



UNIVERSITY OF  
**SOUTH CAROLINA**

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College of Social Work

Blueprint of Academic Excellence

2014-2015

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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 increased. Faculty productivity in terms of dissemination products and external funding is growing. 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, and innovative projects are being developed. 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 154 majors since 2009) and because of the employability of a BSW, the program will be an excellent point of recruitment. In parallel, our MSW enrollment has stayed constant, but we have become more selective in our admission rate, now reduced to 65% from over 90% four years ago. PhD enrollment has also increased.

**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 1120-1180).

**Freshman-Sophomore Retention Rate:** We have few students who come to COSW as freshmen, but in 2012 their retention rate was 100% and in 2013 82%/100% (COSW/Any School).

**Student to Faculty Ratio:** Current student to faculty ratios are higher than 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 FY14 with FY13 indicates a 29% increase in College/CCFS faculty research expenditures and a 22% increase in IFS research expenditures.

**Faculty Productivity:** Faculty continue with strong productivity. A particular strength is our research dissemination documents such as technical reports—key to community-engaged scholarship.

**Doctoral Degrees:** We had 3 PhD graduates in AY 12-13. New recruitment strategies for the program have resulted in a much improved applicant pool and strong cohorts 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 continues to engage in initiatives that improve teaching quality, including regular adjunct training and observation. Training for full-time faculty is scheduled in April/May on skills to facilitate difficult conversations in the classroom. The MSW curriculum has undergone revision to create a cutting-edge competency-based program; approved by Graduate Council it will begin in Fall 14. Our BSW coordinator is stepping down at the end of the year, but our new Interim Coordinator is a skilled teacher and will emphasize quality in the classroom.

**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 29% (COSW faculty) and 22% (IFS) and overall increase in research dissemination products of 57%. Over 75% 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, which are located across the state (see Appendix F.1.). Our research has strong state impact, with 22 projects impacting the entire state and another 22 impacting specific counties (see Appendix F.2.). Faculty contribute service to USC, the state, and the profession, with over 75% of tenure/tenure-line faculty serving on national professional boards or review committees.

**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:* BSW program enrollment has grown rapidly, with anticipated continued growth, from 13 majors in 2009, to 154 majors in Fall 2013. Our goal is controlled growth of no more than 15 majors per year (+11 in AY13). *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. 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. **Planned Strategies:** Continue all existing.

**Average SAT and Freshman-Sophomore Retention Rate:** Because of low numbers of entering freshmen declaring social work, our numbers are small, but in FY12 retention rate was 100% and in FY13 it was 82% Same School and 100% Any School. Average SAT has ranged from 1182-1120; in FY13 it was 1133, but numbers are small and nearly meaningless.

**Four, Five, & Six year Graduation Rate:** The 1<sup>st</sup> BSW freshman from 2009 graduated in 2013.

**Student to Faculty Ratio** *Current Status:* This ratio was calculated 2 ways, first, by using the total number of students in our College, 811, and second by calculating our part time students (N=292 ) as 0.5 FTE, for a total of 665.

**Student Faculty Ratio for FY 13-14**

	Using 811 (students)	Using 665 (PT =0.5FTE)
All full time non-tenure track teaching and tenure and tenure- track faculty (N=29.5)	27.5	22.5
All tenure and tenure-track faculty (N=21.5)	37.7	30.9

**Current Strategies:** The College has engaged in aggressive recruitment of 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 13-14) and strong clinical faculty (1 for AY 13-14). 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 14-15 we already have 2 excellent junior faculty, 1 senior faculty, and 1 clinical teaching faculty hired, and are recruiting for 2 clinical and 1-2 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, particularly outside of social work. We plan to continue to hold MSW enrollment constant, aiming for even greater selectivity in admissions in the coming years. Additional clinical faculty will be funded from growing research efforts at the College.

