I. Vision, Mission and Goals

A. Executive Summary

*Become a leading institution for innovative, interdisciplinary approaches to educating social work practitioners and scholars, conducting research, and serving as a catalyst for positive social change.*

The College has made much progress toward achieving the vision statement. Historically, our reputation in social work education rested primarily on our unique international program in Korea, our hosting of annual conferences in social policy and in distance education, our teaching-oriented doctoral program, and our scholarly journal Arête. We have now begun to gain national recognition as a school “on the move” toward innovative social work leadership in transdisciplinary, community-engaged research, our new “signature” in social work doctoral education. This will enhance our reputation at the national level. We also have successfully competed against well-known schools and universities in the recruitment of highly talented faculty whose research, teaching, and practice span beyond traditional social work boundaries into such diverse disciplines as public health, psychology, medicine, sociology, law, education, religion, criminal justice, business, and public administration. We have attracted positive national attention with our successful searches for innovative faculty positions as the lead school in the FEI African American Health & Social Disparities “cluster hire” with public health and psychology; the Centenary hire in social disparities in the built community environment; the Centenary hire in child welfare; and the Centenary hire in the USC-GHS Institute for the Advancement of Health Care, and the CoEE SmartHOME® Endowed Chair.

Mission Statement

*Promote social well-being and social justice with vulnerable populations through dynamic teaching, research, and service conducted in collaboration with diverse people of South Carolina, the nation, and the international community.*

The College has always been on target with its mission to promote social well-being and social justice of diverse and vulnerable populations in South Carolina, and it continues to be recognized nationally for its international collaborations in Asia, Africa, Latin America, and Eastern Europe. Our leadership in the establishment and administration of the first statewide professional development consortium in South Carolina indicates our commitment to the state’s most vulnerable populations, as does our leadership in the establishment of the CoEE Senior Smart Center to promote independent living among frail older adults. The establishment of satellite programs in Charleston and Greenville, changes in our part-time programs, and plans to offer more distance education courses, are designed to increase access to our MSW degree and the future contributions toward the state workforce via our new BSW program, fulfill our mission as well. We are second to Howard University in the number of African American students enrolled in our graduate social work program, reflecting our commitment to social justice and to the workforce needs of our state in the field of social work.

School and College Rankings

At this time the only method in place to rank schools of social work is the *reputational survey* of graduate schools generated every four years by *U.S. News & World Report*. There is considerable controversy among deans and directors of social work of this ranking system because of the subjective nature of the survey.
The 2008 survey ranks the USC College of Social Work at 53rd among 204 graduate schools of social work in the U.S.

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

1. Washington University - St. Louis
2. University of Michigan – Ann Arbor
3. University of Chicago
4. Columbia University
5. University of Washington
6. University of California – Berkeley
7. University of Texas – Austin
8. University of North Carolina – Chapel Hill
9. University of Southern California
10. Case Western University

The top 10 graduate schools of social work among public colleges and universities are:

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

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

1. Florida State University
2. University of Alabama
3. University of Georgia
4. University of Kentucky
5. University of Louisville

College Strengths and Accomplishments

Faculty Recruitment

Over the past five years, the USC College of Social Work has successfully competed for and recruited faculty candidates from schools of social work at highly ranked, research-intensive universities (e.g., University of Michigan, University of Washington, Columbia University, University of Chicago, University of Wisconsin at Madison, and Vanderbilt University). Another recent faculty hire earned his PhD at Florida International University School of Social Work (which ranks 3rd among schools of social work in faculty research productivity). We successfully competed for 3 Centenary positions and 1 FEI position, as well as the SmartHOME Endowed Chair (recently filled by a faculty member at Harvard Medical School).

We have intentionally recruited tenured/tenure track faculty whose research and scholarship transcends the field of social work, thereby increasing our breadth of scholarship and our opportunities for extramural research funding. The transdisciplinary networks of our faculty now span many diverse disciplines and fields, including psychology, law, sociology, medicine, public health, education, public administration, criminal justice, religion, and business. Our faculty also collaborate with faculty through transdisciplinary programs and centers at the university, such as the Senior Smart Center of Economic Excellence, Women and Gender Studies, Institute for Families in Society, Institute for Partnerships to Eliminate Health Disparities, Center for Child and Family Studies, African American Studies, and the Consortium for Science, Technology, Medicine, and Society.
Extramural Funding

Over the past five years, extramural funding research, training, and public service in the College of Social Work has grown to be competitive or higher than most schools of social work at Carnegie RU/VH institutions. USC Sponsored Awards Management (SAM) Office reports total extramural funding for the College in FY2009 as $15,506,956, a 36 percent increase over the previous year’s total of $11,392,759, and a 62 percent increase since 2005. Most of the growth has been due to an increase in research funding, chiefly from federal sources (See Figure 1). (Note: The SAM Office historically has included in our report total extramural funding generated by the College, the Institute for Families in Society, and the Center for Child and Family Studies.)

Over the past five years the USC College of Social Work has had a steady increase in research proposal applications (Figure 2). This past year the College also had a marked increase not only in the number of faculty submitting grant applications (more than double from last year), but also in the number of interdisciplinary, federal grant applications submitted. There also has been an increase in small grant, foundation, and state funding submissions, reflecting more diversified research activity across faculty of the College (Figure 3).

### Figure 3. Comparison of Applications: 2008 vs 2009

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<thead>
<tr>
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<th>2008</th>
<th>2009</th>
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<tbody>
<tr>
<td># Faculty Submitting Applications</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td># Interdisciplinary Applications Submitted</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td># Federal Research Applications Submitted</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td># NIH Applications Submitted</td>
<td>7</td>
<td>20</td>
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</table>
As a result, the College of Social Work ranks third among the five health science units in external awards. In FY2009, 17 percent of external awards in the health sciences were in the College of Social Work in comparison to the College of Nursing (1%), the SC College of Pharmacy (4%), the Arnold School of Public Health (30%), and the School of Medicine (48%).

Figure 4. Comparison of Total Awards by Health Science Units, FY2009

Our faculty have completely revised the curriculum of the PhD program from its historical teaching-intensive mission to a research-intensive one. Transdisciplinary community-engaged research is now our unique signature in doctoral social work education.

To support this new mission, next academic year we will allocate College resources, for the first time, to support full-tuition and GA packages for up to four (4) in-coming doctoral students whose career objective in higher education is transdisciplinary community-engaged research. Five years ago none of the College’s budget had been allocated for doctoral education, except through teaching assistantships and field education. This fit the teaching mission of the doctoral program well at the time but not the mission of our research-intensive university. Over the past five years we incrementally increased allocations from our budget to increase our competitiveness for doctoral students nationally. Next academic year will mark the first time in the history of the College that “full packages” are offered to in-coming doctoral students (four) with research assistant requirements attached to these packages.

We also just recently established the COSW Transdisciplinary Community-Engaged Research Team Award, designed to: 1) enhance the doctoral program by recruiting, supporting, and mentoring a highly qualified doctoral student whose academic career goal focuses on community-engaged research, and 2) increase faculty research productivity by supporting the development and success of a sustainable, cohesive, transdisciplinary research team. A competitive two-year award, a research assistantship will be provided to the doctoral student, and the team will ensure that the student is co-author of refereed publications. The team will have a plan to secure funding for the doctoral student RA, especially during the summer months.

Further, over the past five years the College has obtained endowed doctoral fellowships to support students in our doctoral program: Sidney Jo Connor Doctoral Fellowship in Social Gerontology, Dr. Mary Baskins Waters Enhancement Fellowship in Women Studies, and W.S. Ida Sally Reamer Doctoral Fellowship in Gerontology and Southern Culture. Two additional (unendowed) fellowships for doctoral
students have been secured for doctoral students as well: Bill Deemer Research Fellowship in Financial Social Work and Colgate Darden IV Restorative Justice in Schools Fellowship.

**MSW and BSW Program Achievements**

*The MSW degree is the terminal degree in social work.* In June 2008, the **MSW program** in the College of Social Work has received reaffirmation of accreditation from CSWE for the maximum 8 years. We received *accolades for the high quality* self-study report prepared by our faculty.

Our part-time **Korean MSW program** has its 6th cohort of students. *(The College of Social Work offers the only fully-accredited MSW program in another country.)* We also have strengthened our graduate certificate programs in gerontology and in addiction studies, and have begun to expand our course offerings through “distance” and “blended” courses.

This current academic year, the College also implemented a **BSW program** with emphasis on service learning and community engagement. We expect this program is expected to be admitted to candidacy for accreditation by CSWE late Spring 2010.

**Student Enrollments**

Over the past five years the USC College of Social Work has had a modest increase in our MSW student FTE enrollments despite major competition in its traditional recruitment markets. Winthrop University, for example, started a MSW program in Rock Hill, dramatically cutting into our Charlotte recruitment market. A dramatic increase in the number of accredited MSW programs in North Carolina further eroded our recruitment base.

We responded by establishing satellite programs in Charleston and in Greenville, employing a full-time recruitment officer, hiring a director of distance education, creating more “blended learning” and “distance” courses, and developing more part-time program options for working students. We also established the BSW program, which will eventually increase USC student applications to our Advanced Standing MSW program. At the same time, we have devoted considerably more administrative and faculty attention to our long-neglected Social Work Minor, increasing student credit hour production in this program considerably. We also have begun to explore new student recruitment markets, such as social work and the military.

Finally, it is a noteworthy accomplishment that our student population now ranks among the most diverse among academic units in the University of South Carolina and among schools of social work in the nation. We are second to Howard University in the number of African American students enrolled in our graduate social work program, reflecting our commitment to social justice and to the workforce needs of our state in the field of social work.

**Development Accomplishments**

- 1 CoEE Endowed Chair (SmartHOME)
- 1 FEI and 2 Centenary Faculty Positions
- 4 Doctoral Student Fellowships
- 7 MSW Student Fellowships
- 2 Estate Bequests
- Diverse Foundation Grants
**College Difficulties and Weaknesses***

<table>
<thead>
<tr>
<th>Four Great Difficulties</th>
<th>Four Greatest Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared Governance</td>
<td>Adequate Research &amp; Teaching Facilities</td>
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<tr>
<td>Quality Student Recruitment</td>
<td>Junior Faculty Mentoring</td>
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<tr>
<td>Distance Education Response</td>
<td>Licensure Pass Rates</td>
</tr>
<tr>
<td>Workload: Teaching/Research/Service</td>
<td>Faculty Diversity &amp; Retention</td>
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</tbody>
</table>

*Please see Blueprint Initiatives and section III Resource Requirements addressing these needs.

