SPRING 2022 PROVOST’S RETREAT

February 4, 2022
Russell House Ballroom
INTRODUCTIONS

Stephen J. Cutler
Interim Executive Vice President for Academic Affairs and Provost

UNIVERSITY OF South Carolina
WELCOMING REMARKS

Harris Pastides
Interim President

UNIVERSITY OF
South Carolina
WELCOMING REMARKS AND ACADEMIC AFFAIRS UPDATE

Stephen J. Cutler
Interim Executive Vice President for Academic Affairs and Provost
FACULTY OPPORTUNITIES

Dr. Cheryl Addy
Vice Provost and Dean of Faculty
LEADERSHIP DEVELOPMENT

Pipeline for Academy Leaders Fellowship Program

Five Core Competencies
- Leading Change
- Leading People
- Managing for Results
- Institutional Knowledge and Understanding
- Building Effective Relationships

Invitation-only program for academic leaders and administrative executives.
Examples: directors, assistant vice presidents, associate vice presidents, department chairs, assistant deans and associate deans.

Academic Administrators Academy

Spring 2022 Tentative Workshop Dates
- March 4
- March 25
- April 8
- April 29

https://www.sc.edu/about/offices_and_divisions/provost/faculty/leadership/
The SEC ALDP seeks to identify, prepare and advance academic leaders for roles within SEC institutions and beyond.

Three components make up the SEC ALDP:

- A university-level development program designed by each university for its own participants
- Two SEC-wide three-day workshops
- A competitive fellowship designed to provide administrative growth opportunities for former fellows

SEC ALDP Spring 2022 Workshop
Hosted at the University of South Carolina
February 16 – 18, 2022

https://www.thesecu.com/programs/sec-academic-leadership-development-program/
SEC ACADEMIC OPPORTUNITIES

Faculty Achievement Award
• Eligibility:
  • Be a teacher/scholar
  • Have achieved the rank of professor
  • Have a record of extraordinary teaching
  • Have an outstanding record of scholarship that is recognized nationally and/or internationally
• USC selection is nominated for SEC Professor of the Year

Faculty Travel Grant Program
• Eligibility:
  • Full-time faculty
  • Title of assistant professor, associate professor, professor or librarian, regardless of track
  • Joint or team/group applications not allowed per the SEC
  • USC traveler goes to one or more SEC institutions

https://www.sc.edu/about/offices_and_divisions/provost/faculty/secu-funding/
RECOGNIZING OUTSTANDING FACULTY

Ada B. Thomas Outstanding Advisor Award
Carolina Trustees Professorship
Clinical Practice Teaching Award
Garnet Apple Award for Teaching Innovation
Michael J. Mungo Distinguished Professor of the Year Award
Michael J. Mungo Undergraduate and Graduate Teaching Awards
Russell Research and UofSC Educational Foundation Research Awards
UofSC Educational Foundation Outstanding Service Award

https://www.sc.edu/about/offices_and_divisions/provost/honorsandawards/internal/index.php
ENDOWED CHAIR & NAMED PROFESSORSHIPS

Criteria for Appointment

1. Quality and number of scholarly and/or creative works.
2. Enhancement of the university's reputation through regional, national and international recognition of the professional work.
3. Quality of university teaching.
4. Service to the university and to the profession which distinguishes the individual and university. Appropriate professional and personal conduct.
5. Normally, recipients must be full professors at the University of South Carolina or eligible for initial appointment at that rank.

Procedures

- Nomination Portfolio
- Provost reviews and forwards a recommendation to the University Committees on Named and Distinguished Professorships (UCNDP)
- UCNDP reviews and forwards a recommendation to the president
- Appointment letters from the president are distributed to the provost, dean and others as appropriate

ACAF 1.21 Appointment and Review of Endowed Chairs and Name Professorships
OPPORTUNITIES FOR OUTREACH

Opportunities

- Women's Leadership Institute (WLI)
- Faculty & Staff Affinity Groups
- Program Directors
- Professional Development
- Outside Professional Activity (AIR)

Committees

- Faculty Senate
- Faculty Committees
- Advisory Committees
- Graduate Council
TENURE-TRACK FACULTY

- Faculty Manual, University Policies, UCTP Guidelines
- Website calendars for decision year with tenure-clock, post-tenure review extensions
- Criteria revision
- Faculty activity reporting system

https://www.sc.edu/about/offices_and_divisions/provost/faculty/tenure/index.php
PROFESSIONAL-TRACK FACULTY

- Voting rights, eligibility, and nomenclature
- New University Committee on Professional-track Faculty charged to develop comprehensive guidelines and to review unit criteria
- Integrate PTF policies in Faculty Manual
- Related Policies:
  - ACAF 1.06 Academic Titles for Faculty and Unclassified Staff Positions
  - ACAF 1.16 Professional-track Faculty
  - ACAF 1.18 Change of Status between Tenure and Professional Track

https://www.sc.edu/about/offices_and_divisions/provost/faculty/professional_track_faculty/index.php
FACULTY POLICY ENHANCEMENTS

• ACAF policies for professional-track faculty
• More efficient processes
• Ad hoc committee on professional conduct
• Ad hoc committee on freedom of expression
• Outside professional activities; conflict of interest
• Appointment and evaluation of academic administrators
• HR hiring and onboarding
COACHE

Faculty Job Satisfaction Survey
Spring 2019 results
Spring 2023 next administration

Retention and Exit Survey
Annual administration; three-year aggregation of responses

https://www.sc.edu/about/offices_and_divisions/provost/faculty/coache_initiatives/index.php
THANKS!