**Research Expenditures** *Current Status:* Assuming continuation of same trajectory, COSW, CCFS, and IFS are on target to surpass last year’s expenditures by 29%, 30%, and 22% respectively

	FY 11-12	FY 12-13 (% increase from prior yr.)	Projected FY 13-14 (% increase from prior yr.)
COSW	\$ 744,116	\$ 820,623 (10.2%)	\$1,056,045 (28.7%)
CCFS	\$4,568,895	\$4,686,778 (2.6%)	\$6,072,314 (29.6%)
IFS	\$3,600,416	\$4,472,767 (24.2%)	\$5,468,258 (22.2%)

**Current Strategies:** Hired an Assistant Dean for Research to mentor faculty. Hired dedicated grants manager. Provided external mentoring and writing support. Provided seed funding for pilot projects. **Planned Strategies:** Hiring senior faculty to mentor faculty is a top priority, as is providing additional training in quantitative methodologies.

**Faculty Productivity** *Current Status:*

	2011	2012	2013
Peer reviewed articles in print	37	45	59
Peer reviewed articles in press	13	38	33
Books in print	2	5	3
Books in press	0	3	4
Book chapters in print	14	4	10
Book chapters in press	0	16	14
Other scholarly writings	11	38	187
Peer reviewed national/international presentations	67	108	120
Invited national/international presentations	30	41	38
TOTAL UNITS	174	298	468

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**Current Strategies:** Faculty have been provided with editorial support and with research consultation and manuscript review. Committees have been reduced so faculty have fewer service responsibilities and more time for scholarship. In addition, all committee meetings occur on Fridays, so that other days can be protected as uninterrupted scholarship days. 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 (one faculty member is testing an online writing mentoring program to see if worth an investment for the COSW.) Grow interdisciplinary research circles, with seed monies from Dean, requiring a specific research focus, monthly meetings, inclusion of at least 2 disciplines and graduate students from all involved disciplines, and scholarly products at the end of the year.

**Doctoral Degrees Current Status:** 3 PhD graduated in AY 12-13, with one finding a fixed-term appointment and 2 returning to academic or research-based positions; 15 remain in the program. Aggressive recruitment occurred for AY 13-14, resulting in a cohort of 6 strong PhD students. **Current Strategies:** Aggressive recruitment continued this year, targeting top students in regional MSW programs. Our applicant pool for AY 14-15 continues as strong as last year's (17 this year, 16 last year). Student awards were increased to full tuition plus \$10-15,000 (from \$9,000). **Planned Strategies:** Increase targeted recruitment using faculty networks and top regional students. Encourage faculty funding of students in grants. Increase faculty intensity of mentoring, with a particular focus on preparation for the academic job market, including emphasis on publication and funding for presentations at national conferences.

### COSW-Specific Academic Dashboard Targets

**MSW Admission Rates (Target 75%) Current Status:** For AY 13 we received 580 applications, and accepted 379 (65%), bettering our target goal of 75%. This is an improvement over AY 12 where we accepted 79% of applicants.

**Current Strategies:** Currently we have shifted our recruitment to include more highly ranked schools, to use faculty in recruitment process, and continue rigorous review of applicants **Planned Strategies:** Shift energies to include even more highly ranked schools in recruitment, revise applicant rating tool, continue rigorous review of applicants.

**AY 12-13 MSW Graduation rates, on time (Target: 80%) Current Status:** For AY 13 Full time: 93%; Part Time: 84%; Advance Standing 96%; Overall 91% [For AY 12 and AY 11 Overall 86%, 87%]. **Current Strategies:** To date we are successful in retaining students and ensuring they graduate on time. Students are provided with advisement, writing support, and individualized problem solving. To support our off-campus part-time students (who have lower on time rates) we have assigned a Columbia-based faculty member to visit each site twice per semester to provide additional support and advising. **Planned Strategies:** Continue current strategies.

**Licensure Pass Rates Current Status:** For calendar year 2012 the first-time administered LMSW pass rate was 75%. This was an increase over 2011, 2010 and 2009 scores, which were 66%, 65% and 57% respectively (national averages for 2009-2012 were 75%, 74%, 83%, and 84% respectively). **Current Strategies:** To improve pass rates we have hired a trainer to provide exam preparation classes for students in person and online and also provided an in-house online practice exam for students. **Planned Strategies:** The results of the exam will be used to identify collective areas of weakness in our students and modify curriculum as needed. Other strategies will remain in place.