**B. Goals, Initiatives and Action Plans** - Goals established in COSW 2010-11 Blueprint (next page)
MISSION: Promote social well-being and social justice with vulnerable populations through dynamic teaching, research, and service conducted in collaboration with diverse people of South Carolina, the nation, and the international community.

VISION: Become a leading institution for innovative, interdisciplinary approaches to educating social work practitioners and scholars, conducting research, and serving as a catalyst for positive social change.

Advance College Mission, Vision and Goals through Transdisciplinary, Community-Engaged Collaborations

Goal 1
Promote Quality & Sustainability through Academic Programs
- Enhance New PhD Program in Transdisciplinary Community Engaged Research
- Strengthen Integrity & Sustainability of MSW Program
- Continue to Build BSW & Undergraduate Programs

Goal 2
Promote Quality & Sustainability through Research
- Establish a High Quality, Sustainable, Efficient Research Infrastructure
- Further Enhance the Research Culture of the College
- Continue to Increase Research & Scholarly Productivity

Goal 3
Promote Quality & Sustainability through Innovations
- Increase Student Access to Academic Programs through Distance Education & Support Services
- Build & Explore Interdisciplinary & Inter-institutional Partnerships
- Enhance Global Engagement of the College

Goal 4
Promote Quality & Sustainability through Planning
- Develop New 5-year Strategic Plan for the College
- Expand & Strengthen Technology Infrastructure
- Develop & Implement New Development & Marketing Plan
B. Goals, Initiatives and Action Plans (representing FY 2007-2011)

Goal 1: Promote Quality and Sustainability through Academic Programs

Initiative 1(a): Enhance new PhD Program in Transdisciplinary Community-Engaged Research, as indicated by growth in doctoral fellowships, research assistantships, and tuition stipends as well as number and quality of applicants to the program. (Advance Carolina: Teaching and Learning)

Action Plan to achieve Initiative 1(a):

Accomplished

• By March 2009, develop a comprehensive strategic plan for the doctoral program to achieve national prominence in social work education
• By May 2009, adopt Annual Plan for Doctoral Program
• By December 2009, revise the Doctoral Program Manual to reflect strategic changes and procedural clarity
• By January 2010, allocate budget to “fully fund” 4 in-coming doctoral students beginning FY2011

In Process

• By May 2010, assess effectiveness of doctoral student advisement by faculty
• By May 2010, assess effectiveness of research practicum
• By May 2010, revise doctoral program policy manual with annual updates
• By Spring 2010, implement a new COSW “Transdisciplinary Community-Engaged Research Team Award” program to increase COSW faculty research productivity by supporting development and success of sustainable, cohesive, transdisciplinary research teams, and to enhance the doctoral program by supporting recruitment, funding and research training of highly-qualified students

New:

• During 2010-2011 academic year, establish monthly peer research colloquium to feature doctoral studies
• By September 2010, develop and implement a strategic plan to expand the pool of highly qualified applicants to the doctoral program, including financial and recruitment goals
• By September 2010, establish protocol for monitoring program outcomes for students in the program (including assessment of transdisciplinarity and community engagement and student scholarly productivity outside curriculum)
• By September 2010, establish protocol for monitoring program outcomes for graduates
• By December 2010, create a database for monitoring students from enrollment through post-graduation
• By December 2010, update master list of all dissertations produced
• By December 2010, secure extramural funding to support each research assistantship for 4 additional doctoral students
• By December 2010, clarify authority of doctoral committee for decision-making, in conjunction with the COSW ad hoc Committee on Faculty Governance
• By May 2011, create incentives for faculty to supervise doctoral teaching assistants
• By May 2011, recruit, screen, and admit class to enter 2011
• By Fall 2011, assure appointment of faculty to lead development of a course on community-engaged research to be taught

**Responsibility:** Director of Doctoral Program (Lead), Doctoral Committee, Dean

**Initiative 1(b): Strengthen integrity and sustainability of the MSW Program, as indicated by number and quality of applications, enrollments, retention, enhanced field and student support services (especially for part-time students), mentoring of part-time faculty, and licensure pass rates. (Advance Carolina: Teaching and Learning)**

**Action Plan to achieve Initiative 1(b):**

**Strengthen Integrity of MSW Curriculum & Infrastructure**

**Accomplished**

• By March 2009, seek and receive Graduate School approval for new lengthened program of study for advanced standing MSW students

• By June 2009, assess program results using new and revised learning outcome measures

• By June 2009, implement new part-time program for advanced standing MSW students pending Graduate School Approval

• By August 2009, receive approval for and implement schedule exception to allow first advanced practice field placement courses (SOWK 783 and SOWK 785) to be offered one day a week over two semesters.

• By September 2009, review and revise teaching assignment process to ensure that limited resources (full-time faculty) are spread equitably across all student cohorts, including examination of use of adjunct instructors, technology-assisted instruction, and potential need for clinical faculty

• By December 2009, increase number of full-time, tenure-track faculty qualified to teach courses in the macro practice sequence.

• By December 2009, develop new outcome measures [student competencies] for two or more classroom courses. (done with 712, 722; already in place for 791 and 742)

• By January 2010, increase faculty in macro sequence by one.

**In Process**

• By August 2009, complete student self-assessment of foundation year for Korean students

• By March 2010, seek and receive Graduate School approval for new (38 month) extended program of study for regular part-time MSW students

• By June 2010, implement new part-time program for regular MSW students.

**New**

• By August 2010, analyze feedback from students who have taken the licensing exam.

• By August 2010, organize Social Justice Day/Poverty Forum

• For August 2010, implement revised syllabus for 732.

• By December 2010, develop plan to increase licensure pass rates with action items to start Spring 2011

• By January 2011, develop advanced-level training modules for adjunct instructors, working with CTE or independently

• By Spring 2011, develop one or more military social work electives to be offered as 768 special topics courses
• By March 2011 have four more MSW electives approved for on-line delivery
• By March 2011, develop and test one micro practice and one macro practice hybrid course.

Responsibility:  Associate Dean for Academic & Student Affairs (Co-Lead) and MSW Program Director, (Co-Lead), Director of Distance Education.

MSW Field Education

Accomplished
• By September 2008, submit Field Instructor Competency Survey results to the Associate Dean of Academic Affairs for review by the Professional Linkage Committee for development of new training initiatives
• By April 2009, appoint and train Korean field education coordinator
• By July 2009, increase legislative placements from 1 to 3 students
• By August 2009, implement semester liaison plan with adjunct liaisons

In Process
• By April 2009, complete Korean translation of Field Education Manual and Forms

New
• By August 2009, place 5 students from Greenville region in field internships at GHS for case management in the Total Health Project
• By November 2009, implement online field forms and data collection system
• By May 2010, analyze online field forms with data collection system
• By June 2010, submit plan to Dean to realign cost savings of 20 percent per semester in field liaison activities
• By September 2010, secure graduate assistantships for 26 MSW students

Responsibility:  Director of Field Education (Lead), Korean Program Coordinator

Improve Internal Coordination of Student Services

Accomplished
• By January 2009, Student Services Team meets at least bimonthly to ensure all areas of student affairs are covered and issues relating to future recruitment are addressed. Such issues may include reasons why students are/are not satisfied in the program, trends of student retention, activeness of student in social work activities, reasons why students chose USC, funding issues, etc.
• By February 2009, ensure that there is fluid communication between all student services staff relating to student needs, especially during the application process as responsibilities of the Admissions Coordinator will need to be shared.
• By March 2009, initiate and distribute a chain of command with designated staff and at least one back-up for academic program admissions and student services.
• By June 2009, ensure a smooth process for regional students from inquiry to registration by defining staff and faculty responsibilities, including the role, responsibilities and tasks of the Director for Distance Education, in communicating needed information that is timely and accurate
• By October 2009, determine if any in-state/regional recruitment functions held simultaneously can be attend by student services staff members
In Process
- By June, 2009, develop “chain of command” for BSW program inquiries—(see comment)
- By June, 2009, refine student services plan for entering BSW students (pending SACS approval)
- By July 2009, ensure a smooth process for BSW students from inquiry to registration by defining staff and faculty responsibilities
- By May 2010, identify needs and develop plan for coordination of student services activities between MSW and BSW programs

New
- By April 2010, develop and plan to ensure fluid communication between all student services staff relating to student needs to include new Admissions Coordinator
- By August 2010, review and revise plan for coordination of student services activities between MSW and BSW programs
- By November 2010, survey new BSW students regarding satisfaction with application process, student services, and other program feedback
- By January 2011, develop comprehensive plan for advisement and promotion of dual degree and certificate programs (e.g., have students meet with chair of these programs at least once a year.)
- By May 2011, explore options for having on-site part-time student services staff/faculty advisors/program coordinators/academic support in Greenville and Charleston.
- By May, 2011, explore possibility of clinical faculty assuming major responsibility for non-academic advisement role for foundation year students.
- By May 2011, (if separate web pages can be set up), student services will provide content specific to each program location

Responsibility: Associate Dean, Student Services Staff, Recruiter, Interim Undergraduate Program Director

Strengthen Student Support Services, especially for part-time and regional campus students

In process
- By July 2009, continue the development of fall MSW student orientation to be welcoming, interactive and substantive, including use of appropriate space for the event.
- By Summer 2009, assist the university in setting up writing services for all students across campus for the summer. Postponed
- On-going, host orientation sessions for part-time students in Charleston and Greenville.
- By August 2009, develop model contract for students to sign in Student Success program. N/A
- By August 2009, design proposal for in-house writing tutoring program and other assistance for MSW students for Fall 2009 Postponed
- By August 2009, develop plan to provide opportunity for weekend part-time students to access mailboxes and student services in Columbia Recommendation: put information for part-time students on list-serv
- By September 2009, design and implement academic support service(s) for MSW students [at regional sites] Postponed
• By September 2009, design and implement academic support service(s) for MSW students in Columbia Postponed
• By September 2009, schedule meetings and events specifically for part-time students in the MSW program who are on campus evenings and Saturdays Meetings with the Dean were offered and attended
• By October 2009, identify local academic support service(s) for MSW students in Greenville and Charleston
• By October 2009, develop experiential service learning opportunities for students for 2009-2010 academic year with topic selected by students and faculty (COSW Community in Action). N/A
• By October 2009, schedule at least one cultural diversity forum for students and plan a diversity workshop for all faculty, including adjuncts Postponed
• By February 2010 – Schedule and hold mid-year meetings with students in Greenville and Charleston (Dates set for February and March)
• By March 2010, hold “open house” for students interested in certificate and dual degree programs