Dr. Cheryl L. Addy
Vice Provost and Dean of Faculty
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803-777-2808
PROVOST SEARCH UPDATE

Jeannette Andrews
Dean of College of Nursing, Co-Chair of the Search Committee
ENROLLMENT DATA

Scott Verzyl
Vice President for Enrollment Management and Dean of Undergraduate Studies
FALL 2021 RECAP
UofSC SYSTEM HEADCOUNT ENROLLMENT

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>40,510</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>41,155</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>42,394</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>42,883</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>43,841</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>43,218</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>42,013</td>
</tr>
</tbody>
</table>

Source: OIRAA, www.ipr.sc.edu
UofSC COLUMBIA HEADCOUNT ENROLLMENT

- **Fall 2021**: 26,781 Undergraduate, 6,726 Graduate, 1,881 Professional, Total 35,388
- **Fall 2020**: 27,270 Undergraduate, 6,797 Graduate, 1,905 Professional, Total 35,364
- **Fall 2019**: 27,502 Undergraduate, 6,555 Graduate, 1,875 Professional, Total 35,364
- **Fall 2018**: 26,733 Undergraduate, 6,213 Graduate, 1,849 Professional, Total 34,795
- **Fall 2017**: 26,362 Undergraduate, 6,555 Graduate, 1,814 Professional, Total 34,731
- **Fall 2016**: 25,556 Undergraduate, 6,797 Graduate, 1,746 Professional, Total 34,099
- **Fall 2015**: 25,237 Undergraduate, 6,790 Graduate, 1,697 Professional, Total 33,724

Source: OIRAA, www.ipr.sc.edu
# UofSC COLUMBIA ENROLLMENT COMPARISON
## 2010-2021 SUMMER/FALL FRESHMEN

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2020</th>
<th>Change from 2010 to 2020</th>
<th>2021</th>
<th>Change from 2010 to 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Applications</td>
<td>18,485</td>
<td>34,952</td>
<td>+16,467 (+89.1%)</td>
<td>42,057</td>
<td>+23,572 (+127.5%)</td>
</tr>
<tr>
<td>Freshman Class</td>
<td>4,470</td>
<td>5,734</td>
<td>+1,264 (+28.3%)</td>
<td>6,165</td>
<td>+1,695 (+37.9%)</td>
</tr>
<tr>
<td>Average SAT</td>
<td>1,187</td>
<td>1,241</td>
<td>+54 points</td>
<td>1,248</td>
<td>+61 points</td>
</tr>
<tr>
<td>Average ACT</td>
<td>26.2</td>
<td>27.7</td>
<td>+1.5 points</td>
<td>28.1</td>
<td>+1.9 points</td>
</tr>
<tr>
<td>Freshman Honors Enrollment</td>
<td>338</td>
<td>580</td>
<td>+242 (+72%)</td>
<td>595</td>
<td>+257 (+76.0%)</td>
</tr>
<tr>
<td>Capstone Scholars Enrollment</td>
<td>482</td>
<td>1,482</td>
<td>+1,000 (+207%)</td>
<td>1,409</td>
<td>+927 (+192.3%)</td>
</tr>
<tr>
<td>Total Undergrad Enrollment</td>
<td>21,383</td>
<td>27,270</td>
<td>+5,887 (+27.5%)</td>
<td>26,781</td>
<td>+5,398 (+25.2%)</td>
</tr>
<tr>
<td>First to Second Year Retention</td>
<td>86.8%</td>
<td>86.9%</td>
<td>+0.1 percentage pts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Year Graduation Rate</td>
<td>53.0%</td>
<td>64.7%</td>
<td>+11.7 percentage pts.</td>
<td>66.9%</td>
<td>+13.9 percentage pts.</td>
</tr>
<tr>
<td>6-Year Graduation Rate</td>
<td>67.5%</td>
<td>77.7%</td>
<td>+10.2 percentage pts.</td>
<td>77.8%</td>
<td>+10.3 percentage pts.</td>
</tr>
</tbody>
</table>