**Placement of Graduates Current Status:** A survey of the 2 most recent graduating MSW classes is conducted annually to determine student success in finding employment post-graduation. The survey completed this year, for MSW graduates from 2012 and 2013 revealed 84% employed within 6 months (last year's survey=76%) and 96% within a year (last year=94%). BSW survey (done for first time) revealed that within 1 year of graduation 54% were in graduate school, and an additional 31% were employed. **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. The student organization sponsors in-house resume preparation and job seeking workshops. Job seeking "tip sheet" has been sent to all graduating students. In addition, our new young alumni group offers a networking/mentoring process for new graduates. **Planned Strategies:** Continue all current strategies. Expand alumni mentoring and networking.

### III. A. 2014-2015 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 continues. Recruiters have aggressively pursued the strongest students, using personal letters, follow-up contacts, creative field education opportunities, and, for MSW students, additional financial awards as incentive. PhD recruitment includes both presence at national conferences and personal presentations/visits at regional universities. Teaching quality improvement is occurring through increased training on pedagogy for adjunct faculty, training on classroom facilitation of difficult conversations for full-time faculty, and training on effective supervision for field instructors. All new faculty hired are required to demonstrate a balanced commitment to both excellence in research and excellence in teaching. Curriculum quality has improved via a syllabus review/comparison for the BSW program, and most significantly the MSW curriculum has undergone a comprehensive revision, which will continue through AY15 (see below). This has been a significant undertaking, involving all faculty in intensive efforts. Revisions include deepened specialization opportunities as well as intensive field seminar. In addition, curriculum breadth has expanded through the first offering of our certificate program *Social Work with Military Members, Veterans, and their Families*, as well as by offering two interdisciplinary courses to social work students through the Interprofessional Health Education initiative, which one of our faculty co-chairs.
- **Plans for AY 14-15:** All new activities begun in AY 13-14 will be continued. In addition, teaching quality will be developed through additional training opportunities for full time and adjunct faculty. Curriculum quality will be improved via a comprehensive evaluation of the BSW and MSW programs, linked with the self-study required for CSWE accreditation. To support this evaluation effort we are creating a new position, to coordinate curricular accountability and create a data-driven quality assurance system for our curricula. In addition, we will begin a focused evaluation of the PhD program.
- **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), exceeding our goal of a 10% increase over FY13. Faculty research is extensively community-engaged and focused on the needs of vulnerable populations in South Carolina. Of significance this year was hiring of an Assistant Dean for Research, who provides faculty mentoring for manuscripts and grant proposals, as well as leadership for the larger research endeavor of the College. We continued to expand research infrastructure, having hired a full-time grants manager and continued to provide editorial support for grants and manuscripts. In addition, we have made connections with senior social work faculty at other universities as well as recent faculty emeriti at USC to provide additional mentoring and consultation to faculty on their research. We have just begun interdisciplinary research circles, with seed monies from the Dean, requiring a specific research focus, monthly meetings, inclusion of at least 2 disciplines and graduate students from all involved disciplines, and scholarly products at the end of the year. Finally, the College reduced service burden for faculty to create additional time for scholarship, by streamlining both the number and efficiency of committee meetings and reducing field liaison responsibilities from 8-10/faculty to 3-4/faculty.
- **Plans for AY 14-15:** The College will continue all existing efforts. In addition, we will expand research infrastructure and resources, particularly by developing templates and exemplars for grants and having a centralized biosketch library. We will provide methodological consultation for faculty, and will be providing training on Structured Equation Modeling, Network Analysis, and Grant Development. This year we plan to emphasize faculty obtaining grant funding to engage students in research. Because of the increased challenges in Federal funding, in AY 14-15 we anticipate only a 5-10% increase in productivity and research expenditures over 2013.
- **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: The College has collaborations with 275 community agencies in 32 counties in SC, as well as in NC and GA, as internship sites through our Field Education Office (see Appendix F.2.). The College has expanded Continuing Education events, including a monthly evening seminar, a range of national guest lectures, and a Newman lecture. We developed our first online CEU training, “Military 101” for helping professionals working with military and their families (45 enrollees at first offering). Community-engaged research is a primary focus of our work, with externally funded projects having national, statewide, or county-specific impacts. Expanding Community Awareness and Connection with the College is a priority. The Dean continues at least 2-4 meetings/month, with community leaders. The College currently informs community practitioners about faculty research via a field instructor e-newsletter and fully redesigned web site. With USC Digital Humanities we have developed a relational database to document all of the College’s community partnerships. We will be able to create ad hoc queries in the database to both graphically depict and statistically analyze our community partnerships
- Plans for AY 14-15: To keep building community relationships, continue all efforts above. In addition on April 2 we have scheduled a community forum with 20 community leaders to discuss effective strategies for dialogue and research dissemination. Action plans from this meeting will be implemented. We will build on our Military 101 success to create a CEU Certificate in Supports for Military Members, Veterans, and their Families. We will create a searchable web site with summaries of faculty research written for a lay audience.
- 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, completing revisions to our web site, and expanding use of social media. Staffing infrastructure has improved through hiring a grants manager. Planning is occurring for our space needs, with renovations of Hamilton College scheduled to begin May 2014. We hired an additional 4 tenure-line and 2 clinical faculty this year, so faculty numbers are increasing. Development is progressing, albeit slowly, at the College, with expansion of the Friends of the College Development Committee and events for our Young Alumni group. Regular communication with alumni continues with *From the Dean’s Corner* e-newsletter. To strengthen a sense of community we have begun monthly gatherings after faculty meetings along with gatherings for major events and holidays.
- Plans for AY 14-15: Technology improvements will continue, with an intranet to be created this year for all relevant documents and forms to be housed in one place. All development activities will continue and intensify for the last year of the Campaign, 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 (4 tenure-track) last year and an additional 6 potential hires this year (4 tenure-track), we continue to lose faculty to retirement (2 tenured) and relocation (1 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. Determining how to cope until Hamilton College is ready will be a priority. Funding for student support is a priority for recruitment and successful matriculation through programs, particularly at the PhD level.
- 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 2018-2019 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 skill, competence, and impact on the community.**

