line and 3 clinical faculty this year, so *faculty numbers* are increasing. *Development* is progressing at the College, with creation of a Friends of the College Development Committee and a Young Alumni group. Regular communication with alumni is established via a monthly *From the Dean's Corner* e-newsletter.
- **Plans for AY 13-14:** As research dollars increase additional IDCs will be used to grow *staffing infrastructure* and *clinical faculty members*. All *development activities* will continue, with focus on both proposals for major gifts and foundation awards as well as growing an alumni base with a culture of giving back to the College. Despite 6 new hires (2 tenure track) last year and an additional 7 potential hires this year (5 tenure-track), we are losing faculty to retirement (3 tenured) and relocation (1 tenure line and 2 clinical). Given our student/faculty ratio, *additional faculty members* are essential, particularly senior faculty. We are also at capacity for *space*—currently we have offices in 4 buildings. Advocating for progress in the Hamilton renovation will be a priority in AY 13-14.
- **Contribution to Key Performance Parameters:** The progress made by the College and our future plans for developing the resources needed to function effectively support all four of the key performance parameters. With these resources we have *Sustainability*. *Teaching Excellence* requires an adequate number of permanent faculty, adequate space, support staff to ensure function of the academic units, and financial resources for student support. *Research/scholarship reputation and productivity* also requires excellent faculty, infrastructure to support them, and funding. Only with quality teaching and research are we providing *Service to state, community, profession, and*

university because only then are we graduating competent social workers to serve the community and generating new social work knowledge to enhance the profession and university and inform practice.

III.B. Five Year Goals By 2017-2018 the College of Social Work will...

Goal 1: Provide excellent social work education, and graduate social workers at the BSW, MSW, and PhD levels who are recognized nationally for their competence.

- The College of Social Work will have an effective and efficient recruiting process across our programs, will be able to identify the most talented students and be able to bring them to USC because of our excellent reputation and our competitive financial support;
- Our BSW, MSW, and PhD curricula will provide cutting-edge knowledge, excellent skill-building, and opportunities for meaningful community engagement;
- Our BSW and MSW graduates will be able to demonstrate the essential social work competencies, grounded in social work values and ethics and informed by a critical thinking process;
- Our PhD graduates will have effective skills for meaningful transdisciplinary, community-engaged research and for effective teaching within a university setting;
- Across all programs we will have a sufficient number of faculty to provide an excellent education to our students;
- Meeting this goal across programs will demonstrate that we have met the key performance parameter of *Teaching Excellence*; our PhD program will enhance our *Research/scholarship reputation and productivity*; graduating competent practitioners and educator/researchers who can impact communities supports *Service*. And only by meeting this goal will we be a viable College of Social Work over time, and thus *Sustainable*.

Goal 2: Be a College engaged in and known for impactful, community-engaged, transdisciplinary research and its broad dissemination.

- Our faculty will grow in their success in obtaining external funding, in producing articles and books, in presenting nationally, with their research efforts focused on the great challenges faced by our communities;
- The College will have established a range of dissemination mechanisms so that research findings are shared with the community and can change practice and policies to make a meaningful impact and improve quality of life and address social injustice;
- The College will have a centralized Research Administration unit, a comprehensive faculty mentoring process, and all other needed structures to promote excellent faculty research;
- Meeting this goal will support the key performance parameter of *Research/scholarship reputation and productivity*; generating and disseminating meaningful research that informs the profession and impacts communities supports *Service to state, community, profession, and university*, and successful research with external funding will increase our fiscal viability over time, and thus our *Sustainability*.

Goal 3: Be a leader in partnering with communities and other entities to address the great challenges in South Carolina and beyond.

- The College will be known as a “go to” place when communities or other entities such as state offices are working to address a problem or challenge. We will have a partnership model of working that uses the best of our classroom and research resources together with the lived experience, insights, and information from the community to develop and test solutions;
- We will do this with partners both in the US and internationally, growing our international presence and collaborations;
- Meeting this goal will support the key performance parameter of *Service*, and indirectly, by increasing community support, will support *Sustainability*.

