

# Executive Summary

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## Blueprint for Academic Excellence College of Social Work AY2019-2020

### Introduction

The 2018-19 academic year represented a time of reinvigoration and reorganization for the school, allowing us to maximize our resources. After a year of suspended hiring we were able to launch a vigorous search process that yielded two tenure-track hires from the 3rd and 11th ranked schools of social work in the country and a clinical assistant and clinical associate professor. The number of faculty applications continued to increase. We hired a second recruiter and a Director of Development and added a part-time graphic designer, to increase our visibility and ability to attract top-notch students. Enrollment for the 2019-20 academic years is on par with recruiting for the prior year. Our organizational structure and administrative roles have been codified. We increased our level of funding from FY 2017. We have been able to bring our full-time to adjunct faculty ratio in compliance with accrediting body regulations. We hired an Associate Dean for Diversity, Inclusion, and Equity, a tenured faculty member who is helping to track our performance over time.

### Highlights

We made progress raising our profile through media efforts and a Research Highlights Newsletter sent to 250+ schools of social work. We continue to sponsor the American Academy of Social Work and Social Welfare, into which Professor Sue Levkoff was inducted. Our faculty published in venues such as the New England Journal of Medicine and were cited in venues like National Public Radio. We worked with Lutheran Family Services to support refugee and immigrant children separated from their families.



Sarah Gehlert Dean  
College of Social Work



UNIVERSITY OF  
**SOUTH CAROLINA**  
College of Social Work



# Blueprint for Academic Excellence

## College of Social Work

### AY2019-2020

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# Foundation for Academic Excellence

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## **Mission Statement**

The mission of the College of Social Work is to 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.

Updated: 03/06/2019

## **Vision Statement**

The College of Social Work vision is to lead collaborative social change to promote sustainable equity and well-being in South Carolina and beyond.

Updated: 03/06/2019

## **Values**

The University of South Carolina Carolinian Creed provides guidelines for faculty, staff and students along with policies and procedures.

<https://www.sa.sc.edu/creed/>

Updated: 03/06/2019

# Goals - Looking Back

Goals for the College of Social Work for the previous Academic Year.

## Goal 1 - Increase College capacity building and sustainability

<b>Goal Statement</b>	Increase College capacity building & sustainability
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>To increase our number of students and ensure that they are of the highest quality, the College of Social Work instituted a new Admissions Committee to oversee individual recruiting efforts by the BSW, MSW, and PhD Program Committees and to ensure that their activities were coordinated to help us to reach the overall goals of the college. We likewise hired a full-time recruiter with an MSW degree from the college to promote the college and increase enrollment in our MSW program. Together, the Admissions Committee and recruiter have sped our process of advertising the three programs and vetting applications. This has resulted in more applications at an earlier date than in any prior year. The recruiter has also been instrumental in restructuring our processes to make data more readily available for course planning purposes. In a separate action, the college instituted a new position, after consulting with administrators of the top five schools of social work in the country. Our first Assistant Dean for Students was hired in March of 2018.</p> <p>Aside from her primary duty of preventing the development of student problems, addressing them before they become problematical, and thus freeing the Associate Dean for Curriculum to address other duties, the Assistant Dean for Students will assist with enrollment management at the BSW, MSW, and PhD levels. Because of the number of positions for which the college is recruiting, after a year-long moratorium on hiring, the dean expanded the search committee to include both junior and senior faculty. In addition, she created a serenade subcommittee to attract (and eventually recruit and hire) highly accomplished, senior faculty. That effort has resulted in three outstanding applicants.</p>

<b>Achievements</b>	Our Admissions Committee facilitated the review of applications allowing us to make offers of admission to prospective students earlier than in the past. Having a centralized Admissions Committee also facilitated communication and synergy among the BSW, MSW, and PhD Programs, allowing all to share an overview of the school and avoid duplication of efforts. It also allowed us to plan, so that the application review process was equitable across faculty. We made two tenure-track hires in 2018-19. Both have been highly productive (two publications each since arriving; one won the 2019 Excellence in Research Award from the Society for Social Work and Research, and the other has submitted three grant applications) and received excellent teaching evaluations in their first semester of teaching (one a 4.0 and the other a 3.88). Both have established research ties with other units. The two new tenure-track faculty came from highly-ranked schools of social work: The University of Chicago (#3 ranked) and Boston College (#11 ranked). We also hired one clinical assistant professor and one clinical associate professor, both of whom have produced good teaching evaluations and one of whom has taken oversight of updating some BSW courses
<b>Resources Utilized</b>	We filled 2 of 2 open tenure-line positions in 2018-19.
<b>Goal Continuation</b>	We have been "serenading" a senior faculty member from a highly-ranked school of social work who has a stellar record of NIH funding and hope to hire her in the coming year.
<b>Goal Upcoming Plans</b>	In the coming year, we will focus on increasing admissions and enrollment.
<b>Resources Needed</b>	
<b>Goal Notes</b>	We will leverage our streamlined recruitment and admissions process and stellar hires to increase our MSW student numbers and increase revenue from tuition and fees.