- The College of Social Work will have an effective and efficient recruiting process and will be able to bring students to USC because of our excellent reputation and our competitive financial support at the BSW, MSW, and PhD levels;
- Our BSW, MSW, and PhD curricula will provide cutting-edge knowledge, excellent skill-building, and opportunities for meaningful community engagement;
- Case Method teaching will become a nationally-known strength of our program, and we will offer specialized trainings and institutes in this area;
- We will develop a specialized program for students who wish to receive the PhD but do not have an MSW
- Our BSW and MSW graduates will be successfully employed in the profession and will be engaged alumni;
- Our PhD graduates will be employed in tenure-track and research positions in university and research institute settings. They will be productive scholars and will enhance the reputation of the College and USC;
- We will have sufficient full time faculty to provide an excellent education to our students, meet our target faculty:student ratios, and decrease our reliance on adjunct faculty;
- 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 continue to grow in their success in external funding and publications;
- The College will have established a range of dissemination mechanisms so that research findings are shared with the community and can 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, extensive funding for conference travel and presentation, and all other structures to promote faculty research;
- The College will have a range of funding mechanisms to increase student engagement in research at the BSW, MSW, and PhD levels
- Meeting this goal will support *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 have a partnership model of collaboration with communities 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 to real-world problems;
- We will do this with partners both in the US and internationally, growing our international 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 strong IT support for creation and maintenance of all necessary databases (to interface with Banner and other university databases as needed), for distributed education support, and for general College efficiency;
- We will have an in-house marketing and PR unit to tell the College story;
- 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 14-15, with retirements plus all new positions filled we will have 24.5TT faculty and a total of 33.5FT faculty. CSWE requires 50% of our courses be taught by FT faculty: this will require approximately 5 additional FT clinical faculty after FY15; to reach a 1:24 TT would require 3 additional TT faculty after FY15, to reach 1:17 FT would require 5.5 additional FT faculty. Sources: Clinical faculty could be funded through IDC and buyout from research grants, but this will require extensive external funding, 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. Additional faculty will keep us accredited and improve education quality.
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 4 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: Grant-seeking, writing, methods consultation MEETS GOAL 2	0.2 FTE writing support, some grant seeking done by Assistant Dean for Research, no consistent methodology consultant	To have an efficient research administration unit will require 1 FTE for editorial and grant seeking support and hourly methodology consultation as needed. SOURCE: IDCs could help move us towards this goal.	With adequate support faculty can be efficient in grant and manuscript submission.
Personnel: Support staff for marketing, alumni, 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 will be more effective in advancement with good alumni relationships and development and marketing 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