Source: OIRAA, Office of Undergraduate Admissions
SPRING 2022 ENROLLMENT TO DATE
<table>
<thead>
<tr>
<th>Campus</th>
<th>Level</th>
<th>2021 Preliminary</th>
<th>2021 Freeze</th>
<th>2022 Preliminary</th>
<th># Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia</td>
<td>Undergraduate</td>
<td>25,386</td>
<td>25,384</td>
<td>25,188</td>
<td>(198)</td>
<td>-0.78%</td>
</tr>
<tr>
<td></td>
<td>Law</td>
<td>628</td>
<td>627</td>
<td>624</td>
<td>(4)</td>
<td>-0.64%</td>
</tr>
<tr>
<td></td>
<td>Medicine (Columbia)</td>
<td>397</td>
<td>397</td>
<td>387</td>
<td>(10)</td>
<td>-2.52%</td>
</tr>
<tr>
<td></td>
<td>Medicine (Greenville)</td>
<td>421</td>
<td>423</td>
<td>414</td>
<td>(7)</td>
<td>-1.66%</td>
</tr>
<tr>
<td></td>
<td>PharmD</td>
<td>438</td>
<td>438</td>
<td>432</td>
<td>(6)</td>
<td>-1.37%</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>4,026</td>
<td>4,097</td>
<td>4,101</td>
<td>75</td>
<td>1.86%</td>
</tr>
<tr>
<td></td>
<td>Doctoral</td>
<td>2,149</td>
<td>2,169</td>
<td>2,306</td>
<td>157</td>
<td>7.31%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>33,445</td>
<td>33,535</td>
<td>33,452</td>
<td>7</td>
<td>0.02%</td>
</tr>
<tr>
<td>Aiken</td>
<td>Undergraduate</td>
<td>2,805</td>
<td>2,810</td>
<td>2,679</td>
<td>(126)</td>
<td>-4.49%</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>845</td>
<td>897</td>
<td>753</td>
<td>(92)</td>
<td>-10.89%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3,650</td>
<td>3,707</td>
<td>3,432</td>
<td>(218)</td>
<td>-5.97%</td>
</tr>
<tr>
<td>Beaufort</td>
<td>Undergraduate</td>
<td>1,822</td>
<td>1,830</td>
<td>1,947</td>
<td>125</td>
<td>6.86%</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>7</td>
<td>7</td>
<td>13</td>
<td>6</td>
<td>85.71%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,829</td>
<td>1,837</td>
<td>1,960</td>
<td>131</td>
<td>7.16%</td>
</tr>
<tr>
<td>Upstate</td>
<td>Undergraduate</td>
<td>4,852</td>
<td>4,858</td>
<td>4,345</td>
<td>(507)</td>
<td>-10.45%</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>440</td>
<td>442</td>
<td>453</td>
<td>13</td>
<td>2.95%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>5,292</td>
<td>5,300</td>
<td>4,798</td>
<td>(494)</td>
<td>-9.33%</td>
</tr>
<tr>
<td>Lancaster</td>
<td>Undergraduate</td>
<td>1,605</td>
<td>1,624</td>
<td>1,659</td>
<td>54</td>
<td>3.36%</td>
</tr>
<tr>
<td>Salkehatchie</td>
<td>Undergraduate</td>
<td>710</td>
<td>781</td>
<td>653</td>
<td>(57)</td>
<td>-8.03%</td>
</tr>
<tr>
<td>Sumter</td>
<td>Undergraduate</td>
<td>1,127</td>
<td>1,148</td>
<td>1,206</td>
<td>79</td>
<td>7.01%</td>
</tr>
<tr>
<td>Union</td>
<td>Undergraduate</td>
<td>1,087</td>
<td>1,138</td>
<td>1,227</td>
<td>140</td>
<td>12.88%</td>
</tr>
<tr>
<td>System Total</td>
<td></td>
<td>48,745</td>
<td>49,070</td>
<td>48,387</td>
<td>(358)</td>
<td>-0.73%</td>
</tr>
</tbody>
</table>

Headcount Comparison Report

Spring 2021 to Spring 2022 as of January 31, 2022

Source: OIRAA Student Headcount/FTE Report
NOTABLE UNDERGRAD DEMOGRAPHIC CHANGES
SPRING 2022

• UG SC Residents down 1.52% (n=221)
• UG Out-of-State up .29% (n=32)
• White UG down 1.6% (n=301), 91% are SC residents
• URM students up 1.23% (n=70)
• Students with JR or SR standing down 3.33% (n=529)
  • 90% are non-residents, 98% white
• Students with FR or SO standing are up 3.58% (n=340)
  • All this increase is NR (n=456) offsetting drop in SC (n=116)
• Male UG enrollment down 3% (n=355)
• Female UG enrollment up 1.2% (n=166)
COVID IMPACT AND IMPLICATIONS
Fewer Students Are Going To College. Here’s Why That Matters

December 16, 2019, 5:00 AM ET
Heard on Morning Edition

Another million adults ‘have stepped off the path to the middle class’

The dire consequences of fewer people going to college — for them and for society

The number of Americans going to college has decreased by nearly a million since the start of the pandemic and by nearly three million over the last decade. Credit: Camilla Fontes / The Hechinger Report

The Hechinger Report is a national nonprofit newsroom that reports on one topic: education. Sign up for our weekly newsletters to get stories like this delivered directly to your inbox.

Slower economic growth. Continued labor shortages. Lower life expectancy. Higher levels of divorce. More demand for social services, but less tax revenue to pay for it.

A sharp and persistent decline in the number of Americans going to college — down by nearly a million since the start of the pandemic, according to newly released figures, and by nearly three million over the last decade — could alter American society.