Goal 4: Have the ongoing resources necessary to reach our goals and fulfill our mission.

- The College will have sufficient faculty, staff, space, research support, and student support to meet our goals;
- We will have a strong donor, friend, and alumni base who are dedicated to advocating for and helping the College obtain the resources we need to be successful;
- Meeting this goal will support the key performance parameter of *Sustainability*. If we do not meet this goal we will not be able to fully meet any of the key performance parameters.

Appendix A. Resources Needed

Resource Type	Existing	Additional	Strategy/Explanation
Personnel: Faculty MEETS GOALS 1, 2 & 3	28 tenure and tenure track (22) and clinical (6) teaching faculty	In FY 13-14, with retirements plus all new positions filled we will have 25TT faculty and a total of 31FT faculty. CSWE will require 50% of our courses be taught by FT faculty: this will require approximately 5 additional FT clinical faculty after FY14; to reach a 1:24 TT would require 3 additional TT faculty after FY14, to reach 1:17 FT would require 8 additional FT faculty. Sources: Clinical faculty could be funded through IDC and buyout from research grants, but this will require extensive external funding, which will need to be developed over time.	To improve quality and maintain accreditation with CSWE we should have 50% of our courses taught by FT faculty; the USC goal is a 1:24 ratio of students to tenure track faculty or 1:17 FT. Obtaining the resource of additional faculty will keep us accredited and improve quality of education.
Personnel: Student Services MEETS GOAL 1	2.5 FTE	Current staffing is stretched very thin. As BSW program grows additional advising and student service will be needed. We need at least 1 additional FTE. Sources: Some additional resources by increasing fees.	With adequate student support, we avoid retention issues, extended time to graduation, and difficult matriculation.
Student financial support MEETS GOAL 1	No BSW support, approx. 130 \$2400 MSW GAs and 10 small awards, full support at \$15,000 plus tuition for 3 PhD students	Social work students struggle financially. Anecdotal report is that up to 1/3 of our MSW students are on food stamps and for AY 12-13 we have reports of at least 3 students homeless. At PhD level our full support (tuition & \$15K) is barely competitive. We need to be able to provide reasonable support (at least \$4000) for 150 GAs and \$18K & tuition for 4 PhD students. Source: Some additional funding can be obtained from faculty grants and from donor support.	Students cannot learn and successfully complete the program under such financial strain. We can only recruit excellent PhD students if our package is competitive.
Personnel: Research Adminis. MEETS GOAL 2	1FTE for pre and post award and HR; hourly purchase of pre-award support	To have an efficient research administration unit will require 1 FTE for pre-award administration and 1 FTE for editorial and grant seeking support. SOURCE: Current funds used for hourly help could be directed, and in combination with IDCS could move us towards this goal.	With adequate support faculty can be efficient in grant and manuscript submission.
Personnel: Support staff for marketing, alumni, general support MEETS GOALS 1-4	Within COSW have 1 development director, 3 FTE general office support, 0.2 FTE marketing	For effective recruitment, marketing, development, and general functioning of the College additional support is needed. Faculty could be more productive if they had office support, we could do better outreach to potential donors and to alumni, do better community education and outreach if we had FTE. Sources: Central Development may help with alumni position, IDCs could at some point cover some costs	With adequate support faculty can use their time most productively, we can have effective marketing materials, we will be more effective in advancement with good alumni relationships and development materials.
Space MEETS GOALS 1-4	Offices in 4 buildings, classes in 2. No more offices available	Without centralized space we have ineffective communication, community, collaboration. Need Hamilton project completed. Sources: Have requested info on amount USC has designated for project, have possible donor.	Centralized space will increase communication and allow for relationship building, collaboration and mentoring/teaching

Appendix B. Benchmarking Information (Based on U.S. News and World Report rankings, 2012)

Top Ten Public University Schools of Social Work

1. University of Michigan
2. University of Washington
3. University of North Carolina--Chapel Hill
4. University of California-Berkeley
5. University of Texas—Austin
6. University of Pittsburg
7. University of Wisconsin—Madison
8. Virginia Commonwealth University
9. CUNY—Hunter College
10. University of California—Los Angeles

Five Peer Public University Schools of Social Work

1. University of Kentucky
2. Florida State University
3. University of Texas--Arlington
4. University of Alabama
5. Colorado State University

Appendix C. Top Strengths and Important Accomplishments of the College of Social Work

The past several years have been a time of growth and improvement for the College. Below is a summary list of some of our greatest strengths and most significant accomplishments.