**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 11 junior tenure-track faculty and 2 clinical faculty who have been hired over the past 3 years, with an additional 2 junior and 1 tenured faculty confirmed for the fall. All are from excellent doctoral programs in highly ranked schools (University of Chicago, Washington University, 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. Over the past 3 years (see earlier in report) there has been a 41% increase in research expenditures and a 2.5-fold increase in research dissemination products. The strengths of the research at the College include its focus on community engagement and community services and its focus on interdisciplinary work (over 75% of our tenure line faculty are engaged in interdisciplinary research). Two new grants are of particular importance this year—a project with SC DHHS on bringing evidence-based practices to substance abuse services in SC, and a SAMHSA training grant with Nursing and Medicine to train students in substance abuse screening.
- **Teaching quality** Continually improving the quality of teaching at the College has also been a significant accomplishment. In addition to all prior efforts we have increased adjunct training, screened adjunct faculty more rigorously, and provided additional training in pedagogical techniques to all faculty.
- **MSW Curriculum redesign** A major accomplishment this year is the 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. We begin the new curriculum in Fall 2104.
- **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. Our MSW selectivity in admissions has improved a great deal, with a shift from over 90% to 65% in the past 5 years.
- **PhD Program recruitment** Seen as a weakness last year, we have been successful in recruiting strong applicants for the PhD program through novel recruitment efforts. We have a cohort of 6 excellent student this year, and anticipate accepting another 5 for AY14-15.
- **Community relationships** One of the accomplishments of the College has been an ongoing 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.
- **Continuing Education** We have established a strong and growing continuing education program, with lectures, workshops, and now an online offering. Our CEU events have been well attended and received by the social work practice community. We plan to continue to grow this area.
- **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 continue to work 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. In addition, we have a collaboration in Gujarat India, where we cosponsored an international conference on women. We are collaborating with the Vietnamese Ministry of Labor, Invalids, and Social Affairs and will be signing an MOU with Hanoi University

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and the University of Labor and Social Affairs this June. Finally, we have been approached by practitioners in Japan who would like us to establish an MSW program in Kyoto.

- Interprofessional Health Education The College is very involved with the Interprofessional Health Education initiative at USC. One of our faculty is co-chair of the group, we participate in 2 interdisciplinary courses that have been very well received, have presented nationally and are writing articles and grants on this topic.
- Social Work and the ACA Conference Two of our faculty led a national coalition of social work scholars in developing and hosting an invitational conference on social work and the ACA. The event included leaders from across the country as well as representatives from the federal agencies HRSA and SAMSHA, and is resulting in a number of white papers and advocacy tools.

## 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, and have assigned one Columbia faculty as the liaison for each site who must visit each site twice per semester. 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.
- 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 after this year. 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. 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.
- 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.
- Development *Issue:* Development activities have been intensive, but yield has been slow. Much of the past 3 years has been spent building relationships with alumni, identifying alumni with giving potential, and preparing to ask for gifts. *Plans:* We have a Campaign Committee in place now, and are using them to identify donors and ask for support. For alumni without ability to give cash, we are exploring planned giving options and group gifts (e.g. a First Graduating Class gift).
- Negative Media Attention *Issue:* Recent blog and media critique of a textbook brought negative attention to the College and concerned some allies. *Plans:* Direct addressing of the issue was handled through USC Communications Office. Plan now is to develop positive media stories about the College with bipartisan appeal.