Fall Enrollments Decline For 8th Consecutive Year

By NSC Blog | Dec 16, 2019 | Current Term Enrollment, Research Reports, Research Services |

For the First Time This Decade, Unduplicated Count Falls Below 18 Million

In fall 2019, overall postsecondary enrollments decreased 1.3 percent or more than 231,000 students from the previous fall to 17.9 million students, according to the Fall 2019 Current Term Enrollment Estimates report by the National Student Clearinghouse® Research Center™. For the first time in the decade, the nation’s fall unduplicated enrollments fell below 18 million students and declined by more than 2 million students.
Males make up only 40.5% of college students nationally – an all-time low.

As college shifted online during pandemic, males stopped out of Higher Education at greater rates than females.

Ironically, males are much more likely to spend time in front of a screen playing video games but had more difficulty adjusting to on-line learning.

Male college-going rates are declining across all races and socio-economic groups, but especially among black males.

Source: Chronicle of Higher Education
Mental Health Needs Rise With Pandemic

A mountain of troubling data about rising mental health problems has health advocates and providers worried about the need for additional support for struggling students and the ability of colleges to provide it.

By Grete Anderson // September 11, 2020

While the country continues to battle the coronavirus, college health professionals are also monitoring a growing crisis among young adults struggling with mental health problems, including suicidal ideation, anxiety and depression related to the pandemic.

Multiple Suicides Leave WPI Reeling

A spate of student deaths has deeply shaken Worcester Polytechnic Institute. Student mental health issues, worsened by the pandemic, are a concern that extends to campuses across the U.S.

By Josh Moody // February 3, 2022

Pandemic Increasing Suicidal Ideation

The COVID-19 pandemic has caused a dramatic rise in mental health problems. Experts urge colleges to invest in mental health services, rather than slash their budgets.

By Madeline St. Amour // August 17, 2020

One in four people aged 18 to 24 seriously contemplated suicide in June, according to new research from the Centers for Disease Control and Prevention.

The data are the latest in a series of reports highlighting increases in anxiety, depression and suicidal ideation since the COVID-19 pandemic began.
• In Spring 2019, only 8% of first year college students took all on-line courses, but in Spring 2021, 65% of first year students took mostly remote courses, and only 7% reported taking mostly in-person courses.

• Two thirds of first-year students report substantial increases in mental or emotional exhaustion. Issues include:
  • Depression
  • Anxiety
  • Feelings of Hopelessness
  • Inability to Concentrate
  • Difficulty Sleeping

Source: NSSE
## CHANGES IN ENROLLMENT AMID PANDEMIC
### BY SECTOR

<table>
<thead>
<tr>
<th>Sector</th>
<th>Fall 2019</th>
<th>Fall 2021</th>
<th>Change N</th>
<th>Change %</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Sectors Total Enrollment</td>
<td>18,239,874</td>
<td>17,302,364</td>
<td>-937,510</td>
<td>-5.1%</td>
</tr>
<tr>
<td>All Sectors UG Enrollment</td>
<td>15,467,001</td>
<td>14,441,432</td>
<td>-1,025,569</td>
<td>-6.6%</td>
</tr>
<tr>
<td>All Sectors Grad &amp; Professional</td>
<td>2,772,873</td>
<td>2,860,932</td>
<td>88,059</td>
<td>3.2%</td>
</tr>
<tr>
<td>All Sectors FTFT Freshman Enrollment</td>
<td>2,330,022</td>
<td>2,116,631</td>
<td>-213,391</td>
<td>-9.2%</td>
</tr>
<tr>
<td>Public 4-year</td>
<td>7,989,984</td>
<td>7,767,617</td>
<td>-222,367</td>
<td>-2.8%</td>
</tr>
<tr>
<td>Private nonprofit 4-year</td>
<td>3,842,930</td>
<td>3,776,285</td>
<td>-66,645</td>
<td>-1.7%</td>
</tr>
<tr>
<td>Private for-profit 4-year</td>
<td>749,885</td>
<td>716,472</td>
<td>-33,413</td>
<td>-4.5%</td>
</tr>
<tr>
<td>Public 2-year</td>
<td>5,368,470</td>
<td>4,662,364</td>
<td>-706,106</td>
<td>-13.2%</td>
</tr>
<tr>
<td>UofSC System Total Enrollment</td>
<td>52,663</td>
<td>51,853</td>
<td>-810</td>
<td>-1.5%</td>
</tr>
<tr>
<td>UofSC System UG Enrollment</td>
<td>43,841</td>
<td>42,013</td>
<td>-1,828</td>
<td>-4.2%</td>
</tr>
<tr>
<td>UofSC Columbia Total Enrollment</td>
<td>35,364</td>
<td>35,388</td>
<td>24</td>
<td>0.1%</td>
</tr>
<tr>
<td>UofSC Columbia UG Enrollment</td>
<td>27,502</td>
<td>26,781</td>
<td>-721</td>
<td>-2.6%</td>
</tr>
<tr>
<td>UofSC Columbia Grad &amp; Professional</td>
<td>7,862</td>
<td>8,607</td>
<td>745</td>
<td>9.5%</td>
</tr>
<tr>
<td>UofSC Columbia FTFT Freshmen</td>
<td>6,260</td>
<td>6,165</td>
<td>-95</td>
<td>-1.5%</td>
</tr>
</tbody>
</table>

Source: National Student Clearinghouse Research Center Fall 2021 Enrollment Report & OIRAA
**Figure 1.** Percent Change in Total Enrollment from Previous Year by Institutional Sector: 2017 to 2021
First-time, Full-time freshman retention rates

Freshman to Sophomore return rate for the following fall.
HELP IS AVAILABLE

• Academic Advising Center
• Student Success Center
• Student Disability Resource Center
• University Health Services/Center for Health and Well-Being
• University Housing/Resident Mentor Staff
• Student Care and Outreach Team Referrals
  • Academic Departments/Faculty account for 30% of referrals
  • 64% of referral cases for academic reasons present other underlying issues/behaviors
FIRST-YEAR RETENTION SURVEY INSIGHTS

Overall, there are positive increases in student responses from fall 2020 to fall 2021. While responses are slightly more positive, not all of them are at pre-COVID levels.