## Goal 2 - Enhance the student learning environment

<b>Goal Statement</b>	Enhance the student learning environment
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Compared to other schools of social work, the college has few out-of-the-classroom activities for students. The Student Empowerment Resource Group (SERG) has been our main vehicle for achieving this goal. The purpose of the group is to provide both personal and professional resources to improve the experiences of our students. The group petitioned and was granted the ability to self-govern,</p> <p>After noting that the college had only a 40% matriculation rate in its doctoral program, compared to the target of 80% by the Group for Doctoral Education in Social Work, the dean charged the PhD Committee with conducting a survey, of enrolled doctoral students, from which action steps were developed to address the academic concerns that were expressed. The dean also requested space in the adjacent portion of Hamilton to house doctoral students, because their current location is several blocks removed from the faculty and staff and provides a suboptimal work environment. To build community, the dean hosted at her home the college's first event for faculty and doctoral students. Our Giving Day mission this year is to increase support and programming for these and other students.</p>
<b>Achievements</b>	<p>The Dean hosted two "Dishin' With the Dean" open sessions with students (one on a weekend), which were very well attended. The series constituted 5.5 hours total and was attended virtually by students at our Charleston and Greenville campuses. One outcome was the development of a lactation room for students. Another was changing our student orientation (i.e., spending less time on materials presented in our handbook and more on how to become integrated into the campus as a whole). We sponsored 10 tickets to Black Panther at a local cinema and held a discussion about race afterward. To make students feel more a part of the school, we held a "Pie Your Professor" event with SERG to raise money for a local charity and a Halloween costume contest in which students judged and voted for faculty and staff costumes. We continue to host the I. Quincy Newman Institute that presents programs throughout the year.</p> <p>We have examined our doctoral program and expanded efforts to recruit. We began a self-study of the program and have made invitations for our first external review of the program. Our PhD Program retention rates have increased and graduates are attracting offers. One recently was offered four post-doctoral fellowships from excellent programs. After a year-long effort, we hired a Director of Development.</p>

<b>Resources Utilized</b>	We have put more financial resources into our doctoral program.
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	We will increase fundraising efforts by broadening alumni and community engagement activities. We will seek additional budgetary support to increase available space for faculty, staff, and students to have sufficient space in which to establish relationships and build community.
<b>Goal Notes</b>	

### Goal 3 - Increase and better coordinate external communication efforts

<b>Goal Statement</b>	Increase and better coordinate external communication efforts.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Improve marketing and communications with a web redesign, realignment of personnel, and recruitment of a graduate student recruiter and graphic designer to fill staff vacancies.
<b>Achievements</b>	We have redesigned the web site with University of South Carolina marketing and communications personnel. The site is now well aligned with university efforts. We hired a 40%-time graphic design specialist and have secured a design intern for the year. The Dean meets regularly with the Director of Communications, the graphic designer, and our recruiting staff. We, for the first time, prepared a folder about our graduating doctoral students and distributed it to the Association of Deans and Directors of School of Social Work (NADD). We have developed and are continuing to develop materials to distribute via social media to Korea and China to attract and recruit graduate students. To advertise our research profile nationally, we prepared and distributed a Research Highlights newsletter to NADD members.
<b>Resources Utilized</b>	We replaced an existing, vacant IT position with a staff member who is 60% IT and 40% graphic design.
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	We have enlisted a volunteer who was a television producer in Seoul to help build our Korean market. Our graphic artist is working with her to prepare video images for recruitment.
<b>Resources Needed</b>	
<b>Goal Notes</b>	

**Goal 4 - Increase effectiveness and efficiency of administrative processes, including possible restructuring**

<b>Goal Statement</b>	Increase effectiveness and efficiency of administrative processes, including possible restructuring
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	After consultation with the university's Division of Human Resources, we have instituted a new organizational structure (see supplemental materials), to operate more efficiently. In addition to the changes noted above for the Associate Dean for Curriculum, the Assistant Dean for Assessment and Curriculum, and Assistant Dean for Students, among other changes, we appointed an Associate Dean for Faculty and Research and upgraded a staff position to Assistant Dean for Finance and Administration. We conducted the first combined faculty and staff retreat with a focus on creating a diverse and accepting environment. Faculty and staff members were randomly assigned to tables, seated to facilitate interaction, and asked to provide feedback about their perceptions of the college climate and to create a set of concrete action steps to address challenges. We have begun working on the top five (as selected by faculty and staff members via an anonymous survey) challenges identified. Succession planning has now begun.
<b>Achievements</b>	We continued to refine our organizational structure to align it with the school's evolving needs and to clarify roles. Based on the five challenges identified at our 2017 Faculty and Staff Retreat, we instituted a Staff Council and posted position descriptions for our three associate deans. We added an Associate Dean for Diversity, Inclusion, and Equity. He has regularly communicated with faculty, students, staff, and alumni around community and world events is developing our diversity, inclusion, and equity needs, and is developing a plan for monitoring our progress over time. In conjunction with Human Resources, we have planned staff and faculty retreats on March 8th. The staff retreat will bring forward last year's work on team building and climate. A goal is to teach staff process skills for conflict, which has arisen as an issue among staff members. The Faculty Retreat will address thorny issues that arise in the classroom, using role play to allow faculty to practice skills. We also will address ways to increase our revenues after the Faculty Retreat, breaking into small groups to explore issues like online courses, professional development programs, and development. Both faculty and staff members will participate in this exercise.
<b>Resources Utilized</b>	We, for the first time, mandated budgets from all committees and worked to align their requests with existing resources.
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	