New

• By September 2010, evaluate new process for hooding program and develop draft of procedures to be used in May 2011
• Beginning in August 2010, tape orientation and advisement sessions at one or both regional campus sites for later distribution as necessary
• By December, 2010, assess potential advantages and disadvantages of a developing a COSW student ombudsman program
• By December 2010, track use of new student lounge and evaluate for concerns (e.g., security, clean-up)
• By May 2011, schedule at least one cultural diversity forum for students and plan a diversity workshop for all faculty, including adjuncts
• By May 2011 schedule at least one potluck lunch social event for instructors and students at both regional sites
• By August 2011, develop academic support services/writing assistance for students at regional campuses
• By August 2011, design proposal for in-house writing tutoring program and other assistance for MSW students on Columbia campus
• By March 2011, hold “field fairs” in both regional locations
• By March 2011, pilot “virtual open house” for recruitment at either Charleston or Greenville site
• By March 2011, develop “virtual open house” for students interested in certificate and dual degree programs

Responsibility: Associate Dean, Student Services Staff, Recruiter, Director of Distance Education Services

MSW Part-Time Satellites

Accomplished

• By May 2009, recruit two or more new adjunct faculty in both Greenville and Charleston and complete HR paperwork for new hires (have 6 new in Charleston and 3 new in Greenville)
• By August 2009, start third cohort; offer third year advanced practice courses of the part-time program in both locations

In Process
• Maintain MSW regional programs in Charleston and Greenville
• By March 2009, assess the need for an MSW regional program in Aiken, Beaufort or Hilton Head. (Working with EduVenture, started discussion with Jane Upshaw, Chancellor at USC Beaufort)
• By May 2010, graduate first cohort from Greenville and Charleston programs
• By fall 2010, offer special regional adjunct training sessions –did one in Charleston on Blackboard

New
• By Fall 2010, explore possibility of offering courses at additional sites (USC Beaufort, USC Aiken) via videoconferencing
• By Spring 2011, make arrangements for student experiences via video-teleconferencing

Responsibility: Associate Dean for Academic & Student Affairs (Lead), Director of Distance Education

Initiative 1(c): Continue to build BSW and undergraduate programs, as indicated by achieving CSWE Benchmark III for accreditation and achieving enrollment targets.
(Advance Carolina: Teaching and Learning)

Action Plan to achieve 1(c) for BSW and undergraduate programs:

BSW Program

Accomplished
• By May 2009, USC approval completed and achieved
• By May 2009, revise the undergraduate minor course syllabi (conform to CSWE standards so that courses can count towards the BSW when that program is approved)
• By May 2009, CHE approval process completed and approval achieved
• By May 2009, SACS approval process completed and approval achieved
• By May 2009, implement the program administration, including admissions and advisement;
• By May 2009, complete the first drafts student manuals
• By May 2009, implement revised mission, goals, and objectives
• By May, 2009, develop the components of the field education program
• By June 2009, advertise and promote BSW Program pending SACS approval

In Process
• By May 2008, develop the competencies, outcome measures and evaluation procedures for curriculum, field education, and other programmatic aspects
• By May 2009, institute outcome measures and evaluation procedures;
• By August 2009, enroll 50 students in the BSW Program
• By March, 2010, complete CSWE Benchmark II document.
• By April 2010, hire the BSW & Undergraduate student services support personnel;
• By May 2010, implement the BSW upper division online application process
• By May 2010, implement the Child Welfare Professional Consortium Scholar’s Program
• By May 2010, develop and implement a marketing and public relations plan for marketing and retaining undergraduate students in the BSW program
• By May 2010, advertise, promote, and admit 50 new students into the second cohort of the BSW program.
• By May 2010, complete CSWE Benchmark II.
• By May 2010, receive CSWE candidacy

New
• By July 2010, train the BSW & Undergraduate student services personnel
• By August 2010, maintain enrollment at a minimum of 60 students
• By August 2010, implement the field education program
• By August 2010, develop and implement the field education outcomes and assessment procedures
• By August 2010, implement the comprehensive BSW program outcomes and assessment procedures
• By January 2011, develop and implement a comprehensive plan for student advisement through the academic year
• By January 2011, develop and implement a variety of student associations
• By January 2011, develop and implement a comprehensive calendar year of marketing and recruitment events to attend
• By January 2011, develop and implement a comprehensive plan for the service-learning component of the curriculum
• By January 2011, develop and implement the outcomes and assessment procedures for the service learning component of the curriculum
• By May 2011, develop and implement an assessment plan for students’ feedback on the marketing, recruitment, incorporation, advisement and enrollment components of the program
• By May 2011, develop and maintain a comprehensive list of agencies and organizations for field placements
• By May 2011, develop and implement an online site for the BSW field education component
• By May 2011, develop and implement a comprehensive student data base;
• By May 2011, complete Benchmark III and Initial Accreditation
• By May 2011, receive CSWE Initial Accreditation
• By May 2011, obtain approval for two Carolina Core Curriculum courses

Social Work Minor and Other Undergraduate Programs

Accomplished
• By May 2009, add one new course for each semester of the academic year.

In Process
• By December 2008, assess the current courses offered at the USC campus in Lancaster and determine a plan of action based on the assessment
• By April 2009, develop undergraduate courses SOWK 201 and 222 for on-line delivery and seek approval for technology-assisted delivery format from the Committee on Curriculum and Courses
• By May 2009, determine the feasibility of expanding the social work minor/courses on other USC campuses and develop a plan of action based on the assessment
• By May 2010, develop and implement a marketing and public relations plan for that advertises and promotes increased registrations in social work courses
• By May 2010, develop and implement a “regular” courses schedule for each semester that is formatted to the needs of undergraduate students.
• By May 2010, develop a section of the Adjunct Manual for the undergraduate courses

New
• By January 2011, develop 2 undergraduate SOWK courses for on-line delivery and seek approval for technology-assisted delivery format
• By January 2011, develop and implement an updated comprehensive marketing and recruiting plan for the social work minor, cognate, and electives
• By May 2011, develop and maintain a comprehensive list of agencies and organizations for service learning
• By May 2011, develop and implement an online site for the service learning component of the curriculum

Responsibility: Interim BSW and Undergraduate Minor Coordinator (Co-Lead), Director of Distance Education, Undergraduate Committee

Goal 2: Promote Quality and Sustainability through Research

Initiative 2(a): Establish a high quality, sustainable, efficient research infrastructure, as indicated by assessment of current and potential resources, cost-effective analysis, opportunities for funding, and development and implementation of a structural plan. (Advance Carolina: Research and Scholarship)

Action Plan to achieve Initiative 2(a):

New
• By Summer 2010, assess the overall research infrastructure of COSW/CCFS and make recommendations for improvements
• By August 2010, develop and implement a new plan to improve the College research infrastructure
• By January 2011, conduct mid-year assessment of the new infrastructure, with strategic recommendations to enhance performance, and report results to faculty; revise plan accordingly.

Responsibility: Dean (Lead), Assistant Dean for Research, Center Directors

Initiative 2(b): Further enhance the research culture of the College, as indicated by committee and course workload assignments of faculty engaged in research, creation of efficient incentives for research, and advances in pre- and post-grant support, research colloquium/forums, and research-oriented faculty hires. (Advance Carolina: Research and Scholarship)

Action Plan to achieve Initiative 2(b):
Accomplished

- By January 2009, begin meeting with other Health Science Units in efforts to boost collaborative grant submissions to extramural agencies
- By February 2009, begin recruitment of SMARTHome Endowed Chair
- By Spring 2009, begin having 1-2 faculty members present their research during regular faculty meetings to help others in the College hear about the exciting research going on and consider opportunities for collaboration
- By July 2009, begin recruitment of a macro tenure-track assistant professor with research expertise in areas supporting the College’s mission
- By August 2009, evaluate progress of Summer Fellow Awards program and Research and Scholarship Release Awards and consider plans to modify programs and/or other opportunities to provide pilot funds for faculty
- By Fall 2009, bring researchers from DHEC and the College together to share research interests and begin to develop plan to better align faculty strengths with potential funding streams from statewide agencies and submit proposals for funding
- By March 2010, implement a new COSW “Transdisciplinary Community-Engaged Research Team Award” program to increase COSW faculty research productivity by supporting development and success of sustainable, cohesive, transdisciplinary research teams, and to enhance the doctoral program by supporting recruitment, funding and research training of highly-qualified students
- By Fall 2009, launch a new COSW Research Website to showcase faculty research activities, help identify collaborators, post current funding alerts, identify upcoming workshops and seminars, and support faculty with their grant development needs
- By Fall 2009, launch a new Friday “Community of Scholars” Research Colloquia series to showcase the College’s scholarly and research strengths and support collaborative efforts

Pending

- By Spring 2009, consider best models to incentivize faculty and create a system of bonuses/awards for those who submit grant proposals for extramural funding, as principal investigators
- By July 2009, employ 2 external research faculty on DSS project
- By August 2009, fill SMARTHome Endowed Chair
- By Spring 2010, develop 2-4, one-page white papers showcasing research strengths to use with Foundations and Donors to generate leads and increase funding
- By Fall 2010, invite program officers from relevant agencies (NIH, CDC, USDA, DOJ, etc) with a Social Work slant to USC to meet with faculty as part of the plan to better develop the research culture
- By August 2010, implement individualized faculty workload performance plans with differentiation between teaching-intensive and research-intensive faculty without being disadvantaged for annual merit review
- By August 2010, implement plan to reduce faculty time in routine committee work
- By August 2010, initiate search for I. DeQuincey Newman Chair
- By Summer 2009, bring together researchers from other units working in the area of violence and victimization to share their research and consider future collaborations; Create a new web link for researchers to access
New