**Appendix E.1. Unit Statistical Profile**

- 1. Number of entering freshman for Fall 2010, Fall 2011, Fall 2012, and Fall 2013 classes and their average SAT and ACT scores.**

<b>Number of Entering Freshmen &amp; Average Scores</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
# new fresh/ACT	9/25	3/0	12/29	8/25
# new fresh/SAT	9/1182	3/1120	12/1176	8/1133

- 2. Freshman retention rate for classes entering Fall 2010, Fall 2011, and Fall 2012.**

<b>Freshman-Sophomore Retention Rate</b>				
		Fall 2010	Fall 2011	Fall 2012
Started	Ended			
		Returned '11	Returned '12	Returned '13
Social Work	Same School	-	100%	81.6%
	Other School	-	0%	18.2%
	total		100%	100%

- 3. Sophomore retention rate for classes entering Fall 2008, Fall 2009, Fall 2010, and Fall 2011.**

<b>Sophomore-Junior Retention Rate</b>						
		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Started	Ended					
		Returned '09	Returned '10	Returned '11	Returned '12	Returned '13
Social Work	Same School	-	-	-	-	55.6%
	Other School	-	-	-	-	0%
	Total	-	-	-	-	55.6%

- 4. Number of majors enrolled in Fall 2010, Fall 2011, Fall 2012 and Fall 2013 by level: undergraduate, certificate, first professional, masters, doctoral (headcount).**

<b>Student Head Count</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
Undergraduate	65	120	143	154
Masters	586	622	622	629
Certificate	13	18	19	13
First Professional	0	0	0	0
Doctoral	25	16	11	15
Total	689	776	795	811

**5. Number of entering first professional and graduate students: Fall 2010, Fall 2011, Fall 2012, and Fall 2013 and their average GRE, MCAT, LSAT, etc.**

<b>Students Entering as Professional/Graduate Students</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013 (old scoring- new scoring)</b>
GRE Quantitative	447/477	499/438	498/504	/520-145
GRE Verbal	447/393	499/434	498/409	/430-148

Note: only MSW students with GPA less than 3.0 are required to take the GRE, thus these averages are not for all entering graduate students. Therefore the number of entering graduate students was omitted.

**6. Number of graduates in Fall 2012, Spring 2013, and Summer 2013 by level (undergraduate, certificate, first professional, masters, doctoral).**

<b><u>Degrees Awarded</u></b>	<b>Fall 2012</b>	<b>Spring 2013</b>	<b>Summer 2013</b>
Undergraduate	2	23	1
Masters	9	240	10
Certificate	2	23	3
First Professional	0	0	0
Doctoral	2	1	0
<b>Total</b>	<b>15</b>	<b>287</b>	<b>14</b>

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

The first freshman enrolled in the BSW program in 2009 graduate in 2013.

**8. Total credit hours generated by your unit regardless of major for Fall 2012, Spring 2013, and Summer 2013.**

<b>Student Credit Hours*</b>	<b>Fall 2012</b>	<b>Spring 2013</b>	<b>Summer 2013</b>
Undergraduate	1665	1926	21
Masters	6985	6764	2042
First Professional	0	0	0
Doctoral	56	48	13
<b>Total</b>	<b>8706</b>	<b>8738</b>	<b>2077</b>

9. Percent of credit hours by undergraduate major taught by faculty with a highest terminal degree.

IAC Data

Semester	Total Credit Hours SW Minor/BSW	% of Total Credit Hours
Fall 2013	1389	46.44%
Fall 2012	1236	44.9%
Fall 2011	1020	42.06%

10. Percent of credit hours by undergraduate major taught by full-time faculty.

IAC Data

Semester	Total Credit Hours SW Minor/BSW	% of Total Credit Hours
Fall 2013	1389	64.15%
Fall 2012	1236	44.9%
Fall 2011	1020	59.41%

11. Number of faculty by title (tenure-track by rank, non-tenure track (research or clinical) by rank), as of Fall 2011, Fall 2012, and Fall 2013 (by department where applicable).