## Goal 5 - Increase proportion of course sections taught by full-time faculty

<b>Goal Statement</b>	Increase proportion of course sections taught by full-time faculty by hiring additional clinical faculty members
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	We changed the title and role of the existing Associate Dean for Academic and Student Affairs to the Associate Dean for Curriculum to allow for an exclusive focus on curriculum. To encourage faculty to teach foundational courses, he met with them to explain the ways in which it benefits the students. We upgraded a staff position to the Assistant Dean for Assessment and Curriculum to assist the Associate Dean for Curriculum with managing curriculum. The position also serves as our interface with the Council on Social Work Education (CSWE), which accredits our BSW and MSW Programs. One of their requirements is that a school's full-time/part-time ratio be a minimum of 50% full-time. (Our ratios have been as low as 25% full-time at the BSW level and 30% full-time at the MSW level.) The Assistant Dean for Assessment and Curriculum collected data comparing our ratios with peer and peer aspirant universities so that we can adjust the size of our classes to meet those standards. Because of these efforts, we have increased many classes sizes from 20 to 25 students and reduced the numbers of electives offered. In addition, we are phasing out two of our five specialization tracks due to very low enrollment. The dean also enforced the college's course buy-out policy, which resulted in more full-time faculty teaching courses.
<b>Achievements</b>	Through careful analysis and planning, we have been able to reduce our reliance on adjunct faculty. In Fall 2018-19, 36.84% of classes in the MSW program and 17.39% in the BSW program were taught by adjuncts. In Spring 2018-19, 49.41% of classes in the MSW program and 37.04% in the BSW program were taught by adjuncts. All but one (the 49.5%) of these statistics are within our accrediting body's guidelines.
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	We continue to reduce our reliance on adjunct faculty by careful examination of our course needs and clarifying expectations with clinical and tenure-track faculty.
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	Mostly human, to continue to plan to maximize our capacity with existing resources.
<b>Goal Notes</b>	

# Goals - Real Time

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Goals for the College of Social Work that are in progress for AY2019-2020.

## Goal 1 - Increase College capacity building and sustainability

<b>Goal Statement</b>	Increase College capacity building & sustainability
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>We hired 2 tenure-track faculty for 2019-20. They come from #1 and #11 ranked schools. Both have had success in obtaining external funding and will raise our revenue. More full-time faculty will rebalance our full-time/adjunct ratio.</p> <p>We plan to build our faculty and recruit students around two of our strengths: refugee/immigrant studies and health social work. We plan (in conjunction with the Department of Pediatrics) to establish a learning opportunity in outpatient pediatric clinics.</p>
<b>Achievements</b>	Our two hires from the first and eleventh ranked schools of social work represent an achievement.
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

## Goal 2 - Enhance the Student Learning Environment

<b>Goal Statement</b>	Enhance the Student Learning Environment
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Based on their utility to students, faculty, and administration, we will continue to hold "Dishin' with the Dean" sessions. We are working with student government to identify opportunities for student learning outside the classroom. Our BSW students will be better integrated with undergraduate student activities on campus. Our new Assistant Dean for Students keeps us abreast of campus opportunities.
<b>Achievements</b>	The "Dishin' with the Dean" series has momentum on which we will build.
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

**Goal 3 - Increase and better coordinate external communication efforts.**

<b>Goal Statement</b>	Increase and better coordinate external communication efforts.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	
<b>Action Plan</b>	We plan to bring together our communications team of the Director of Communications, our Director of Development, our 40%-time graphics specialist, our recruiters, and our intern(s) on a weekly basis to hone messages about the school for recruiting domestically and internationally. We have enlisted the aid of a former television producer from Korea to shape social media messages and videos for audiences in Korea.
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

**Goal 4 - Increase proportion of course sections taught by full-time faculty**

<b>Goal Statement</b>	Increase proportion of course sections taught by full-time faculty
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	We will hire a clinical professor with health social work experience, allowing us better use of learning opportunities at Prisma Health and the Greenville Health System. This is a gain to the community, because most outpatient pediatric clinics have no social workers and needs are high. We are investigating decreasing our need for adjunct faculty by providing some courses online which would be useful at our Greenville and Charleston sites and would deflect our need to offer courses on Saturday.
<b>Achievements</b>	We are engaging in meetings with Dr. Caughman Taylor, the Chair of Pediatrics at Prisma Health, around providing services there and initiating a stellar guided learning opportunity for students.
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

**Goal 5 - Increase effectiveness and efficiency of administrative processes, including possible restructuring**

<b>Goal Statement</b>	Increase effectiveness and efficiency of administrative processes, including possible restructuring
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	
<b>Action Plan</b>	We developed and posted position descriptions for our Associate Dean positions. We reduced staff by identifying overlap and better defining positions. Once roles and tasks are fully defined, they will be codified and uploaded to the college's web site. Hiring the Assistant Dean for Students prevented some student concerns from escalating. Consequently, no cases came before the Grievance Committee or Ombudsman. The "Dishin' with the Dean" sessions gave the Dean an overview of student concerns.
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

# Goals - Looking Ahead

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Goals for the College of Social Work that are slated for the upcoming year.