Noteworthy, Positive Differences

- More students are participating in student organizations this semester.
- More students are getting along with their roommates and know where to get help if they’re struggling in class or with personal issues.
- Similar to last year, students expressed that getting a college degree is important, a degree from UofSC is a worthwhile investment. They get to class on time, plan to come back next semester, are motivated to maintain a GPA of at least 3.0, and intend to complete at least 15 credit hours.

Noteworthy, Negative Differences

- More students have skipped class and are homesick.
- Less students know who their academic advisor is and how to make an advising appointment.
SUCCESS CENTER PROGRAMS ARE EFFECTIVE

• Spring 2021 D & F Rates lower for Supplemental Instruction Participants (9.7% v 16.4%)

• Spring 2021 mean course grades higher for SI participants (3.12 vs 2.79)

• Spring 2021 at risk referrals that used SSC resources more likely to earn A/B/C grades than those who did not (69% vs 63%)
CHANGES IN ATTITUDES
CLASS OF 2022 ATTITUDES AND BEHAVIORS

• The pandemic has impacted where students applied
  • 77% of seniors intend to enroll in 4-year college vs 83% last year
  • Half of students indicated they applied to more schools than prior year

• Less concern about pandemic-related issues than last year
  • However, 2/3 are concerned about learning loss in high school

• 48% report Covid-19 has impacted their financial situation
  • Approximately 2/3 of first gen and low-income students impacted

• 86% somewhat or very concerned about debt after college
• Nearly 90% more likely to decide based on cost & aid

Source: College Board Senior Survey, Nov 2021
COLLEGE SEARCH BEHAVIORS

• Shopping for college is starting earlier, 60% before junior year
  • Tailor content by year in high school

• Search Engine Optimization, Websites, and Outreach (Emails)
  • Students search for website content on majors/degrees offered, costs/aid/scholarships, admission requirements, campus life, athletics
  • Voice Search becoming more prevalent, and Siri knows all:
    “Hey, Siri, what’s the best college for me?”

• Preferred Social Media: YouTube, Instagram, Snapchat, Spotify, TikTok (and Facebook is still important)
  • 37% of students indicate they discovered a college on Social Media

Source: EAB 2021 Survey of High School Students
FALL 2022 PREVIEW AND NEXT STEPS
EARLY TRENDS

• On track for 42,000 applications

• Admits are up 13% over point in time last year
  • SC residents up 22%, NR up 10%

• Enrollment Deposits are up 6% over PIT last year
  • SC residents up 18%, NR down -17%
TIMELINE TO FALL 2022 – KEY DATES AND REMINDERS

- Release Final Admissions Decisions by Mid-March
  - enough to yield 6400 Freshmen
- Admitted Student Days: March 26 and April 9
- Scholarships and Financial Aid Packages: Post by April 1
- New Student Orientation: Registration Begins April 1
- Open House: April 23
- **Enrollment Deposit Deadline: May 1**
- New Student Orientation during June and July
Email Received Thursday, Feb 3, 2022:

This morning I spoke with the father of another accepted student...who just visited campus over the weekend along with his parents and younger brother who is a junior. His dad called me specifically to tell me how impressed he was with the entire program and every person they spoke with.

[First Student] expressed interest in double majoring in Chemical and Mechanical Engineering and he spoke with (I think) the director of Chemical Engineering who encouraged him to apply for a departmental scholarship.

[Second Student] spoke with someone from the Music department who also shared her card and encouraged him to apply for a scholarship as a non-music major (he would probably also major in engineering)...

I thought you would appreciate hearing how well the university presented itself to two prospective students. If y’all get [First Student], I anticipate you would get [Second Student] next year as they are very close.

Good job SC!
State-by-state projected percent change from class of 2019 to 2037, grand total of public and private schools

State Percent Change

- AK: -18%
- VT: -16%
- NH: -18%
- ME: -9%
- WA: 0%
- NY: -14%
- MA: -10%
- RI: -18%
- MT: -6%
- PA: -7%
- NJ: -6%
- CT: -18%
- ND: 34%
- NE: 2%
- CT: 12%
- MN: -3%
- KY: -13%
- NV: 15%
- WV: -24%
- WI: -10%
- WV: -24%
- MI: -15%
- MD: 7%
- DE: -1%
- ID: 14%
- MO: -7%
- OR: -5%
- NC: 3%
- WY: -13%
- KY: -13%
- CA: -15%
- NY: -14%
- CO: -3%
- WA: 0%
- AZ: -4%
- UT: 2%
- KS: -13%
- TX: 4%
- NM: -22%
- OK: -5%
- NM: -22%
- LA: -10%
- NC: 3%
- MS: -19%
- AL: -8%
- FL: 18%
- HI: -10%
- SC: 5%
TAKEAWAYS