- Faculty hires The College has 10 junior faculty who have been hired over the past 5 years, with an additional 2 confirmed for the fall. All are from excellent doctoral programs in highly ranked schools (University of Chicago, University of Michigan, Vanderbilt, Michigan State, Ohio State, University of North Carolina, University of Maryland); all have joined with our existing faculty in contributing to teaching and service and all have begun productive research agendas here.
- Research Activity Research *productivity* has grown dramatically at the College over the past 5 years. Simply looking at the past 2 years (see earlier in report) reveals an increase in research expenditures and a 71% increase in research dissemination products between 2011 and 2012. The strengths of the research at the College include its focus on *community engagement* and community services (84% of externally funded research projects involve community or state partners) and its focus on *interdisciplinary work* (over 70% of our tenure line faculty are engaged in interdisciplinary research).
- Teaching quality Improving the quality of teaching at the College has also been a significant accomplishment. This effort falls into three domains. First, the *Field Education Office* has improved the clarity and rigor of policies regarding internships and has increased training for field instructors. A *new faculty orientation* within the College has been established to ensure that new faculty have all the information they need to engage in quality teaching. Finally, we have established a system for *standardized observation and feedback for adjunct faculty* to improve their teaching quality and *peer teaching evaluation for full time faculty*.
- MSW Curriculum redesign A major accomplishment this year is the commitment the College has made to a *major redesign* of our MSW curriculum. Shifting to a competency-based system, this revision will dramatically change the way we teach and improve the skills developed by our students, making us one of the cutting edge providers of MSW education.
- Improving student quality By revising and intensifying our *recruitment strategy* and *increasing selectivity* for the admissions process we have begun to see stronger students in our program. We have also provided additional *academic support* to students by expanding student orientation to include writing/study skills and professional presentation and by providing writing support resources. The improving quality of students is evidenced by faculty report of improved writing and study skills and also by *increased student involvement* and initiative in the College.
- Community relationships One of the accomplishments of the College has been an *increasing profile* within the University, across the state, and in the national professional community about the activities and contributions of the College, using media venues such as the USC Day Times, Facebook, a redesigned web site, and a “mini-zine” along with extensive conference presentations, face to face meetings, and relationship building. The College has created unique community partnerships (e.g. United Way of the Midlands and Richland County Sheriff’s Department) where we provide intensive field internships for MSW students and the agency and faculty members work together to provide students with seminars and unique interdisciplinary learning opportunities.
- The Center for Child and Family Studies and the Institute for Families in Society These two entities are College strengths whose work serves the needs of South Carolina and beyond; they also bring in extensive external funding. CCFS focuses on research, training, and technical assistance, while IFS is an interdisciplinary research organization which has come under the administration of the College. These entities are working more and more closely with the academic endeavor of the College, providing opportunities for MSW and PhD students and engaging in collaboration with tenure line faculty.
- International presence The College is growing a strong international presence. Our Korean MSW program began in 1993, and we have expanded by building relationships with 4 Korean Universities via MOU as well as a collaboration with Yonsei University. In addition, we have a collaboration in Gujarat India, collaborations and potential study abroad in Guatemala and other Latin American countries, and a nascent collaboration with the Vietnamese Ministry of Labor, Invalids, and Social Services. We have also developed international internship options for MSW students.
- BSW Program The BSW received final accreditation and is growing, with more students and more full time faculty teaching in the program. A degree with high employability, we anticipate increasing interest among students.