## Goal 1 - Increase College capacity-building and sustainability

<b>Goal Statement</b>	Increase College capacity-building and sustainability
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	We will have a better distribution of full, associate, and assistant professors. We now have only 2 full professors and their committee burden is high. We are helping prepare current associate professors for promotion and determining what they might need to gain the national recognition inherent in that role. Our recruitment efforts will be targeted and further honed, allowing us to foster and maintain relationships with schools with students from a range of socioeconomic statuses.
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

## Goal 2 - Increase proportion of course sections taught by full-time faculty

<b>Goal Statement</b>	Increase proportion of course sections taught by full-time faculty
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	We will have an optimal number of faculty at each rank and assign courses to optimize capacity. We will select and support adjunct faculty to assure they are prepared to teach effectively and follow the regulations of our school and profession. We will grow our program in Asia and recruit international students. We are assessing the viability of our 20-year-old-program in Korea by exploring a joint degree program with a well-ranked Korean university that lacks a social work degree program
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	The Dean will visit Korea in July of 2019.
<b>Resources Needed</b>	
<b>Goal Notes</b>	

### Goal 3 - Increase Effectiveness and Efficiency of Administrative Processes

<b>Goal Statement</b>	Continue to hone a new organizational structure and adjust staffing for efficiency.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Spurring Knowledge and Creation</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	We will continue to hone our organizational structure and define roles so that the functions of administrators and staff members are as transparent as possible. We will continue to work to teach communication process skills among faculty and staff to create an optimal working environment.
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

**Goal 4 - Increase national and international reputation**

<b>Goal Statement</b>	To broaden community engagement, we will continue to develop a robust communication strategy and bring our online presence into compliance with the university.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Our recruiting materials for use with various domestic and international audiences will be designed and produced for optimal use. We will develop a library of such materials. We will have a better-developed means of communication with alumni so that they feel a part of the College of Social Work community. This will increase our ability to seek donations from them.
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

### **Goal 5 - Enhance the student learning environment**

<b>Goal Statement</b>	Enhance the student learning environment
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"><li>•Educating the Thinkers and Leaders of Tomorrow</li><li>•Spurring Knowledge and Creation</li><li>•Building Inclusive and Inspiring Communities</li></ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Our goal is to offer 10 outside-classroom learning opportunities to students per year and have an institutionalized means for students to communicate with administrators about their needs for such experiences.
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

# Academic Programs

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## Program Rankings

*Academic programs that were nationally ranked or received external recognition during the Academic Year.*

In the 2018 U.S. News & World Report rankings of the 261 graduate schools of social work with Masters of Social Work programs, the USC College of Social Work is was situated in 50th place. The score is based on a survey of deans, directors, and associate deans from peer institutions.

In an article that was published in January of 2018 in the *Journal of Applied Research in Higher Education*, Smith, et al. compared the US News & World Report rankings of the 75 schools of social work that have doctoral programs to an objective measure of their productivity (the H index) (see Appendix 1). The University of South Carolina, College of Social Work was the only one of the 75 schools whose productivity (#32) was higher than its reputation (#50). This highlights the importance of increasing our national recognition.

## Instructional Modalities

*Innovations and changes to Instructional Modalities in unit's programmatic and course offerings that were implemented during the Academic Year.*

The College of Social Work has made a number of programmatic and course offering changes in the past year. The MSW program offered specializations in five areas: (1) Community, Social, and Economic Development, (2) Health and Mental Health, (3) Children, Youth, and Families, (4) Military, and (5) Aging. We terminated the Military and Aging specializations due to low student enrollment. For that same reason, the Graduate Certificate in Gerontology moved to the Arnold School of Public Health and will be offered as the Graduate Certificate in Aging starting in the Fall of 2019. Social Work remains one of the disciplines in the revised certificate program. Second, the summer bridge term of the Advanced Standing program was revised to replace the required SOWK 714 Diversity and Social Justice course with an elective, thus allowing students to create a more individualized learning experience. This decision was based on the principle that the Council for Social Work Education (CSWE) mandates BSW programs to infuse diversity and social justice across the curriculum. Third, a full-time Clinical Assistant Professor was appointed as the new Site Coordinator for the MSW Program option offered at our Charleston campus. This change provides faculty leadership for this part-time program option. Fourth, with changes in certificate program leadership, the Drug and Addiction Studies and Military and Veterans certificates are undergoing evaluation and revision to be more responsive to the local needs of students. Fifth, we added several courses to the MSW curriculum to increase the diversity of electives offered in the MSW Program. These courses include: SOWK 744 - Grant Writing; SOWK 743 - Immigration Policy; SOWK 748 - Crisis Intervention; SOWK 749 - Evidence-Based Parenting Interventions for Child and Adolescent Social, Emotional, and Behavioral Challenges; SOWK 759 - Psychopathology and Psychodiagnostics for Social Work Practice with Children and Adolescents; and SOWK 760 - Psychopathology and Psychodiagnostics for Social Work Practice with Adults and Older Adults. Some courses were terminated from the MSW Program due to limited offerings and relevance to the current curriculum. Last, concerning the BSW Program, social work courses were approved as Carolina Core courses, making them available to students across academic disciplines. The SOWK 368 Special Topics course was also created for in-depth study of selected issues and social concerns related to becoming a generalist social worker.

## Program Launches

*Academic Programs that were newly launched during the Academic Year; those that received required approvals but which had not yet enrolled students are not included.*

There were no newly launched academic programs during the academic year.