• We lost continuing students last year during COVID.
• Low income, first generation, and URM student enrollment most impacted by the pandemic.
• Competition for new freshmen will continue to increase.
• Retention is critical. We have the chance to re-recruit students every day—and we must.
• Please refer students to services early, before little problems become big problems.
• Help us deliver on the promise of an exceptional experience and education.
FOR MORE INFORMATION CONTACT:

R. Scott Verzyl
Vice President for Enrollment Management
Scott.Verzyl@sc.edu
(803) 777-6922
THANK YOU
GRADUATE EDUCATION: AT-A-GLANCE

• Graduate Degree Programs at UofSC Columbia
  • 135 master’s/specialist degrees
  • 64 doctoral degrees
  • 38 certificate programs
  • 50 active online programs

• Program Rankings
  • #1 International MBA (USN&WR 2021)
  • #1 Online Nursing Program (USN&WR 2022)
  • #1 Sport Science Schools & Departments in the U.S. (Shanghai Rankings 2021)
GRADUATE ENROLLMENT: SPRING 2022

URM 23%
INTERNATIONAL 15%
FEMALE 65%
SC RESIDENT 48%

6,358 total graduate students

Spring 2022 - full & part-time enrollment as of 1/16/2022
GRADUATE ENROLLMENT: 10-YEAR OVERVIEW

Spring 2022 - full & part-time enrollment as of 1/16/2022

Masters+ Doctoral research/scholarship

South Carolina
DOCTORAL DEGREE CONFERRALS: 5-YEAR OVERVIEW

Fiscal Year:

<table>
<thead>
<tr>
<th>Year</th>
<th>Doctoral Degrees Conferrals</th>
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<tbody>
<tr>
<td>2016</td>
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<td>438</td>
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<tr>
<td>2020</td>
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COVID-19 PANDEMIC

- Doctoral research/scholarship

[Graph showing the number of doctoral degrees conferred from Summer 2016 to Spring 2021]
GRADUATE SCHOOL NEWS

• Currently Accepting Nominations

  • Grace Jordan McFadden Professors Program
    • Deadline: February 15th
  
  • Presidential Fellows
    • Deadlines: Round 1: January 28th; Round 2: March 4th

• Rising Star Fellowship (pilot):
  • Deadline: Open pending availability of funds

• For more information, visit the Graduate School’s Fellowships and Awards web page
GRADUATE SCHOOL NEWS

• Upcoming Events
  • Scholarly Initiatives Welcome Reception
    • February 25th, 3:30pm; Carolina Room, Capstone Building
  • Graduate Inclusive Excellence Series: Faculty DEI Talk
    • “Graduate Admissions: Rethinking Standing Practices & Cultural Norms”
      • Dr. Julie Posselt; University of Southern California
      • February 16th; 2:00pm (EST) on Zoom; Register via Zoom
  • Discover UofSC
    • April 22nd; Columbia Metropolitan Convention Center
    • Registration opens: January 31st

• For more upcoming events: Visit the Graduate School’s Diversity and Professional Development web pages
GRADUATE SCHOOL NEWS

- **Now Open**: Graduate Student Resources Hub (Close Hipp 204)
- Appointments Available
  - Dr. Matt Klopfenstein
    - National Fellowships Coordinator
    - Email: klopfenm@mailbox.sc.edu
  - Mr. Nigel Smith
    - Manager, Graduate Student Advising
    - Email: ns23@mailbox.sc.edu
- Open House: March 2nd @ 3:00pm
THANK YOU
<table>
<thead>
<tr>
<th>Session</th>
<th>Room</th>
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<td><strong>Block C</strong></td>
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<td>Room 205</td>
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<tr>
<td><strong>1801</strong></td>
<td>303</td>
<td>Room 303</td>
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<tr>
<td><strong>Gamecock</strong></td>
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<td>Room 315</td>
</tr>
</tbody>
</table>
BREAKOUT SESSIONS
COMMUNITY RESILIENCE

Dr. April Scott, Associate Director, Mental Health Initiatives
Dr. April Barnes, Executive Director, Housing and Residence Life

UNIVERSITY OF South Carolina
**WHY**

- University Housing saw an alarming increase in students reaching critical breaking points mid-semester resulting in hospitalization for suicidal ideation.

- Collaboration in the form of a joint task force was established to explore the possibility of creating a resiliency curriculum to help students gain necessary skills earlier in the semester to prevent students reaching the critical breaking point.

- The Resiliency Project was designed to create a culture of care and holistic well-being for first-year students living in the residence halls.

- Resiliency curriculum was created and piloted in 2020.