Appendix D. Weaknesses and Plans for Addressing Weaknesses at the College of Social Work

- Off Campus Programs *Issue:* The College has two off campus part time MSW programs—one in Greenville and one in Charleston. Currently, we have no full-time on site faculty, so administration is done by a Columbia-based faculty off campus program liaison and a “lead adjunct faculty” member in Greenville and Charleston. Students in these programs express disappointment that their courses are almost entirely taught by adjunct faculty; few Columbia based faculty are willing to travel two hours each way every Saturday for a semester. In addition, development and supervision of Charleston and Greenville internship sites is difficult from Columbia and some concerns have been raised about the quality of some of the internship experiences. *Plans:* We are exploring ways to increase faculty presence in the off campus sites, such as teaching a 6 hour class every other week rather than a 3 hour class weekly, or incentivizing teaching at these sites. The Field Education Office is increasing their time at these sites and carefully reviewing internships to improve quality of education or to close sites that are not good learning experiences.
- PhD Program recruitment *Issue:* A few years ago the PhD curriculum was revised to include a stronger research focus and a cohort was not accepted for a year. As a result there seems to have been a decrease in momentum and awareness of the PhD program, and applications declined. Last year we had few applications and those students we accepted were recruited by programs that provided greater financial support than we do. *Plans:* We have begun more strategic and intensive recruitment strategies, using faculty connections from across the country to identify potential applicants. In addition we have made personal visits to regional universities with good MSW programs to recruit strong students. We revised our web site, prioritizing the Faculty and Research sections, since this is a primary way potential applicants make initial decisions regarding programs. We have increased our stipend to a maximum of \$15,000/year for two years. We plan to continue all of these activities and expand recruitment efforts, using our PhD alumni to assist as well. We also are strongly encouraging faculty to include funds for PhD students in their grant submissions whenever possible.
- Infrastructure *Issue:* As noted throughout this report, infrastructure expansion is a crucial need for the College. We are, literally, out of *space* and cannot hire any more new faculty because we have no offices. Spread across multiple buildings we have no common space for planning or gathering that will hold our entire community. Our student body and faculty ranks have grown, with little commensurate expansion in *support staff*. Similarly, our research endeavor has grown and additional *research administration support* is needed. Currently we purchase support as needed, but it is cumbersome and disjointed and inefficient. *Plans:* Plans for the Hamilton renovation have moved forward and we are optimistic that upon completion this will address our space needs. Plans to identify donor support are in place. Additional general and research support can be built over time by writing these positions in grants and using research IDCs, however the lack of infrastructure slows the research endeavor, which slows IDC generation, which slows the building of infrastructure. Potential collaborations with other health Sciences colleges will be explored.
- Full time faculty *Issue:* As discussed in this report, our faculty has not grown at a rate commensurate with our student population and our student to faculty ratio is higher than it should be. In addition, CSWE will soon be mandating that 50% of all classes be taught by full time faculty. Also, with multiple senior faculty retirements pending, the need for senior faculty is particularly high. *Plans:* As research activity increases buyout funds and IDCs could be used to hire full time clinical faculty. Current recruitment efforts are focused on senior faculty hires as well as junior positions. These actions may not bring us into CSWE compliance in time for our reaccreditation. There are also concerns about space if we should be able to hire new faculty.
- Continuing Education *Issue:* Continuing education is essential for all licensed social workers in South Carolina; license renewal requires 20 hours of continuing education per year. College alumni repeatedly request provision of affordable continuing education. *Plans:* To date we have begun a small continuing education series through our Field Education Office, however more is needed. We are meeting with USC Continuing and Professional Education to develop a collaborative strategy for offering additional continuing education to meet the need of South Carolina social workers.

Appendix E.1. Unit Statistical Profile

1. Number of entering freshman for Fall 2009, Fall 2010, Fall 2011 and Fall 2012 classes and their average SAT and ACT scores.

Number of Entering Freshmen & Average Scores	Fall 2009	Fall 2010	Fall 2011	Fall 2012
# new fresh/ACT	0/0	9/25	3/0	12/29
# new fresh/SAT	1/1200	9/1182	3/1120	12/1176

2. Freshman retention rate for classes entering Fall 2009, Fall 2010, and Fall 2011.
Not applicable
3. Sophomore retention rate for classes entering Fall 2008, Fall 2009 and 2010.
Not applicable
4. Number of majors enrolled in Fall 2009, Fall 2010, Fall 2011, and Fall 2012 by level undergraduate, certificate, first professional, masters, doctoral (headcount).