<u>Tenure Track Faculty</u>	Fall 2011	Fall 2012	Fall 2013	<u>Visiting Faculty</u>	Fall 2011	Fall 2012	Fall 2013
Professor	6	6	4	Professor	0	0	0
Associate Professor	6	7	6	Associate Professor	0	0	0
Assistant Professor	9	9	11.5*	Assistant Professor	0	0	0
<u>Research Faculty</u>	Fall 2011	Fall 2012	Fall 2013	<u>Clinical Faculty</u>	Fall 2011	Fall 2012	Fall 2013
Professor	2	3	3	Professor	0	0	0
Associate Professor	5	5	3	Associate Professor	1	0	0
Assistant Professor	4	5	4	Assistant Professor	1	2	3
<u>Instructors</u>	2	2	3	Instructor	0	1	1
<u>Lecturers</u>	1	1	1				
<u>Professor of Practice</u>	1	1	1	<u>Adjunct Faculty</u>	45	43	34

\*Joint appointment with College of Engineering, teaching for COSW but grants through CoE in 2013

**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 2012.**

	<b>Number of Faculty from Underrepresented Minority Groups for FY 2013</b>	<b>Change in Number of Faculty from Underrepresented Minority Groups from FY2012</b>
<b>Tenured Faculty</b>	3	+1
<b>Tenure-Track Faculty</b>	3	0

**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 FY2013.**

Description	PI Home Department	# of Submissions	Amount First Year
Federal-(FED)	Families in Society, Institute for	6	\$1,381,115
	Social Work, College of	20	\$11,217,279
State-(STA)	Social Work, College of	5	\$837,352
Local Government - (LOC)	Social Work, College of	4	\$12,000
Private, Foundations, Non-Profit- (PHI)	Families in Society, Institute for	3	\$248,209
	Social Work, College of	18	\$338,521
Other- (OTH)	Social Work, College of	4	\$22,300
Total Submissions:	Families in Society, Institute for	9	\$1,629,324
	Social Work, College of	51	\$12,427,452

**2. Summary of external sponsored research awards by funding source for FY2013. Total extramural funding processed through Sponsored Awards Management (SAM) in FY2013, and Federal extramural funding processed through SAM in FY2013.**

Total Extramural Funding Processed through SAM in FY2013

Institute for Families in Society	\$	5,155,192
College of Social Work	\$	10,062,718
	\$	15,217,910

Total Federal Extramural Funding Processed through SAM in FY2013

Institute for Families in Society	\$	5,105,205
College of Social Work	\$	9,842,318
	\$	14,947,523



Summary of Eternally Sponsored Research Awards by Funding Source for FY2013	
<b>Institute for Families in Society (IFS)</b>	
NIH	\$ 612,616
HHS (excl. NIH)	\$ 4,492,589
NSF	
DOD	
DOE	
USDE	
Other Federal	
State	
Local	
PHI (Non-Profit)	\$ 49,987
Commercial	
Other	
Total Funding IFS	\$ 5,155,192
<b>College of Social Work (Including CCFS)</b>	
NIH	
HHS (excl. NIH)	\$ 7,612,170
NSF	
DOD	
DOE	
USDE	\$ 20,000
Other Federal	\$ 2,210,148
State	\$ 140,232
Local	\$ 12,000
PHI (Non-Profit)	\$ 58,518
Commercial	\$ 9,650
Other	
Total Funding COSW	\$ 10,062,718

**3. Total sponsored research awards per tenured/tenure-track faculty for FY 2013, by rank and by department, if applicable.**

Total sponsored research awards per tenured/tenure track faculty member for FY2013, COSW

Tenure/Tenure Track	# of Faculty	Federal	State	Local	PHI	Com
Assistant Professor	9		\$1,885.44		\$2,888.89	
Associate Professor	7				\$428.57	
Professor	6					

Total sponsored research awards per faculty member for FY2013 (TT and non-TT), COSW

All Faculty	# of Faculty	Federal	State	Local	PHI	Com
Assistant Professor	14	50,694.71	8,140.00	857.14	4,179.86	689.29
Associate Professor	9	\$1,012,510.22	\$2,919.11		\$333.33	
Professor	6					

Total sponsored research awards per faculty member for FY2013 (all non-TT), IFS

All Faculty	# of Faculty	Federal	State	Local	PHI	Com
Assistant Professor	1					
Associate Professor	2	\$177,934.00			\$12,493.50	
Professor	3	\$1,583,112.33			\$8,333.33	