## **Program Terminations**

*Academic Programs that were newly terminated or discontinued during the Academic Year.*

None. **Supplemental Info - Academic Programs**

*Any additional information on Academic Programs appears as Appendix 1. (bottom).*

# Academic Initiatives

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## Experiential Learning for Undergraduates

*Initiatives, improvements, challenges, and progress with Experiential Learning at the Undergraduate level.*

The College of Social Work engages students in experiential learning in field internships, service-learning in courses and study abroad opportunities.

### FIELD INTERNSHIPS

The field education component of the both BSW and MSW curricula is a significant part of preparing students for social work practice and the workforce through use of experiential learning.

**INITIATIVES:** We are continually expanding partnerships in South Carolina, adjacent states and internationally, to increase field placements. These efforts have included developing opportunities for students at the University of Aruba in 2018-2019. We also acquired a \$1,679,592 training award from the Health Resources and Services Administration (HRSA) which is being used to expand our existing MSW field education program. A special training program was developed to prepare students for the behavioral health workforce and to work with medically underserved populations living in rural areas.

Another successful initiative was the Social Work Healthcare Education and Leadership Scholars (HEALS) program awarded by the Council on Social Work Education and the National Association of Social Workers. This 5-year award underpins a program that prepares two BSW and two MSW social work students in healthcare field placements per year, positioning them to become an integral part of a healthcare delivery team. We participate in a HIV/AIDS Clinical Training Center/Vanderbilt-Inter-professional Education (IPE) contract awarded to Dr. Ahuja at the University of South Carolina, School of Medicine. This contract trains MSW students to work with interprofessional medical students in treating patients in the Palmetto Health and University of South Carolina HIV clinic.

We were awarded an \$859,032 three-year Substance Abuse and Mental Health Services Administration grant in 2016 called the HOPES (Health Occupations Providing Excellence in SBIRT) Program to train MSW students and their field instructors and preceptors in the use of SBIRT and live in field practicum sites in the community. In 2018 we included an observation assignment of interviewing skills. We are training the community field supervisors well and expanded training to include BSW students.

**IMPROVEMENTS:** To better meet the needs of our volunteer base of over 400 field instructors and preceptors, we have introduced new webinars and interactive video roleplays to convey content needed for success in practice and with supervision.

**PROGRESS:** The field education schedule requires students to spend the equivalent of two full-time days per week in their assigned field organization. For the 2018-2019 academic year, MSW students participating in field education classes that required experiential learning, practice hours, and community service hours provided a total of 174,344 hours of service. BSW students provided a total of 21,500 service hours. If compensated at minimum wage (\$7.25), College of Social Work students contributed \$1,419,869 to the South Carolina economy

## **STUDY ABROAD**

The College of Social Work offered two study-abroad opportunities: a field practicum in Equatorial Guinea, sponsored by Marathon Oil, and a women's reproductive and health work alternative spring break in Santa Cruz, Bolivia. Students did not take advantage of these opportunities because of the cost.

## **Experiential Learning For Graduate & Professional Students**

*Initiatives, improvements, challenges, and progress with Experiential Learning at the Graduate or Professional level.*

Graduate field and study abroad initiatives are included above.

## **Affordability**

*Assessment of affordability and efforts to address affordability.*

We are addressing the issue of affordability by offsetting costs through increased development efforts and ensuring that grant proposals include stipends for graduate assistantships. Although tuition is slightly higher than other institutions in this region, we believe that our face-to-face instruction and extensive field experience provides superior training to social workers. We have also developed an online licensure preparation bundle that is available for a reduced cost to our alumni and current students. It is both affordable and available to social workers throughout the state who seek licensure.

## **Reputation Enhancement**

*Contributions and achievements that enhance the reputation of USC Columbia regionally and nationally.*

Assistant Professor Christina Andrews helped shape Medicaid policy by sharing her research with the U.S. House of Representatives Committee on Education and Labors. The attention that her work receives nationally increases the reputation and profile of the College and the University.

Assistant Professors Breanne Grace and Ben Roth have become recognized for their scholarship in refugee and immigrant studies. They published an article entitled, "The Violence of Uncertainty - Undermining immigrant and refugee health." in the *New England Journal of Medicine*. Dr. Grace was asked to testify before the United National Commission on Human Rights in Geneva. Dr. Roth was interviewed on National Public Radio.

Dean Gehlert is president of the Academy of Social Work and Social Welfare (AASWSW), which is headquartered at the College of Social Work. AASWSW is an honorific academy of the 129 most senior and productive scholars and policymakers in social work. She is also on the Grand Challenges for Social Work (GCSW) Steering Committee, which resides under the Academy. The GCSW is guiding social work curricula around the country and in the United Kingdom. Professor Sue Levkoff was inducted as a Fellow of the AASWSW

in recognition of her accomplishments as a scholar and practitioner for achievement and advancement of social good in the field of social work.

Assistant Professor Jaeseung Kim received the Society for Social Work Research 2019 Excellence in Research Award.

Kim Ki, from our Korea-based program, won the prestigious Korean Ministry of Health and Welfare Award in 2018 and 2017. His research has helped set directions to improve the national emergency medical system in Korea.