- The Resiliency Project grew from wanting to increase the resiliency of UofSC on campus students, to all students, to wanting to increase campus-community well-being culture.
WHY

• Resiliency is linked to increased involvement, lower risky behavior, and improved learning and academic success
• At UofSC, students who rated themselves as having high resiliency were less lonely, had less psychological distress, and had a stronger sense of belonging
• Higher resilience scores correlated with higher GPAs
• Resilience increases retention rates
• Resilience can serve as a buffer from depression and anxiety
WHAT

Mental Health Initiatives
• How to Fail: A Resiliency Building Workshop
• Hear Me Out podcast
• Mental Health Ambassadors
• Hiring of Mindfulness and Resiliency Program Coordinator
• Collaboration with Housing Resilience Project Task Force
• Resilience Project for faculty, staff, students
University Housing Resiliency Initiatives

- University Housing created the Carolina Residential Living Experience which is a learning model for residential student growth. One of its three cores is cultivating a dynamic learning environment by empowering growth and resilience.

- Each semester resident mentor staff develop programming and have 1-1 conversations with their residents in order to help students:
  - Develop a routine that includes utilizing university resources
  - Identify learning opportunities from failures
  - Implement effective success strategies in college
  - Set boundaries with the floormates that support good academic and study habits
  - Identify a support network that will help them succeed in college

- In addition to the Carolina Residential Living Experience University Housing trains all professional staff and all student staff living in the residence halls.
FUTURE DIRECTIONS

QUESTIONS
COMMUNICATIONS OF MENTAL HEALTH RESOURCES

Dr. Sandra Kelly, Vice Provost, Director of Global Carolina, Dean of Undergraduate Studies

Abe Danaher, Communications Manager, Office of the Provost
PROVOST’S MENTAL HEALTH TASKFORCE

**Charge:**

- To maximize efficiency and synergy of all current mental health support at the university
- To advocate for new resources that would have the greatest positive impact on mental health in our community
- To coordinate and enact increased mental health support
- To work collaboratively on a communications plan

**Note:** This charge applies to undergraduate students, graduate students, faculty, and staff at the University of South Carolina, Columbia Campus.
COMMUNICATIONS SUB-COMMITTEE

• Communication about what mental health resources are available to students, faculty and staff

• Communication also about the value of different mental health resources

• Website at University Health Services and Human Resources
COMMUNICATIONS STRUCTURE

• Central communications
  • Mass mail
  • University-level social media channels
  • Public relations and crisis management
  • Digital boards
  • Support of unit-level communicators and top initiatives

• Unit-level communications
  • Digital boards, social media channels, listservs, unit website
  • Liaise with central communications and unit members

• Interpersonal communications
  • Word of mouth, personal social media channels
  • Communications within your domain (department, classroom, team, etc.)
UTILIZING WHAT WE HAVE AND WHAT MORE CAN BE DONE FOR COMMUNICATION

• Goal: Every community member should know generally what mental health resources are available and where to go to find out more details
  • Creating a caring and supportive community

• Some ideas about enhancing communication from the taskforce
WHAT ARE YOUR IDEAS FOR COMMUNICATION ABOUT MENTAL HEALTH ON OUR CAMPUS?
MENTAL HEALTH RESOURCES

FACULTY AND STAFF

Nicole Vaughn
Professional Development & Assessments
Division of Human Resources

Tracey L. Weldon
Interim Dean of the Graduate School
Vice Provost for Graduate Education

UNIVERSITY OF
South Carolina
PROVOST’S MENTAL HEALTH TASKFORCE

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna Edwards</td>
<td>Associate Vice President for Student Life</td>
<td>Resources</td>
</tr>
<tr>
<td>April Barnes</td>
<td>Executive Director, University Housing</td>
<td>Communications</td>
</tr>
<tr>
<td>April Scott</td>
<td>Associate Director of Mental Health Initiatives</td>
<td>Communications &amp; Resources</td>
</tr>
<tr>
<td>EC Porter</td>
<td>Interim Director of Counseling &amp; Psychiatric Services, UHS</td>
<td>Communications &amp; Resources</td>
</tr>
<tr>
<td>Les Hall</td>
<td>Dean of the School of Medicine Columbia</td>
<td>Resources</td>
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<tr>
<td>Marc Shook</td>
<td>Dean of Students, Deputy Title IX Director &amp; Interim University Title IX Coordinator</td>
<td>Communications</td>
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<tr>
<td>Nicole Vaughn</td>
<td>Employee Assistance Program</td>
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<tr>
<td>Rebecca Caldwell</td>
<td>Assistant Vice President of Administration and Well-Being</td>
<td>Communications &amp; Resources</td>
</tr>
<tr>
<td>Sandra Kelly (co-chair)</td>
<td>Vice Provost, Director of Global Carolina, and Dean of Undergraduate Studies</td>
<td>Communications</td>
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<tr>
<td>Stephen Taylor</td>
<td>Director of Psychological Services Center</td>
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<tr>
<td>Teri Browne</td>
<td>Interim Dean of the College of Social Work</td>
<td>Communications</td>
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<tr>
<td>Thomas Hodges</td>
<td>Interim Dean of the College of Education</td>
<td>Resources</td>
</tr>
<tr>
<td>Tracey Weldon (co-chair)</td>
<td>Interim Dean of the Graduate School and Vice Provost for Graduate Education</td>
<td>Resources</td>
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South Carolina
EMPLOYEE ASSISTANCE PROGRAM