• By Summer 2010, bring researchers together from other units working in other areas of interest to the College (i.e. aging, social welfare, etc.) to discuss possible collaborative opportunities
• By Spring 2011, consider development of a COSW quarterly newsletter and creation of various brochures to highlight research activities and strengths in the College, for both internal and external use

Responsibility: Dean (Lead), Assistant Dean for Research and Research Committee (Lead), Faculty Recruitment Committee Center Directors

Initiative 2(c): Continue to increase research and scholarship productivity, as indicated by number of publications and co-publications, number of faculty grant submissions, number and amount of external awards, and IDC returns. (Advance Carolina Research and Scholarship)

Action Plan to achieve Initiative 2(c):

Accomplished

• By May 2009, submit College research and scholarly performance report to Provost and Office of Research
• By June 2009, increase the number of faculty serving as co-investigators in cross-unit grant applications
• By Fall 2009, complete year-end assessment of College research and scholarly production, share with faculty and submit detailed report to the Provost and Office of Research
• By Fall 2009, increase the number of COSW faculty submitting applications as PIs or co-investigators on large, collaborative grants to federal agencies and foundations
• By January 2010, complete first quarterly report on research and scholarship progress and accomplishments, as indicated by extramural research funding applications through SAM

Pending

• By Spring 2010, increase the number of faculty cross-appointed to research centers and institutes
• By June 2010, submit College research and scholarly performance report to Provost and Office of Research
• By August 2010, finalize FY2010 College-wide plan to pursue extramural research funding and scholarly publications with individual faculty commitments and assignments
• By August 2010, develop a draft of a College-wide two-year plan to increase research and scholarship productivity with target metrics, assignment of responsibilities and targets for tenure-track faculty, research faculty, and Center directors

New

Responsibility: Assistant Dean for Research (Lead), Research Committee, Center Directors
Goal 3: Promote Quality and Sustainability through Innovations

Initiative 3(a): Increase student access to our academic programs through distance education and support services, as indicated by the number and types of undergraduate and graduate courses in distance or blended formats, assessment of the potential for course offerings at new “distance” sites, and adoption of a distance education plan for the College. (Advance Carolina: Teaching and Learning; Recognition and Visibility)

Distance Education

Accomplished
- By February 2009, develop distance education plan for FY2010
- By March 2009, develop on-line components for the revised Summer I Advanced Standing courses (SOWK 712 HBSE and SOWK 791 research)
- In Spring 2009, pilot test SOWK 791 and SOWK 772 as hybrid courses
- By June, 2009, offer two on-line Advanced Standing courses
- By June 2009, field-test online courses for advanced standing students during Summer Session I
- By August 2009, develop on-line components for J741 and J760
- By November 2009, develop on-line components for J716
- By Spring 2010, new online elective, SOWK 768 Disaster Prep was offered for first time
- By August 2010, field-test online or blended courses in the foundation year of the MSW program

In Process
- By August 2008, explore educational partnerships with USC Upstate in undergraduate social work education and in joint certificate program
- By Spring 2010, offer new on-line electives (on-line healthcare elective being developed for summer 2010)
- By fall 2010, have SOWK 771 and SOWK 772 gerontology courses approved for on-line delivery

New
- By Fall 2010, offer two foundation hybrid (less than 50% online) practice courses (SOWK 722 and 732)
- By Fall 2010, explore possibility of offering courses at additional sites (USC Beaufort, USC Aiken) via videoconferencing
- By Spring 2011, develop and implement a new online elective on social work practice with military, veterans and their families that can be used as a field test course to be included as a part of an online graduate certificate program on military social work

Responsibility: Director of Distance Education (Lead), Educational Technology Committee, Technology Staff, MSW Curriculum Committee
Initiative 3(b): Build and explore interdisciplinary and inter-institutional partnerships, as indicated by achievement of targeted outcomes in the Inter-University Child Welfare Academic Consortium, developing a strategic plan for the COSW/GHS/IAH partnership, reinvigorating or sun-setting the SC Institute for Gerontology, expanding the COSW/DSS training and research partnership, expanding student enrollments in certificate programs, and exploring a certificate program in military social work. (Advance Carolina: Service Excellence)

Action Plan to achieve Initiative 3(b):

**Inter-University Child Welfare Academic Consortium**

Develop an Inter-University Consortium of Programs offering BSW and MSW degrees within the State of South Carolina, partnering with the South Carolina Department of Social Services (DSS), with The Center for Child and Family Studies as the grantee and administrator of the South Carolina Professional Development Consortium (SC PDC). The consortium includes representatives from Benedict College, Columbia College, Coker College, Limestone College, South Carolina State University, Winthrop University, and University of South Carolina. CCFS is the grantee and administrator of the SC PDC.

**Accomplished**
- By August 2009, enroll 2 MSW students who received stipends in the College of Social Work (COSW) as participants in the Consortium’s Child Welfare Scholars Program. (Set to graduate May 2010 )
- By October 2009, complete the recruitment brochure and send out to all member schools and DSS for use.
- By October 2009, develop a pre-employment BSW/MSW stipend program, which assists students with stipends for a specified work commitment following graduation from an accredited program.(COSW/CCFS) ( First student enrolled August 2008, graduated June 2009, and employed by DSS October 2009)
- By November 2009, develop and formalize a certification program in child welfare. (COSW/CCFS)

**In Process**
- By May 2010, complete and publish the SC PDC Policy and Procedure Manual. (CCFS/Consortium)
- By August 2010, enroll 1 BSW and 1 MSW student to receive stipends in the COSW as participants in the consortium’s Child Welfare Scholars Program.
- Recruit students (BSW/MSW) for Certification in Child Welfare. (COSW/CCFS).
- SC PDC partner with DSS to develop a career ladder and enhance existing in-service training opportunities for DSS staff, which may earn graduate-level credit in participating consortium programs (CCFS/Consortium/DSS) ongoing
- By March 2010, pilot a SC PDC scholar pre-employment training at DSS for scholars graduating in May/June 2010.
- By May 2010, receive approval of proposed syllabus for the Child Welfare Courses, SOWK 774 and SOWK 775, 500/600 level courses. (COSW/CCFS)
New

- By August 2010, implement syllabus for Child Welfare courses, SOWK 774 and SOWK 775, 500/600 level courses for BSW and MSW students in the Child Welfare Scholars Program. (COSW/CCFS)
- By August 2010, enroll 1 DSS employee to receive a stipend in the COSW as participant in the consortium’s child Welfare Scholars Program. (COSW/CCFS/DSS)
- By August 2010, enroll at least 2 BSW or MSW students for 2010-2011 under stipend program

Responsibility: Interim Director, The Center for Child and Family Studies, (Lead), Associate Dean, Interim Undergraduate Minor Coordinator

Develop Strategic Plan for COSW/GHS/IAH Partnership

Accomplished

- By December 2008, submit a joint proposal with GHS to create a conference to join GHS clinicians and USC academics in partnerships on research related to health disparities
- By May 2009, be actively involved with the core leadership team of the GHS/Greenville United Way “Help Me Grow” project.
- By May 2009, be actively involved with the core leadership team of the GHS Total Health and academic partnership initiatives
- By June 2009, submit a joint proposal with GHS to attend the NIH summer institute on CBPR
- By January 2010, be actively involved with the curriculum committee of the GHS Medical School planning committee.

In Process

- By December 2010, establish a plan to work closely with Greenville Hospital Systems to submit collaborative grants in areas of mutual interest, particularly under the “Total Health” umbrella

New

- By December 2010, submit at least two collaborative research grants of mutual interest between GHS and COSW.
- By December 2010, determine feasibility of moving MSW classes to GHS.

Responsibility: Dean, Teri Browne, Centenary Faculty at GHS (Lead)

Reinvigorate the SC Center for Gerontology

Pending

- By April 2009, recruit consultant to conduct a SWOT analysis of the Center
- By August 2009, complete on-site analysis, with report and strategic recommendations
- By September 2009, determine feasibility of these recommendations, fiscally and politically
- By November 2009, receive endorsement from USC Provost and SCCG Board of Directors of the COSW strategic administrative plan
- By January 2010, begin implementation of the new plan or “sunset” the SCCG

Responsibility: Dean (Lead), SCCG Director, SCCG Board
Expand Enrollments in Graduate Certificate Programs

New
- By December 2010, increase enrollment in Gerontology Certificate Program by 30%
- By December 2010, increase enrollment in Addictions Certificate Program by 30%
- By December 2010, explore feasibility of developing military social work certificate program.
- By January 2011, implement special topics course in military social work.

Responsibility: Arlene Andrews, Nancy Brown, Teri Browne, Nicole Cavanagh, Jo Ann Regan

Initiative 3 (c): Enhance global engagement of the college, as indicated by sustaining and increasing student enrollments in the Korean MSW Program, implementing two study abroad courses, and adopting a vision of “global culture” in our new strategic plan. (Advance Carolina: Teaching and Learning; Recognition and Visibility)

Action Plan to achieve Initiative 3(c):

Korea-Based Part-time MSW Program

In Process
- By February 2010, begin recruitment of students for the 7th cohort of the program

New
- By January 2011, decide if enrollment will be adequate to implement the program
- By June 2011, if feasible, begin classes for the 7th cohort

Collaborative Agreements, Study Abroad, Exchanges, and Research

In Process
- By June 2009, offer two study-abroad courses during the summer
- By August 2009, initiate 2 collaborative international research projects

New
- By June 2010, host social work students from Taiwan Normal University
- By June, 2011, implement two study-abroad courses

Responsibility: Dean, Associate Dean for Academic Affairs, Coordinator for Korea-based MSW PT Program, Director of MSW Field Program

Goal 4: Promote Quality and Sustainability through Planning

Initiative 4(a): Develop a new 5-year strategic plan for the college, as indicated by the completion of this plan by December 2010 as well as the new governance document on or before this date. (Advance Carolina: Teaching and Learning)

COSW Strategic Plan

New
- By May 2010, identify consultant to conduct strategic planning retreat in fall 2010
• By September 2010, conduct strategic planning retreat with faculty and administrative staff
• By February 2011, complete first draft of Blueprint for Academic Excellence based on new COSW strategic plan

**Responsibility:** Dean, Full-time Faculty and Full-time Administrative Staff

**Clarify Governance & Administrative Roles & Responsibilities**

**Accomplished**
• By October 2009, appoint a task force to draft a governance document
• By April 2010, receive final University approval for revisions of COSW Tenure and Promotion Criteria

**In Process**
• By Summer 2010, revise COSW governance policies, beginning with priorities identified by the Office of the Provost.