Dean Sarah Gehlert was named the Insley-Evans Public Health Social Worker of the Year from the American Public Health Association. The award is based on Gehlert's leadership, advocacy, and commitment to public health social work. This, too, draws attention to both the College and the University.

Dr. Terry Wolfer trains faculty at other institutions in case study methodology.

We are developing materials attract and recruit graduate students from Korea and China. We enlisted a volunteer who was a television producer in Seoul to help build our Korean market.

Through our internship program that positions students in over 300 agencies around South Carolina, our students provided 195,844 community service hours which, at \$7.25 per hour, translates into \$1,419,869 for the South Carolina economy.

## **Challenges**

*Challenges and resource needs anticipated for the current and upcoming Academic Years, not noted elsewhere in this report and/or those which merit additional attention.*

# Faculty Population

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## Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

	Fall 2018	Fall 2017	Fall 2016
<b>Tenure-track Faculty</b>	22	23	22
<b>Professor, with tenure</b>	4	4	3
<b>Associate Professor, with tenure</b>	10	11	8
<b>Assistant Professor</b>	8	8	11
<b>Librarian, with tenure</b>	0	0	0
<b>Research Faculty</b>	2	3	3
<b>Research Professor</b>	1	1	1
<b>Research Associate Professor</b>	0	0	0
<b>Research Assistant Professor</b>	1	2	2
<b>Clinical/instructional Faculty</b>	12	9	9
<b>Clinical Professor</b>	0	0	0
<b>Clinical Associate Professor</b>	2	1	1
<b>Clinical Assistant Professor</b>	9	7	7
<b>Instructor</b>	0	0	0
<b>Lecturer</b>	1	1	1
<b>Visiting</b>	0	0	0
<b>Adjunct Faculty</b>	20	37	40

## Faculty Diversity by Gender and Race/Ethnicity

Note: USC follows US Department of Education IPEDS/ National Center for Education Statistics guidance for collecting and reporting race and ethnicity. See [https://nces.ed.gov/ipeds/Section/collecting\\_re](https://nces.ed.gov/ipeds/Section/collecting_re)

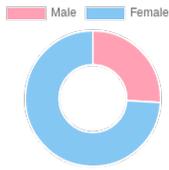
**Table 2. Faculty Diversity by Gender and Race/Ethnicity, Fall 2018, Fall 2017, and Fall 2016.**

	<b>Fall 2018</b>	<b>Fall 2017</b>	<b>Fall 2016</b>
<b>Gender</b>	38	37	36
<b>Female</b>	25	26	25
<b>Male</b>	13	11	11
<b>Race/Ethnicity</b>	38	37	36
<b>American Indian/Alaska Native</b>	0	0	0
<b>Asian</b>	2	4	3
<b>Black or African American</b>	5	4	5
<b>Hispanic or Latino</b>	0	0	0
<b>Native Hawaiian or Other Pacific Islander</b>	0	0	0
<b>Nonresident Alien</b>	2	1	1
<b>Two or More Races</b>	1	0	0
<b>Unknown Race/Ethnicity</b>	0	0	0
<b>White</b>	28	28	27

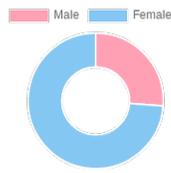
Illustrations 1 and 2 (below) portray this data visually.

### Illustration 1. Faculty Diversity by Gender

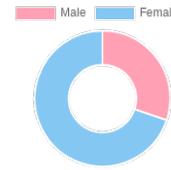
2018 Faculty Gender



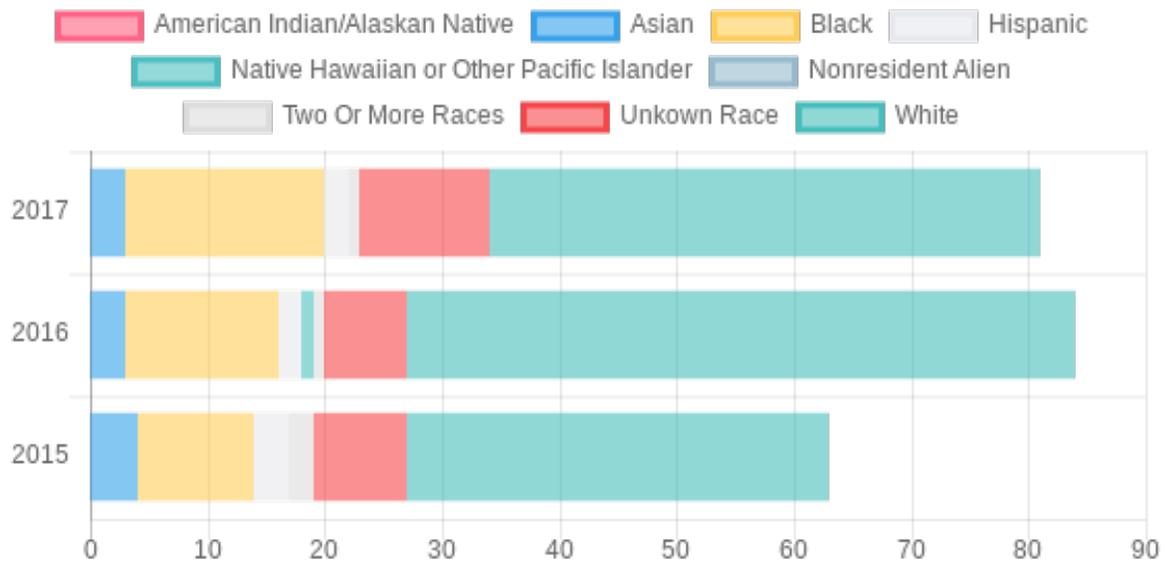
2017 Faculty Gender



2016 Faculty Gender



### Illustration 2. Faculty Diversity by Race & Ethnicity



# Faculty Information

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## Research and Scholarly Activity