**4. Number of patents, disclosures, and licensing agreements in fiscal years 2011, 2012 and 2013.**

**FY '11**

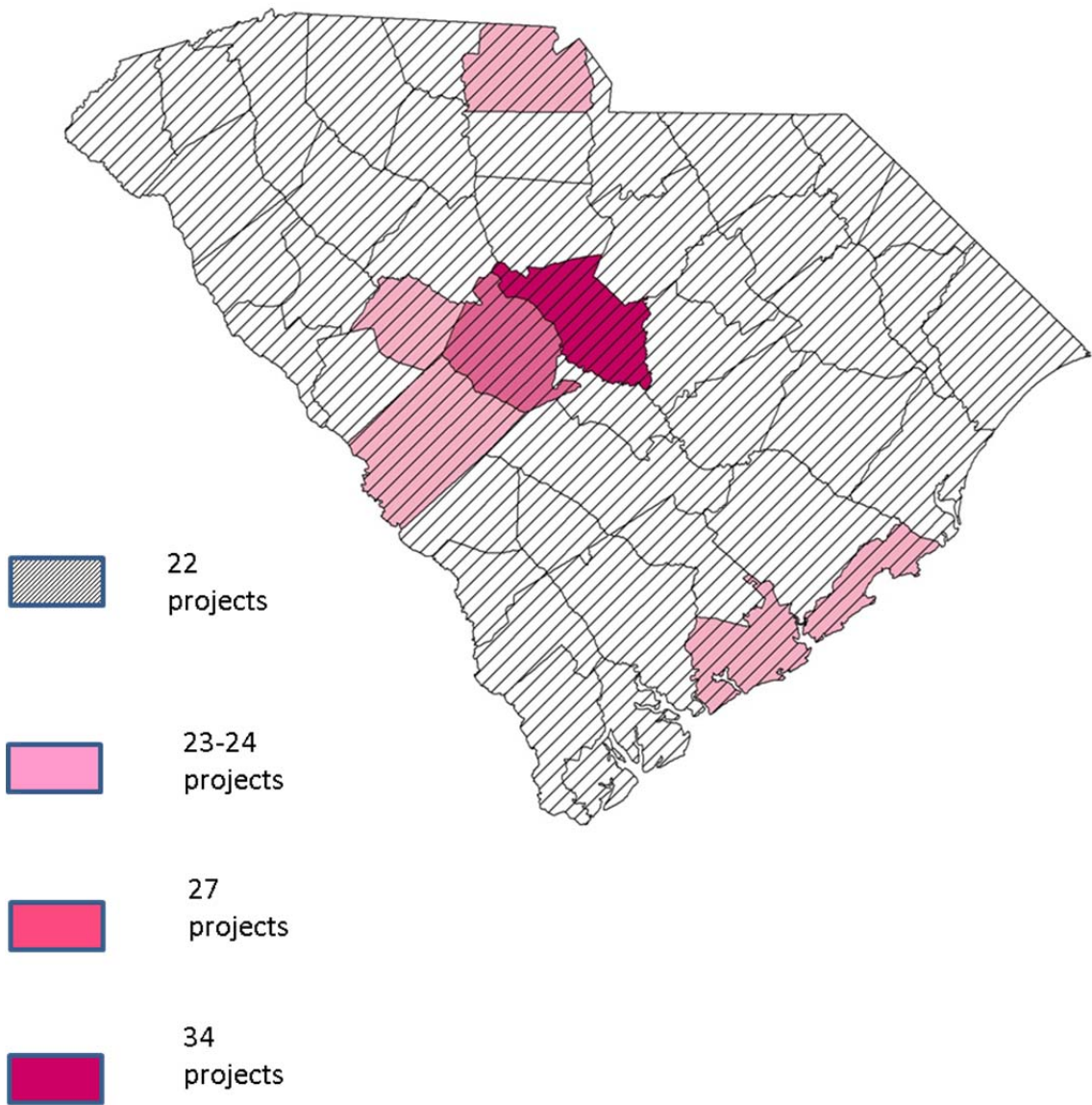
College	Invention Disclosures	Provisional patent applications	Non-Provisional patent applications	Issued patents
Social Work	0	0	0	0

**FY '12**

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

**FY '13**

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



Appendix F.2. MSW Student Field Placements