**Responsibility:** Sadye Logan (Chair), Ad Hoc Committee on Governance

Initiative 4(b) Expand and strengthen the technology infrastructure, as indicated by implementing new videoconferencing capabilities, upgrading classrooms to smart classrooms, moving the server room to the computer lab, implementing VMW and ESX servers, investigating research network infrastructure upgrades, and creating a COSW intranet. *(Advance Carolina: Teaching and Learning)*

**Action Plan to achieve Initiative 4(b):**

**Accomplished**
• By January 2009, provide improved space for doctoral students
• By May 2009, hire additional highly qualified technology coordinator

**In Process**
• By December 2009, create one “Smart Classroom”, principally for instruction of doctoral students in advanced research
• By April 2010, complete Thornwell 127 Conference room
• By April 2010, convert from current html based website to Content Management Website.
• By May 2010, current DVD’s converted to digital files.
• By August 2010, current VHS tapes converted to digital files.
• By August 2010, build Video Library Webserver.

**New:**
• By Spring 2010, complete and disseminate results of an online Computer & Technology Survey of social work students to assess their current technological needs and capacities –discussed in Ed Tech Committee but have not approved a survey or disseminated
• By June 2010, Lab and Classrooms joined to domain.
• By June 2010, convert remaining CCFS and COSW physical servers to virtual.
• By August 2010, move server room to Thornwell Lab (new construction)
• By August 2010, implement VMW are ESX servers (High Availability) and SAN.
By August 2010, install media cabinet in 1731 Conference room.
By August 2010, create FileMaker Pro database server
By August 2010, move Thornwell Annex COSW users to existing Gigabit switch.
By August 2010, create COSW intranet.
By August 2010, implement video conferencing capabilities to DeSaussure 333.
By August 2010, update the videoconferencing capability of the College to allow for more delivery of courses linking the Columbia campus with regional campuses particularly macro courses.
By June 2011, investigate Research Network Infrastructure upgrades.
By June 2011, research upgrading Classrooms to Smart Classrooms.

Responsibility: Director of Technology (Lead), Education Technology Committee, Technology Staff, CCFS

Initiative 4(c): Develop and implement a new development and marketing plan. (Advance Carolina: Recognition and Visibility)

Action Plan to achieve Initiative 4(c):

Development Plan

Accomplished
• By January 2009, identify all major gift donors throughout the history of the College, including those who do not readily appear in University Foundation reports (e.g. bequests of living people). Begin stewarding major gift donors.
• By January 2009, complete a “ready list” of statements about the College which convey credibility, vision, and progress.
• By February 2009, complete a thorough review all previous and existing prospects.
• By March 2009, complete the identification all organizational initiatives and faculty projects (including efforts that are undeveloped “dreams”), so they can be potentially matched to the passions of prospective donors or foundation representatives.
• By June 2009, develop or submit 12 donor or foundation grant proposals.
• By June 2009, accumulate a pool of 25+ major prospects.

In Process
• On-going, steward all major gift donors.
• By June 2010, accumulate a pool of 50+ major prospects.
• By June 2010, submit 14 donor proposals.
• By June 2010, submit 10 foundation grant proposals.

New
• By April 2010, develop an appropriate annual giving solicitation mail-out strategy.
• By April 2010, determine development-geared newsletter type and schedule for distribution.
• By June 2010, determine the College’s goals and activities for the university campaign.
• By August 2010, finalize improvements to the fellowship application, review and advertising process.
• By November 2010, complete formal case statement for the College.
• By June 2010, establish content schedule for a new giving webpage.
• By June 2011, submit 14 more donor proposals.
• By June 2011, submit 10 more foundation grant proposals.

Responsibility: Development Officer (Lead)

Marketing Plan

Accomplished
• Maximized involvement of our faculty and current students to recruit students.
• Established and defined non refundable application placement fee.
• Part-time 38 month plan of study implemented pending final approval
• In August 2009, on-campus marketing completed by setting up tables around campus and distributing information to students.
• Received completed print materials from University Publications and begin mailings to students.
• Assessed the academic progress of students admitted as Dean’s admits for fall 2009-Spring 2010
• Assessed applications and backgrounds of students with significant problems in field placement.

In Process
• By January 2010, continue to assist and advise students professionally, courteously, and effectively with regard to applications and other matters relevant to the pursuit of enrollment
• Throughout 2009-2010: Timelines for mailings assessed by the date of inquiry, i.e. immediately after inquiry, CD and letter are mailed. 10 days following, view book is mailed. 10 days after, first post card is mailed. 10 days following, second post card is mailed. 10 days after, a phone call is placed to student. 10 days following, third post card is mailed. 10 days after, email is sent. The timeline will assist with the effectiveness of tracking students and recruitment.
• By January 2010, continue to maintain and increase communication between and within the graduate school staff, faculty, students, and administration
• Ongoing by February 2010, continue to sponsor and host information sessions, campus visits, and open house for prospects providing them the opportunity to connect with faculty, staff member and current graduate students.
• By March 2010, set metrics for number of perspective student contacts, application acceptances, enrollments for all MSW cohorts, advertisements, and campus visits.
• Ongoing, attending graduate school fairs in the South Carolina region, the Southeast region, and nation with a focus on Columbia, Charleston, and Greenville.
• Ongoing, by March 2010, track inquiries and applicant data (non-admit) from 2006 - 2009.
• Ongoing, by March 2010, track enrollment in ADST, ADST EXT, full-time, and part-time.
• By April 2010, continue to explore opportunities for recruiting military personnel and veterans.
• By April 2010, collaborate with the Center for Child and Family Studies to work with return Peace Corps Volunteers
• Throughout 2010-2011, determine feasibility of federal funding to assist Department of Social Services employees who wish to receive their M.S.W. degree on a part-time basis
• By June 2010, develop complete marketing plan addressing timeliness of responding to student inquiries.
New

- By March 2010, encourage acceptance of admittance by focus on converting admitted students to matriculated students for fall enrollment through the usage of email, personal phone calls, from staff and current students offering to discuss any additional questions.
- By April 2010, utilize social networking sites such as Facebook and Twitter to communicate with targeted groups.
- By May 2010, identify and develop networks by reviewing lists of top feeder institutions and arranging visits to those campuses.
- Ongoing communication with COSW IT to ensure website is up-to-date and conveys all that COSW has to offer.
- By May 2010, survey matriculates and non matriculate students to investigate how they heard about the program for the purpose of radio broadcasts, ads for local/regional newspapers/online publications that target prospects in the Charleston and Greenville area.
- By June 2010, maintain records to assess the effectiveness of the various strategies utilize to recruit and retain quality students.
- By July 2010, establish recruitment goal and metrics for number of prospective student contacts, applications, acceptances, and enrollments by FY 2011.
- By July 2010, work with director of development to expand fellowships.
- Ongoing, throughout August-November 2010, utilize student led activities at various colleges and universities to host information sessions.
- By August 2010, expand pool of contacts by utilizing search service such as the GRE to identify target populations. (Employ lists of contact data for those who are interested in graduate studies.
- By August 2010, clarify funding available to prospective students. Provide written guides to other forms of funding available (how to apply and deadline dates).
- By October 2010, increase alumni involvement by maintaining relationship with recent graduates, and requesting their participation in recruitment events. Maintain pipeline of successful alumni.
- By November 2010, discuss an increase in seat deposit fee to ensure enrollment.
- By January 2011, take part in undergraduate research programs on campus.
- Ongoing, By January 2011, review all written material to ensure all information pertinent to fees, contacts, applicant packages, marketing material are up to date.
- By February 2011, meet with student services, and admissions to discuss process improvements and best practices for admissions and recruiting.
- By March 2011, gather and summarize available research and media reports on effects of the economic downturn on student enrollment nationally, regionally and in SC and review implications.
- By April 2011, establish process for effective recruitment by creating and establishing flow charts, policies, guidelines, process, and procedures i.e., mailings and follow up calls, open houses, information sessions, graduate school fairs, surveys, applicant tracking, metrics, and student visitations.
- By June 2011, identify and focus on recruitment for underrepresented minority groups i.e., men, individuals with disabilities, and veterans.

Responsibility: **Dean (Lead), Recruiter, Development Officer, Assistant Dean for Research**
C. Summary of International Dimension

During the last three summers, Dr. Terry Wolfer joined Dr. Buz Kloos, Earth Sciences and Resources Institute, for a trip to the Buvuma Islands in Uganda’s Lake Victoria. The Carolina professors worked with a charitable organization to install community-operated water systems in villages. Eight systems were installed with the recipient communities receiving education on the water system technology as well as identifying and building on community strengths to increase leadership capacity. During Summer 2009, Dr. Wolfer and Dr. Kloos worked on Community-Led Total Sanitation and have plans for a follow-up trip in Summer 2010.

The College of Social Work hosted Senior Fulbright Scholar, Milkalai Hapanovich-Kaidalau from October 2009 to February 2010. Dr. Hapanovich-Kaidalau is Dean of Faculty for the Department of Psychology and Pre-University Training and Chair of Social and Pedagogical Psychology at Gomel State University, in Gomel, Belarus. His research topic was “Indicators for Classifying a Child’s Perspective of Family Relationship” and included a comparison of American and Belarusian (Post Soviet republics) families. Dr. Hapanovich-Kaidalau was accompanied by his 12 year old daughter, Yauheniya.

Dr. Rita J. Chou was invited to present her research on "workforce participation of older adults in China" at the 5th International Symposium on Social Policy at the Shandong University in Jinan, the capital city of Shandong Province, China. Washington University, a sponsor of the conference, underwrote her conference expenses. After presenting, Dr. Chou met with Chinese officials at various levels as well as local villagers in northern and southern China. Dr. Chou also conducted university visits in China and Taiwan.