*Please refer to Appendix 3, which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:*

- 1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.*
- 2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: <http://sam.research.sc.edu/awards.html>) Amount of sponsored research funding per faculty member in FY 2018 (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).*
- 3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.*

## Research and Scholarly Activity

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*Research, Department of Information Technology and Data Management, including:*

- 1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.*
- 2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year.*

*(Available at: <http://sam.research.sc.edu/awards.html>) Amount of sponsored research funding per faculty member in FY YYYY (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).*

- 3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.*

The College of Social Work is in the process of changing the incentive structure. Based on current available data from the annual Blueprint of Academic Excellence, research productivity at College of Social Work has slightly grown over the past year.

Federal funding rose from \$13,102,333 in FY2017 to \$17,907,717 in FY 2018. Division award totals increased from \$13,710,740 in FY 2017 to \$18,991,756 in FY2018. In calendar year 2018, tenure-track and research faculty (N=21) published 68 articles in peer reviewed journals, or 3.24 per person (see attached materials). Twelve percent of these publications were in journals with impact factors over 4.0.

Dean Sarah Gehlert has prioritized the impact of journals in which faculty publish. Consequently, the school has moved forward in achieving its mission of improving social justice and well-being of vulnerable persons through

research (adding to our knowledge base on how to improve the lives of vulnerable individuals, groups, and communities). We have contributed nationally and internationally to the discourse and knowledge base about refugee and immigrant studies. Drs. Breanne Grace and Ben Roth published an article in the *New England Journal of Medicine* and Dr. Roth was interviewed on National Public Radio. Dr. Grace addressed the United Nations in Geneva (by invitation). Dr. Christina Andrews continues to be sought for her expertise in opioid treatment and the impact of public insurance on treatment. She testified to the U.S. House of Representatives on the topic and has published widely in top tier journals.

## **Faculty Development**

*Efforts at Faculty Development, including investments, activities, incentives, objectives, and outcomes. Optional*

### **Faculty Development**

*Efforts at Faculty Development, including investments, activities, incentives, objectives, and outcomes.*

With our reconfigured Research Office, including an additional Associate Dean for Faculty and Research, we anticipate a further increase in National Institute of Health and Center for Disease Control applications, thus bringing in needed IDUs. We will be providing additional training in locating award mechanisms to match research interests and linking applicants to senior scientists around the country for mentorship on grants.

The College of Social Work is in the process of changing the incentive structure. Clinical faculty are expected to teach eight courses per year, while tenured and tenure-track faculty are expected to teach four. This difference is predicated on faculty spending 40-50% of their time conducting research. The two groups have equal expectations for service. Because some tenured faculty have published much less and failed to secure funding awards, we will begin to add one course to their teaching load, assessed on a yearly basis (see attached materials for awards and publications by faculty member). This will have the added benefit of decreasing our reliance on adjunct faculty.

## **Supplemental Info - Faculty**

*Any additional content on Faculty Information appears as Appendix 4. (bottom)*

# Teaching

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## Faculty to Student Ratio

The formula used to compute the ratio uses data from Faculty Population by Track and Title and Student Enrollment by Time Basis, as follows:

$$\frac{(Total\ Full-time\ Students + 1/3\ Part-time\ Students)}{((Total\ Tenure-track\ Faculty + Total\ Research\ Faculty + Total\ Clinical/Instructional\ Faculty) + (1/3\ Adjunct\ Faculty))}$$

**Table 4. Faculty-to-Student Ratio, Fall 2018, Fall 2017, and Fall 2016**

Fall 2018	Fall 2017	Fall 2016
01:12.0	1:13.2	1: 12.9

## Analysis of Ratio

*Analysis of the ratio, agreement with the data, and plans for the future to impact this ratio.*

### Analysis of Ratio

*Analysis of the ratio, agreement with the data, and plans for the future to impact this ratio.*

The BSW and MSW programs have made significant improvement in the overall faculty-to-student ratios. They now meet CSWE guidelines.

The national association that accredits BSW and MSW programs dictates that BSW programs maintain a faculty-to-student ratio of 1:25. The MSW program must maintain faculty-to-student ratio of 1:12. Faculty size should be commensurate with the number and type of curricular offerings, number of program options, class size, and faculty teaching responsibilities

We hired two tenure-track and two clinical faculty members in 2018 to replace those who retired or ceased employment, which will ensure full-time instruction.

# Faculty Awards Nominations

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Faculty nominated for the following awards in the categories of Research, Service, Teaching, or Other.