Student Head Count	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Undergraduate	13	65	120	143
Masters	519	586	622	622
Certificate	5	13	18	19
First Professional	0	0	0	0
Doctoral	22	25	16	11
Total	559	689	776	795

5. Number of entering first professional and graduate students Fall 2009, Fall 2010, Fall 2011, and Fall 2012 and their average GRE, MCAT, LSAT scores etc.

Students Entering as Professional/Graduate Students	Fall 2009	Fall 2010	Fall 2011	Fall 2012
# students/GRE Quantitative	349/464	447/477	499/438	498/504
# students/GRE Verbal	349/390	447/393	499/434	498/409

6. Number of graduates in Fall 2011, Spring 2012, and Summer 2012 by level (undergraduate, certificate, first professional, masters, doctoral).

<u>Degrees Awarded</u>	Fall 2011	Spring 2012	Summer 2012
Undergraduate	0	16	4
Masters	3	236	14
Certificate	2	21	2
First Professional	0	0	0
Doctoral	0	2	1
Total	5	275	21

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

Not applicable

8. Total credit hours generated by your unit regardless of major for Fall 2011, Spring 2012, and Summer 2012.

Student Credit Hours	Fall 2011	Spring 2012	Summer 2012
Undergraduate	1,518	1,668	48
Masters	7,074	6,834	2,049
First Professional	0	0	0
Doctoral	107	98	24
Total	8,699	8,600	2,121

9. Percent of credit hours by undergraduate major taught by faculty with a highest terminal degree. (Note: The % number from IAC was quite different from our in-house number for 2010. Ours was 43.18%)

Semester	Total Credit Hours SW Minor/BSW	% of Total Credit Hours
Fall 2012	1236	44.90%
Fall 2011	1020	42.06%
Fall 2010	573	92.15%

10. Percent of credit hours by undergraduate major taught by full-time faculty. (Note: The % number from IAC was quite different from our in-house number for 2010. Ours was 28.10%)

Semester	Total Credit Hours SW Minor/BSW	% of Total Credit Hours
Fall 2012	1236	44.90%
Fall 2011	1020	59.41%
Fall 2010	573	78.01%

11. Number of faculty by title (tenure-track by rank, non-tenure track (research or clinical) by rank, for Fall 2010, Fall 2011, and Fall 2012 (by department where applicable).

<u>Tenure Track Faculty</u>	Fall 2010	Fall 2011	Fall 2012		<u>Visiting Faculty</u>	Fall 2010	Fall 2011	Fall 2012
Professor	5	6	6		Professor	0	0	0
Associate Professor	6	6	7		Associate Professor	0	0	0
Assistant Professor	7	9	9		Assistant Professor	0	0	0
<u>Research Faculty</u>	Fall 2010	Fall 2011	Fall 2012		<u>Clinical Faculty</u>	Fall 2010	Fall 2011	Fall 2012
Professor	1	2	3		Professor	0	0	0
Associate Professor	1	5	5		Associate Professor	2	1	0
Assistant Professor	4	4	5		Assistant Professor	1	1	2
<u>Lecturers</u>	1	1	1		Instructor	3	3	4
<u>Professor of Practice</u>	0	1	1		<u>Adjunct Faculty</u>	45	45	43

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 2011.

	Number of Faculty from Underrepresented Minority Groups for Spring 2013	Change in Number of Faculty from Underrepresented Minority Groups from FY 2011
Tenured Faculty	4	+1
Tenure-Track Faculty	3	+1

APPENDIX E.2. Statistical Research Data for College of Social Work (NOTE: When referring to department, “College of Social Work” refers to both COSW and CCFS)

1. **The total number and amount of external sponsored research proposal submissions by funding source for FY2012.**