II. Funding

Plans for Enhancing Revenue Streams

Enrollments: Over the past five years the number of MSW programs in North Carolina has grown from 2 to 8, and Winthrop University developed a MSW program, which sharply curtailed applications to our program from prospective students in North Carolina. We responded by establishing satellite programs in Greenville and Charleston (which have been successful) and by providing more options for advance standing and for part-time students. Next year we will explore the establishment of additional satellite programs in Aiken and in Florence, and will strive to continue our part-time program in Korea. We also responded by hiring one of the leaders of social work distance education in the nation, per last year’s Blueprint, but faculty as a group has not been ambivalent about offering core courses in distance formats. This could negatively affect student enrollments in the future as many of our competitors have moved aggressively into distance education.

A major focus in this year’s Blueprint to enhance revenue streams by continuing to build our new BSW Program and our Social Work Minor. We seek to enroll a minimum of 40 students next fall in the BSW Program and a minimum of 60 enrolled students in subsequent academic years. We also seek to increase enrollments in the Social Work Minor, but have not yet established a credit hour production target for next year. By increasing enrollments in the BSW Program and the Social Work Minor, our goal is to generate additional undergraduate program revenue (tuition and fees) for the College of Social Work of approximately $700,000 in FY2012.
Enrollment growth in our MSW Program is too difficult to forecast at this time. We hired a new seasoned MSW recruiter this year, and a new seasoned MSW admissions officer as well, with the objective of increasing the number of applications to the program and the “yield.” In January 2009, based on our strategic plan, we also hired a Director of Distance Education, widely recognized as one the leading experts in distance education in social work. If we succeed at increasing enrollments in the MSW Program by 5 percent over each of the next two years, the cumulative increase in graduate program revenue (tuition and fees) to the College of Social Work will amount to approximately $225,000 by FY2013. Future long-term enrollment growth and stability, however, is likely contingent upon the speed with which we develop and offer more of our courses in distance or blended formats.

Research: Enhancing revenue streams through extramural funding has also been central to our Blueprint and strategic plan, and will continue to be so in the future. As noted earlier, the College of Social Work has had a steady increase in research proposal submissions. This past year alone the College had a marked increase not only in the number of faculty submitting grant applications (more than double from last year), but also in the number of interdisciplinary, federal grant applications submitted. There also has been an increase in small grant, foundation, and state funding submissions, reflecting more diversified research activity across faculty of the College. In FY2009, 17 percent of external awards in the health sciences were in the College of Social Work in comparison to the College of Nursing (1%), the SC College of Pharmacy (4%), the Arnold School of Public Health (30%), and the School of Medicine (48%).

Consistent with our annual previous Blueprints, we will continue to hire faculty from top research-intensive universities, particularly as we fill the Newman Professorship next year as well as the Director of the Center for Child and Family Studies. We are encouraged by the success we have had thus far, with new faculty joining us from Harvard University, University of Michigan, University of Washington, Columbia University, University of Chicago, University of Wisconsin at Madison, Michigan State University, Vanderbilt University.

Another major strategy to enhance research productivity, identified in next year’s Blueprint, is to reorganize the research infrastructure of the College of Social Work. Preliminary discussions have occurred with the Office of the Provost about the creation of a mega-research infrastructure putting under one umbrella the research infrastructure of the College of Social Work, the Center for Child and Family Studies, and the Institute for Families in Society. There are efficiencies to be gained by this as well as opportunities to leverage previously untapped across these three units, and beyond.

Finally, our Blueprint calls for creating more incentives for faculty research. We provide course releases for in-coming faculty for 2-3 years, which has been very helpful with new grant submissions. We need to create more and to make decisions about course workload differentiations for teaching productive faculty and for research productive faculty. Service load assignments will need re-consideration as well.
Innovations & Development: We also seek to enhance revenue streams through innovations and development. Our Blueprint calls for the development of a certificate program in Social Work with Military Families and Veterans, expansion of our two current graduate certificate programs, and solicitation of major donor prospects on hand. We need to replace A-funded graduate assistantships with endowed fellowships in our graduate programs, as well as secure private dollars for endowed professorships.

III. Resource Requirements

Space, adequate facilities and distance education technology are priorities for advancement of the College.

Space and Facilities

Center for Child and Family Studies (CCFS)

The Center for Child & Family Studies, a center within the College of Social Work, is in desperate need of adequate and appropriate work space. Currently, the Center is located in the Benson Building of the University of South Carolina’s Columbia campus. Although a potentially important historical landmark, the Benson building is currently in a dilapidated state near condemnation status.

The Center for Child & Family Studies is a critical link to the South Carolina community for the University through its partnerships with other state agencies, including the Department of Social Services, Department of Health and Environmental Control, Department of Juvenile Justice, Department of Education. The service, evaluation, and research contracts are an important part of the mission of the University of South Carolina and the College of Social Work.

Repairs are frequently needed at the Benson building and are often done on an emergency basis. The philosophy is that the overall condition of the building is too poor to warrant significant repair. In many discussions with facilities management, custodial services, etc, claims are made that the building has been scheduled for demolition for about 16 years. Roof repairs are inevitable after any significant rainfall. With these conditions, we also face repairs and/or replacement of ceiling tiles, internal fixtures and furniture damaged by the water. Recently a water heater that has not been in not in working condition for years pulled away from the wall, collapsed, and flooded several offices and common areas. This resulted in many repairs, lost equipment, and loss of productivity.

Classroom Space

The new BSW Program is anticipated to expand at a rapid pace, accepting a conservative projection of 40 new students per year. Additional classroom space and office equipment are required.

Student Service Administrative Areas

Currently, COSW Student Services, Field Office, Technology Support and a student computer lab is located on the first floor of Thornwell Annex, which is not adequate space for administrative needs. The offices are occupied by four faculty and seven staff members who provide direct student support. Over the past few years, the college has invested in improvement and upkeep of 1731 College Street, formerly known as the Alumni House. We currently have several offices on the second floor which are
occupied. The I. DeQuincey Newman Institute and doctoral program occupy the first floor, along with a
conference room and classroom which should be renovated for efficient utilization.

In the BSW proposal, our intent was to establish a SmartClassroom. The targeted space was the patio
room at 1731 College Street. Recent budget constraints have placed this project on hold. The presence
of asbestos is unknown at this time but we use the same estimate of $300 per sq. ft. for renovations.

**Distance Education Technology**

Over the past five years, the College of Social Work’s capacity to recruit and retain high quality
students in the region has been significantly reduced by a) the growth of MSW programs in North
Carolina (from 2 to 8), and b) the establishment of an accredited MSW program at Winthrop University,
which has dramatically reduced the College’s competitive position in the large Charlotte market. The
College has responded by establishing satellite programs in Greenville and Charleston, and by hiring
one of the nation’s top expert in social work distance education. We are now poised to transform our
position in the highly competitive market of social work through innovation and excellence in distance
education, pending faculty approval.

The technology infrastructure needs of the College include:

1. purchase of a high definition video conferencing system that would allow for quality, real-time
   face to face communication via the Internet,
2. installation of hardware, software, and networking of the required infrastructure to support the
   video conferencing system,
3. conversion of current space to a state-of-the-art telepresence room collaboration system,
4. initial technical support and training for the video conferencing system that will be sustained by
   current technical support of the College once initial purchase and installation is complete.

The success of this program would also depend upon a full-time position for a production manager. We
anticipate that, with initial funding to support this position, sustainability could be reached through the
additional revenue earned by the increase in credit hour production.

**IV. Unit Statistical Profile**

**A. Instructional**

1. Number of applications for Fall 2007, Fall 2008, and Fall 2009 admission by level:

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<th>Fall 2009</th>
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<td>Doctoral</td>
<td>28</td>
<td>25</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>527</strong></td>
<td><strong>572</strong></td>
<td><strong>503</strong></td>
</tr>
</tbody>
</table>
2. Number of admissions for Fall 2007, Fall 2008, and Fall 2009 by level:

<table>
<thead>
<tr>
<th><strong>Admissions</strong></th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Masters</td>
<td>272</td>
<td>361</td>
<td>342</td>
</tr>
<tr>
<td>Certificate</td>
<td>4</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>First Professional</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctoral</td>
<td>10</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>286</strong></td>
<td><strong>377</strong></td>
<td><strong>357</strong></td>
</tr>
</tbody>
</table>

3. Freshmen retention rate for classes entering Fall 2006, Fall 2007, and Fall 2008:

Not applicable

4. Number of majors enrolled in Fall 2007, Fall 2008, and Fall 2009 by level (headcount and FTE; undergraduate, certificate, first professional, masters, doctoral).

<table>
<thead>
<tr>
<th>Student Head Count</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>0</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Masters</td>
<td>452</td>
<td>497</td>
<td>519</td>
</tr>
<tr>
<td>Certificate</td>
<td>4</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>First Professional</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctoral</td>
<td>25</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>481</strong></td>
<td><strong>525</strong></td>
<td><strong>559</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FTE Students</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>38</td>
<td>44</td>
<td>52</td>
</tr>
<tr>
<td>Masters</td>
<td>452</td>
<td>493</td>
<td>496</td>
</tr>
<tr>
<td>First Professional</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctoral</td>
<td>15</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>505</strong></td>
<td><strong>552</strong></td>
<td><strong>560</strong></td>
</tr>
</tbody>
</table>

5. Number of graduates in Fall 2008, Spring 2009, and Summer 2009 by level (undergraduate, certificate, first professional, masters, doctoral).