• Assessment & Counseling Services:
  • Confidential services
  • Face to face, telephonic, and virtual options with a licensed clinician in your area
  • Six sessions per individual, per issue
  • Covers all benefits-eligible employees and permanent members of their household, including college students living away from home through age 26

• Online Services
• Legal Services
• Financial Services

• Phone: (800) 633-3353
• Online: www.mygroup.com
  • Click on My Portal Login
  • Click on Work-Life
    • Username: usc
    • Password: guest
EMPLOYEE WELLNESS RESOURCES

• **Mental Health Initiatives:** Guided Meditation, Yoga, Inner Path to Peace, Mindfulness Workshops, Stress Management Support, Trauma and Interpersonal Violence Support
• **Wellness Coaching and Screenings**
• **Campus Recreation and Fitness**
• **SC PEBA Programs and the Benefits Office**
• **Personal and Professional Development**
DISCUSSION

• What are the greatest challenges to mental and emotional well-being for faculty and staff on campus?
• How might faculty and staff access to wellness resources be improved?
• What additional wellness resources are needed for faculty and staff?

Types of Wellness
➤ Emotional
➤ Environmental
➤ Financial
➤ Intellectual
➤ Occupational
➤ Physical
➤ Social
➤ Spiritual
THANKS!

Nicole Vaughn: nvaughn@mailbox.sc.edu
Tracey L. Weldon: weldont@mailbox.sc.edu
MENTAL HEALTH RESOURCES AND NEEDS FOR STUDENTS

Dr. Elizabeth-Clare Porter
Dr. Rebecca Caldwell
• “The number of students screening positive for anxiety has jumped to 31 percent from 17 percent in just six years”
• The percentage of students screening positive for depression has increased from 8 percent to 18 percent from 2009 to 2019
• “One in three students reports having a mental-health disorder. One in four has taken psychiatric medication in the past year, compared with one in six or seven in 2009.”
• Almost one third of students have sought counseling
• “The number of students showing up to campus counseling centers jumped by an average of 30 to 40 percent between 2009 and 2015, according to the Center for Collegiate Mental Health. That’s five to six times the increase in enrollment at those institutions over the same period.”

RECOMMENDATIONS

- Training faculty and staff members as gatekeepers who can spot students in distress and ask them the right questions
- Triage system or Stepped Care to direct flow to different resources
- Single Sessions
- Group Therapy and Workshops
- Peer-support communities
- Assistance in providing community referrals to students
- Teletherapy/Telepsychiatry
- Outreach
The Mental Health Initiatives area of UHS offers:

- Suicide Prevention Gatekeeper Training (in-person & virtual)
- Recognizing and Responding training: from 1 hour workshops to Mental Health First Aid
- Mental Health & Well-being Competency certificate for faculty with CTE
  - Student equivalent Together We Can certificate
- Kognito online simulation training
- How to Fail & Resiliency Project trainings
- Hear Me Out mental health and resiliency podcast
- Mental Health Ambassadors; supporting student MI groups
GROUPS/WORKSHOPS

- COPE (Cognitive-Behavioral Therapy)
- Thrive (Dialectical Behavioral Therapy)
- Taming Your Worry
- Motivation, Procrastination, Focus and Other Academic Challenges in the Virtual Classroom
- Overcoming Social Anxiety
- Calming Panic Attacks
- Stronger Together
- T-Time
- Grief Support Group
- Queer Support Group
- BlackSpace
- Mood and Food
- Losing Doubt
- Mindful Eating
- Interpersonal Process Groups
- Trauma 101
PEER SUPPORT AND COMMUNITY OUTREACH

- Black Space
- Cuts and Conversations
- Mental Health Ambassadors
- Embedded counselors
COMMUNITY REFERRAL ASSISTANCE

University of South Carolina

Sarah Hall
- Licensed Professional Counselor
- Columbia, SC
- Anger management, Anxiety, Not...

Ashton Tiedale
- CRNA/ Social Work/Therapist
- Columbia, SC
- Addiction, Alcohol misuse or A...
- American Behavioral, Blue Cross...

Scott Fairweather
- Group practice
- Columbia, SC
- Addiction, Alcohol misuse or A...

Insurances
- Medica
- Aetna
- AmeriChoice
- Allegiance

Meeting Options
- Offers in-person sessions

Telehealth Options
- Include statewide Telehealth Results

Practice Areas
- Addiction
- ADHD
- Adoption related issues
- Alcohol misuse or Abuse
- Anger management

Map

sc.thrivingcampus.com
TELETHErapy/TELEPSYCHIATRY

- All counseling and psychiatric appointments can be in-person or virtual
- Therapy Assisted Online
- ProtoCall After Hours: Nights and Weekends

- Coming soon: Supplemental Mental Health service contract: allowing students to be referred to community services at no cost.
We are located across from Russell House and next to the Center for Health and Well-Being
You are not alone.

It's okay to ask for help. Your Carolina Community is here for you.

Counseling & Psychiatry
803-777-5223

National Suicide Prevention Hotline
800-273-8255

Crisis Text Line
Text HELLO to 741741
THANKS!
CLOSING REMARKS

Stephen J. Cutler
Interim Executive Vice President for Academic Affairs and Provost

UNIVERSITY OF South Carolina