DESCRIPTION	P.I. Home Department	# of Submissions	Amount First Year
Federal-(FED)			
	Families in Society, Institute for	7	\$4,708,387
	Social Work, College of	21	\$5,008,585
State-(STA)			
	Social Work, College of	3	\$108,777
Local Government-(LOC)			
	Social Work, College of	3	\$9,000
Private, Foundations, Non-Profit- (PHI)			
	Social Work, College of	10	\$512,088
Other- (OTH)			
	Social Work, College of	3	\$77,353

2. **Summary of external sponsored research awards by funding source for FY2012. Total extramural funding processed through Sponsored Awards Management (SAM) in FY2012, and Federal extramural funding processed through SAM in FY2012.**

FY2012 Summary of External Sponsored Research Awards by Funding Source

	COM	FED	LOC	OTH	PHI	STA	TOTAL
IFS	\$0	\$3,889,333	\$0	\$0	\$0	\$0	\$3,889,333
Social Work	\$0	\$5,497,153	\$18,720	\$2,412	\$38,324	\$106,234	\$5,662,843

FY2012 Awards by Source/Agency		
Institute for Families in Society		
NIH	\$671,459	
HHS (excl. NIH)	\$3,217,874	
NSF		
DOD		
DOE		
USDE		
OTHER FEDERAL		
STATE		
LOCAL		
PHI (Non-Profit)		
COMEMRCIAL		
OTHER		
Total Funding	\$3,889,333	
Social Work (including CCFS)		
NIH		
HHS (excl. NIH)	\$5,376,060	
NSF		
DOD		
DOE		
USDE	\$20,000	
OTHER FEDERAL	\$101,093	
STATE	\$106,234	
LOCAL	\$18,720	
PHI (Non-Profit)	\$38,324	
COMMERCIAL		
OTHER	\$2,412	
Total Funding	\$5,662,843	

3. Total sponsored research expenditures per tenured/tenure-track faculty for FY 2012, by rank and by department, if applicable.

Department	Principal Investigator	Rank	Tenure/Tenure Track	Total Sponsored Research Expenditures
Families in Society, Institute for				
	Baxter, Suzanne	RESEARCH PROFESSOR		614,244
	Hayes, Kathleen	PROFESSOR OF PRACTICE		13,652
	Lopez-DeFede, Ana	RESEARCH PROFESSOR		2,669,241
	Mayfield-Smith, Kathy	RESEARCH ASSOC. PROFESSOR		193,917
	Wilson, Sacoby	RESEARCH ASST. PROFESSOR		113,712
	TOTAL			3,604,766
Social Work, College of				
	Browne, Teri	ASST. PROFESSOR	Tenure Track	148,470
	Buxhoeveden, Daniel	RESEARCH PROFESSOR		21,186
	Chou, Rita	ASSOC. PROFESSOR	Tenure Track	12,466
	DeHart, Dana	RESEARCH ASSOC. PROF.		247,232
	Flynn, Cynthia	RESEARCH ASST. PROF.		4,716,639
	Freedman, Darcy	ASST. PROFESSOR	Tenure Track	244,099
	Leith, Katherine	ADJUNCT PROFESSOR		9,882
	Sutphin, Suzanne	RESEARCH ASST. PROFESSOR		165,580
	Ward, James	SENIOR INSTRUCTOR		42,778
	Whitaker, Pippin	ASST. PROFESSOR		14,975
	Wolfer, Terry	PROFESSOR	Tenured	8,745

4. Number of patents, disclosures, and licensing agreements in fiscal years 2010, 2011 and 2012.

FY '10

College	Invention Disclosures	Provisional patent applications	Non-Provisional patent applications	Issued patents
Social Work	5	0	0	0

FY '11

College	Invention Disclosures	Provisional patent applications	Non-Provisional patent applications	Issued patents
Social Work	0	0	0	0

FY '12

College	Invention Disclosures	Provisional patent applications	Non-Provisional patent applications	Issued patents
Social Work	0	0	0	0

NOTE:

Non-provisional patent applications include only newly filed US Utility and PCT applications.

Additional grant information for FY 12:

As Co-PI with Public Health, Dr. Darcy Freeman brought an additional \$29,184 to the COSW. Dr. Sue Levkoff, through her collaboration with Engineering on two SBIR grants, brought an additional \$86,123 to the university