<table>
<thead>
<tr>
<th>Degrees Awarded</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Summer 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>4</td>
<td>201</td>
<td>15</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>First Professional</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctoral</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>207</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
6. Four, Five and Six Year Graduation rates for three most recent applicable classes (undergraduate only):

Not applicable

7. Total credit hours generated by COSW (regardless of major) for Fall 2008, Spring 2009 and Summer 2009:

<table>
<thead>
<tr>
<th>Student Credit Hours</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Summer 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Upper Division</td>
<td>666</td>
<td>759</td>
<td>15</td>
</tr>
<tr>
<td>Professional</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grad 1</td>
<td>5,921</td>
<td>5,723</td>
<td>1,266</td>
</tr>
<tr>
<td>Grad 2</td>
<td>138</td>
<td>122</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td><strong>6,725</strong></td>
<td><strong>6,604</strong></td>
<td><strong>1,306</strong></td>
</tr>
</tbody>
</table>

8. Number of credit hours taught by tenured and tenure-track faculty, by instructors, by non tenure-track faculty (clinical and research) and by adjuncts (temporary faculty):

<table>
<thead>
<tr>
<th>Credit Hours Taught</th>
<th>Tenure-Track</th>
<th>Full-Time Non-Tenured Track</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>46</td>
<td>572</td>
<td>936</td>
</tr>
<tr>
<td>Masters</td>
<td>5551</td>
<td>1190</td>
<td>6204</td>
</tr>
<tr>
<td>Doctoral</td>
<td>107</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td><strong>5704</strong></td>
<td><strong>1762</strong></td>
<td><strong>7140</strong></td>
</tr>
</tbody>
</table>

| 2008                |              |                              |         |
| Undergraduate       | 0            | 372                          | 891     |
| Masters             | 5642         | 1044                         | 6301    |
| Doctoral            | 268          | 0                            | 0       |
| Total               | **5910**     | **1416**                     | **7192**|

| 2007                |              |                              |         |
| Undergraduate       | 157          | 222                          | 1061    |
| Masters             | 5121         | 1238                         | 5827    |
| Doctoral            | 248          | 0                            | 0       |
| Total               | **5526**     | **1460**                     | **6888**|
| TOTAL               | **17,140**   | **4,638**                    | **21,220**|
9. Number of faculty by title (tenure-track by rank, research by rank, etc.), as of Fall 2007, Fall 2008, and Fall 2009:

<table>
<thead>
<tr>
<th>Tenure Track Faculty</th>
<th>Visiting Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2007</td>
</tr>
<tr>
<td>Professor</td>
<td>5</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>9</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Faculty</th>
<th>Clinical Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2007</td>
</tr>
<tr>
<td>Professor</td>
<td>0</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>3</td>
</tr>
<tr>
<td>Lecturers</td>
<td>1</td>
</tr>
</tbody>
</table>

| Adjunct Faculty      | 28        | 62        | 45        |

10. Total continuing education units generated for Fall 2008, Spring 2009, and Summer 2009: Not applicable

B. Research and Creative Accomplishments:

1. Numbers of publications in calendar year 2009 by category:
   - Books: 2
   - Refereed articles: 17
   - Book chapters: 13
   - Non-refereed publications: 5

2. Number of research paper presentations at national or international conferences in calendar year 2009: 18

3. Number of performances and/or juried exhibitions at national or international venues in calendar year 2009: Not applicable

4. Summary of sponsored research activity to include grant applications submitted and awarded, arranged by sponsoring agency in FY2009 and to date in FY2010:

   **July 1, 2009 – February 15, 2010**

<table>
<thead>
<tr>
<th>National Institutes of Health</th>
<th>United States Department of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted: 9</td>
<td>Awarded: 7</td>
</tr>
<tr>
<td>United States Department of Education</td>
<td></td>
</tr>
<tr>
<td>Submitted: 2</td>
<td>Awarded: 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department of Justice</th>
<th>South Carolina State Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted: 2</td>
<td>Awarded: 0</td>
</tr>
<tr>
<td>United States Dept of Agriculture</td>
<td></td>
</tr>
<tr>
<td>Submitted: 0</td>
<td>Awarded: 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>National Science Foundation</th>
<th>Private Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted: 0</td>
<td>Awarded: 0</td>
</tr>
<tr>
<td>United States Dept of Agriculture</td>
<td></td>
</tr>
<tr>
<td>Submitted: 0</td>
<td>Awarded: 1</td>
</tr>
</tbody>
</table>

   | HHS (other than NIH)      |                     |
   | Submitted: 9              | Awarded: 18         |
5. Total Extramural Funding processed through SAM in FY 2009:

$7,911,069 – COSW
$7,595,887 – IFS*
$15,506,956

Federal Extramural funding processed through SAM in FY 2009:

$7,566,201 – COSW
$7,230,301 – IFS
$14,796,502

*IFS extramural funding is included above with COSW (as it is reported in the SAM Annual Report)

6. Total research expenditures per tenured/tenure-track faculty for FY 2009, by rank and dept.:

Full professors: $21,598
Associate Professors: $213,153*
Assistant Professors: $54,049

*Figure includes expenditures for Dr. Lyndie Forthofer, Associate Professor, COSW & Director, IFS

7. Amount of sponsored research funding per faculty member for FY09 (by rank, type of funding; e.g., federal competitive vs. non-competitive, state, etc):

**Full Professor**
Dennis Poole  Foundation; Service (non-competitive)  $ 20,000

**Associate Professor**
Sandra Altshuler  Federal; Research (competitive)  $ 50,000
Sandra Altshuler  Federal; Research (competitive)  $ 50,000
Naomi Farber  Federal; Research (Co-PI) (competitive)  $ 42,217
Melinda Forthofer  Foundation; Research (competitive)  $ 214,586
Maryah Fram  Federal; Research (competitive)  $ 25,000
Terry Wolfer  Foundation; Research (competitive)  $ 25,000
Terry Wolfer  Foundation; Research (competitive)  $ 8,652

**Assistant Professor**
Rita Chou  Federal; Training (noncompetitive)  $ 9,720
Rita Chou  Foundation; Research (noncompetitive)  $ 50,000
Yoonsook Ha  Federal; Research (noncompetitive)  $ 28,100

**Research Faculty**
Dana DeHart  State; Service (noncompetitive)  $ 19,768
Cynthia Flynn  Federal; Research (competitive)  $ 66,341
Cynthia Flynn  Federal; Service (competitive)  $ 5,955
Cynthia Flynn  State; Service (competitive)  $ 99,558
Cynthia Flynn  Foundation; Research (competitive)  $ 35,000
Johnny Jones  Federal; Research (competitive)  $ 1,187,318
Johnny Jones  Federal; Training (competitive)   $ 2,566,652  
Johnny Jones  Federal; Training (competitive)   $ 2,201,132  
Johnny Jones  Federal; Training (competitive)   $ 380,212  
Johnny Jones  Federal; Training (competitive)   $ 660,578  
Johnny Jones  Federal; Training (competitive)   $ 990,651  
Johnny Jones  Federal; Training (competitive)   $ 841,544  
Johnny Jones  Federal; Training (competitive)   $ 998,601  
Toni Jones   Foundation/Service (competitive)  $        3,000  
Suzi Baxter   Federal; Research (competitive)   $    216,000  
Suzi Baxter   Federal; Research (competitive)   $    180,000  

Instructors
James Ward  GA (noncompetitive) $ 69,106

Other (project staff)
Cheryl Worrell  State; Research (competitive) $ 14,784
Cheryl Worrell  Federal; Training (competitive) $ 28,832

8. Percentage of unit faculty with sponsored research activity in FY2009 (by rank and type of activity):

   Full professors: 66% (research; service; training)
   Associate Professors: 55% (research; service; training)
   Assistant Professors: 57% (research; training)
   Research Professors: 100% (research; service; training)

9. Number of faculty serving as co-investigators in cross-unit grant applications in FY2009: 14

10. Number of faculty cross-appointed in Centers and/or Institutes in FY2009: 2

11. Number of patents, disclosures and licensing agreements in calendar year 2009: Not applicable

12. Number of proposals submitted to external funding agencies during calendar year 2009 (by type):

   16 Federal; Research
   3 Federal; Service
   1 Federal; Training
   12 Foundation; Research
   1 Foundation; Service
   3 State; Research
   4 State; Service
   7 Other; Research
   2 Other; Service
   1 Other; Training
C. Faculty Hiring

1. Number of full-time faculty hired for AY 2009-10 by rank:

   One Instructor January 2010

2. Number of post-doctoral scholars (PhD, nonfaculty hires) in FY 2009: None

3. Anticipated losses of faculty by year for the next five years:

   2010 – 4 (1 non-reappointment, 1 transfer to ASPH, two relocation)
   2013 – 1 (TERI end period)

4. Number of CoEE chair hires and Faculty Excellence Initiative (FEI) hires in AY 2008-2009; number approved:

   One FEI hire: Health & Social Disparities Affecting African Americans - January 2009

   One CoEE Chair approved: SmartHOME® Endowed Chair for Home & Community Support
   (Two FEI approved: junior positions with CoEE SmartHOME® approved for 2009-2010)

D. Funding Sources

1. All funds budget (total, A-funds, E-funds, etc.) as of October 1, 2009.

   Narrative

   When we compare the fiscal status of the College of Social for two years (Fall 2009 “A” Fund Review vs. Fall 2008 “A” Fund Review), we note the following.

   Total expenditures of the College were 35.8 percent of the budgeted amount for Fall 2009 compared to 49.4 percent of the budget for the same period the previous fiscal year. The reduction was due to conservative fiscal measures planned for and implemented by the Dean. Cost-cutting efforts focused chiefly on reductions in contractual services (especially travel expenses and adjunct faculty positions) and on delays in filling several faculty vacancies.

   This current fiscal year we recruited and filled some of the faculty vacancies for FY2010-2011 (including the SmartHOME Endowed Chair, a tenure-track assistant professor, and a clinical associate teaching professor). We have also filled some mission-critical staff positions: two in student services (one in the new BSW field program and the other in the MSW field program). Funding for the latter two staff positions did not increase significantly because the duties have previously been performed by temporary personnel. Expenditures for other “Uses” were reduced by 10 percent.

   In addition, budgeted revenue has been adjusted to actual, monitored on a monthly basis and adjusted accordingly. By the end of the FY 2009-10, total resources will reflect increases due to one-time transfers in for centenary positions and FEI funding.
## USC Columbia Campus
### Fall "A" Fund Review
#### For the Period Ending 10/31/2009

**Unit Name and Number:** 44 - College of Social Work

### A Fund Resources and Uses

<table>
<thead>
<tr>
<th>Resources:</th>
<th>Budget 10/31/2009</th>
<th>Actuals YTD 10/31/2009</th>
<th>% of Budget</th>
<th>Actuals 10/31/2008</th>
<th>Dollar Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund Only (31000)</td>
<td>$1,409,153</td>
<td>$1,409,153</td>
<td>$2,124,534</td>
<td>$715,381</td>
<td>-33.70%</td>
<td></td>
</tr>
<tr>
<td>State Appropriation (31500/31525)</td>
<td>$285,389</td>
<td>$285,389</td>
<td>$842,971</td>
<td>$175,582</td>
<td>-17.60%</td>
<td></td>
</tr>
<tr>
<td>Budget Cut (31510)</td>
<td>$76,302</td>
<td>$76,302</td>
<td>$257,815</td>
<td>$181,513</td>
<td>-70.40%</td>
<td></td>
</tr>
<tr>
<td>Carryforward (31533/31534)</td>
<td>$23,886</td>
<td>$23,886</td>
<td>$(39,201)</td>
<td>$63,087</td>
<td>-160.90%</td>
<td></td>
</tr>
<tr>
<td>One Time within responsibility (36400/36500)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>One Time outside responsibility (363XX/368XX)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>Permanent within responsibility (37400/37500)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>Permanent outside responsibility (373XX/378XX)</td>
<td>$ -</td>
<td>$ -</td>
<td>$(50,594)</td>
<td>$50,594</td>
<td>-100.00%</td>
<td></td>
</tr>
<tr>
<td>Subtotal 3's</td>
<td>$2,162,126</td>
<td>$2,162,126</td>
<td>$2,619,895</td>
<td>$(437,769)</td>
<td>-16.70%</td>
<td></td>
</tr>
<tr>
<td>Tuition, Fee and Departmental Revenue (4XXXX)</td>
<td>$6,493,494</td>
<td>$872,178</td>
<td>13.40%</td>
<td>$823,764</td>
<td>5.90%</td>
<td></td>
</tr>
<tr>
<td>Net Transfers (excluding VCM - 81XXX/86XXX)</td>
<td>$50,000</td>
<td>$0.00</td>
<td>0.00%</td>
<td>$0.00</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>Total Resources</td>
<td>$8,725,620</td>
<td>$3,054,304</td>
<td>35.00%</td>
<td>$3,443,597</td>
<td>-11.30%</td>
<td></td>
</tr>
<tr>
<td>Preset Assessment (81150 &amp; 81160)</td>
<td>$7,407</td>
<td>$2,468</td>
<td>33.30%</td>
<td>$2,468</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>Preset Assessment (86150 &amp; 86160)</td>
<td>$(2,856,617)</td>
<td>$(952,204)</td>
<td>33.30%</td>
<td>$(1,099,648)</td>
<td>-13.40%</td>
<td></td>
</tr>
<tr>
<td>Net Resources</td>
<td>$5,876,410</td>
<td>$2,104,568</td>
<td>35.80%</td>
<td>$2,346,479</td>
<td>-10.30%</td>
<td></td>
</tr>
</tbody>
</table>

**Uses:**
- Personal Services - All (51XXX) $3,603,567 $995,408 27.60% $987,536 0.80%
- Fringe Benefits (546XX) $951,600 $225,610 22.60% $226,402 -0.30%
- Total Personal Services and Fringe $4,555,167 $1,221,018 26.80% $1,213,938 0.60%
- Expenditures (50000) $789,632 $0.00 0.00% - $0.00 0.00%
- Contractual Services (522XX) $261,891 $69,714 26.60% $120,916 51,202 -42.30%
- Supplies (533XX) $174,920 $27,800 15.90% $55,737 27,773 -50.00%
- Fixed Costs (543XX) exc. Fringe $94,800 $53,799 56.80% $55,170 1,371 -2.50%
- Contingency (553XX) $0.00 $0.00 0.00% - $0.00 0.00%
- Equipment/Boots (563XX) $0.00 $0.00 0.00% - $0.00 0.00%
- Renovations (57XXX) $0.00 $0.00 0.00% - $0.00 0.00%
- Other Charges (59XXX) $0.00 $0.00 0.00% - $0.00 0.00%
- IT's (60XXX) $0.00 $0.00 0.00% - $0.00 0.00%
- Subtotal Other Uses $1,321,243 $151,313 11.50% $231,659 $(80,346) -34.70%
- Total Uses $5,876,410 $1,372,331 23.40% $1,445,597 $(73,266) -5.10%
- Balance $0.00 $732,237 0.00% $900,882 $(168,645) 168,645%

### Tuition Revenue

<table>
<thead>
<tr>
<th>FY2010 Base</th>
<th>Budget Office Change</th>
<th>Unit Change</th>
<th>Total Tuition</th>
<th>VCM Tuition Report/GL</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer II Revenue (40130)</td>
<td>$344,684</td>
<td>$ -</td>
<td>$ -</td>
<td>$344,684</td>
<td>$334,803</td>
</tr>
<tr>
<td>Fall Tuition Revenue (40140)</td>
<td>$2,647,174</td>
<td>$75,923</td>
<td>$ -</td>
<td>$2,723,097</td>
<td>$2,393,314</td>
</tr>
<tr>
<td>Spring Tuition Revenue (40150)</td>
<td>$2,622,049</td>
<td>$75,803</td>
<td>$ -</td>
<td>$2,697,852</td>
<td>$2,687,212</td>
</tr>
<tr>
<td>Summer I Tuition Revenue (40120)</td>
<td>$498,860</td>
<td>$10,746</td>
<td>$ -</td>
<td>$509,606</td>
<td>$498,709</td>
</tr>
<tr>
<td>Summer II Fees (40163/40173)</td>
<td>$1,850</td>
<td>$ -</td>
<td>$ -</td>
<td>$1,850</td>
<td>$1,850</td>
</tr>
<tr>
<td>Fall Fees (40164/40171)</td>
<td>$2,775</td>
<td>$ -</td>
<td>$ -</td>
<td>$2,775</td>
<td>$2,775</td>
</tr>
<tr>
<td>Spring Fees (40162/40172)</td>
<td>$1,850</td>
<td>$ -</td>
<td>$ -</td>
<td>$1,850</td>
<td>$1,850</td>
</tr>
<tr>
<td>Summer II Fees (40163/40173)</td>
<td>$221,675</td>
<td>$ -</td>
<td>$ -</td>
<td>$221,675</td>
<td>$186,025</td>
</tr>
</tbody>
</table>

### Notes:
- Fall tuition collections are prior to reductions for accounts receivable.
- Resources are expected to increase with transfers of $57,000 PEI, and approx. $80,000 CP budget transfers. BSW program is in place and anticipates increase in credit hour production in Spring, 2010.
- Fall 2009 activity was in SW minor courses. Courses will be adjusted to actual and budget monitored closely. SW continues to implement spending limitations.

### Budget Analyst Name:
- **Susie Vitaris**

### Unit Contact:
- **Beverly Simmons**

### Comments/Concerns:
- Net resources are down $241,911. This number does not consider the drop in Fall tuition revenue. Spending is down only $73,266 (A funded FTE's are down 1.0541). Given this, a significant drop in carryforward appears likely this year. Unit should monitor this closely to ensure that sufficient recurring resources are in place to support recurring expenditures. Summer II Tuition, Summer II Fees and Fall Fees budgets need to be adjusted to actual. Is new undergraduate program in place? If so, do enrollments meet expectations shown in 5 year model?
“Resources and Uses” report reflects College “A” funds only. The College’s main “E” fund accounts facilitate the Korean MSW Program, F&A activity, COSW Technology planning and procurement, and miscellaneous services provided in the Center for Child and Family Studies. Programs operate within the confines of the available revenue.

Finally, we note that the College of Social Work will need to recruit and hire some additional faculty next fiscal year. Although we are exploring measures to increase faculty workloads and class sizes, as well as implementing more large distance courses, our faculty/student ratio for accreditation of the MSW program is out of balance and in need of correction soon.
2. Gifts and pledges received in FY 2009:

Table submitted.

Narrative:

Several proposals originating in FY 2009 were funded in FY 2010 to include: *The Sidnah Jo Conner Endowed Doctoral Fellowship Fund*, the *Restoring Justice to Schools Research Fund*, and a planning and evaluation agreement with the United Way of Greenville. Community gardening and PhotoVoice proposals from FY 2009 were integrated into one $686,313 proposal titled *From Snapshot to Civic Action: Creating Healthy Environments through Community Engagement*. The Kresge Foundation invited the college to submit a full proposal and the college has done so. *The SC Center for Science and Religion* has received a verbal commitment for philanthropic support from an individual.

Development Summary by Division
Columbia-Social Work - 0029
July - June 30, 2009

<table>
<thead>
<tr>
<th>Cash Gifts from Prior Activity</th>
<th>FY 09</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Pledge Payments Received</td>
<td>$16,691.52</td>
</tr>
<tr>
<td>b. Estate Gifts Received</td>
<td>$0.00</td>
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<tr>
<td><strong>Subtotal (a + b)</strong></td>
<td><strong>$16,691.52</strong></td>
</tr>
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<table>
<thead>
<tr>
<th>New Cash/Commitments</th>
<th>FY 09</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. New Cash/Property/In-Kind Grants</td>
<td>$170,421.29</td>
</tr>
<tr>
<td>d. New Pledges for Future Cash</td>
<td>$17,156.02</td>
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<tr>
<td>e. New Documented Planned Gifts (Irrevocable) Cat. B</td>
<td>$0.00</td>
</tr>
<tr>
<td>f. New Documented Planned Gifts (Revocable) Cat. C</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Subtotal (c + d + e + f)</strong></td>
<td><strong>$187,577.31</strong></td>
</tr>
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<table>
<thead>
<tr>
<th>Number of Donors in New Cash/Commitments</th>
<th>FY 09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Donors YTD</td>
<td>151</td>
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<table>
<thead>
<tr>
<th>Proposals</th>
<th>FY 09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Proposals Submitted</td>
<td>3</td>
</tr>
<tr>
<td>Value of Proposals</td>
<td>$218,556.00</td>
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<td>Average Proposal</td>
<td>$72,852.00</td>
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<table>
<thead>
<tr>
<th>Proposal Outcomes</th>
<th>$</th>
<th>#</th>
<th>&quot;Batting Average&quot;</th>
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<tbody>
<tr>
<td>Funded</td>
<td>$25,000.00</td>
<td>1</td>
<td>33.00%</td>
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<tr>
<td>Still Pending</td>
<td>$0.00</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Rejected</td>
<td>$193,556.00</td>
<td>2</td>
<td>67.00%</td>
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