## Research Award Nominations

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Foster, Kirk	Excellence in Research	Society for Social Work and Research
Foster, Kirk	Research Fellow	Society for Social Work Research
Kim, Jaesung	Excellence in Research	Society for Social Work and Research
Levkoff, Sue	Fellow	American Academy of Social Work and Social Welfare

## Service Award Nominations

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Gehlert, Sarah	Insley-Evans Public Health Social Worker of the Year	American Public Health Association

## Teaching Award Nominations

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Freedman, Daniel	South Carolina Educator of the Year	National Association of Social Workers - South Carolina
Seay, Kristen	Two Thumbs Up	Office of Student Disability Services

# Faculty Awards Received

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*Faculty of COSW were recognized for their professional accomplishments in the categories of Research, Service, and Teaching.*

## Research Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Foster, Kirk	Research Fellow	Society for Social Work and Research
Kim, Jaesung	Excellence in Research	Society for Social Work and Research
Levkoff, Sue	Fellow	American Academy of Social Work and Social welfare

## Service Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Gehlert, Sarah	Insley-Evans Public Health Social Worker of the Year	American Public Health Association

## Teaching Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Freedman, Daniel	South Carolina Educator of the Year	National Association of Social Workers - South Carolina
Seay, Kristen	Two Thumbs Up	Student Disability Services

# Student Recruiting and Retention

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## Student Recruitment

*Efforts, including specific actions, to recruit students into College/School programs.*

### **PhD Program**

Current PhD recruiting efforts are highly individualized. We focus on networking strategies, asking faculty to contact interested and qualified candidates. Throughout the recruitment process we emphasize the student-centered, individualized approach that distinguishes the program as a top research-intensive doctoral program.

The PhD web page serves as a primary method for disseminating information about the program. Program coordinators communicate directly with prospective applicants and assist with application completion. Candidates are encouraged to approach faculty members with similar research interests.

The College publicizes the program through distribution of program information at top social work research conferences. Our recruiters shared information about the PhD program during their ongoing activities and connected potential applicants for additional discussion. Faculty traveling to other social work programs included time with potential applicants.

Our major recruiting effort includes an annual PhD Program Open House. We used a more network-based and target marketed approach to invite potential applicants. The Open House introduced faculty members, their research and included a diverse student panel discussion. Nearly half of all attendees completed applications as competitive candidates.

As part of the admissions process, the PhD Program Committee conducts Skype or phone screening interviews that includes faculty members with similar research interests. Program directors solicit faculty colleagues for doctoral student grant support as funding subsidies.

This year the PhD Committee nominated two applicants for Presidential Fellowships, USC's most prestigious award for incoming PhD students. One of these nominees has been offered a Presidential Fellowship, and the other is currently waitlisted.

The College is piloting new efforts to engage students through the acceptance process, including personalized welcome videos with faculty mentors and mailing portfolios with program information, USC marketing materials, and Midlands area living.

New funding incentives include an increase from 2.5 years to 3 years; this is critical as our program requires a minimum of 3 years to complete. Guaranteed funding will avoid program attrition. We anticipate this shift will also make the program more nationally and internationally competitive.

### **BSW and MSW Programs**

The College of Social Work recruitment team has set six goals for 2019- 2010 with corresponding strategies for achievement. Successful goal completion should result in increased completed applications from talented students for our Bachelor and Master of Social Work programs and ultimately enrolling more talented students than years prior. Our first goal is to improve on the efforts we currently use. Goal strategies include recruiting from our primary market 2- and 4-year schools, recruiting from high ability BSW programs, increasing social media visibility, improving telephone and email campaigns to applied and offered candidates, and teaming up

with other staff and faculty for joint efforts. The most comprehensive strategy for accomplishing this goal, however, is installing a new Client Relationship Management database for keeping future student information accurate, safe, and current for the College.

The second goal is to increase the visibility of the College of Social Work within the greater University community. To achieve this, we plan to provide University 101 lectures, presentations to undecided majors, presentations to majors within the greater humanities cluster, and to disseminate information about our school in high-traffic areas around campus. We are hoping to host annual events aimed to broadly promote the versatility of social work and our offered programs..

Increasing the visibility of the College of Social Work to people who may not be familiar with us is another top goal. We plan to recruit from highly-ranked private, liberal arts colleges, two-year colleges in South Carolina, and to advertise our programs in newspapers (colleges, state, and regional). We will promote our college through events within the greater Midlands area, inviting diverse groups to learn more about the College of Social Work and the social work profession.

Our fourth goal is to increase the College of Social Work's profile at the University of South Carolina. We will raise the Graduate Assistantship competitive level, attend professional conferences, sharpen our social media campaigns and efforts, and promote the College's core values we are known for within the College of Social Work.

The next goal is to increase applications and enrollment from targeted tertiary markets. The markets identified by the College of Social Work include private, liberal arts students in the New England and Midwestern parts of the United States, South Korea, and China. For the domestic markets, a combination of faculty presentations, telephone and email correspondence, and virtual information sessions will be used to successfully complete this goal. For the international markets, specific social media ads will be deployed for generating and growing interest.

Our final goal is to keep our College community members engaged and supportive of our recruitment and enrollment efforts. Our plan includes invitations to faculty and staff to recommend recruitment ideas and strategies and involve faculty during our recruitment trips and information sessions. We plan to hold student focus groups to learn new ways to properly engage our target audiences.

## **Student Retention**

*Efforts at retaining current students in College/School programs.*

### **BSW PROGRAM RETENTION EFFORTS**

**FIRST YEAR ADVISOR:** All lower division BSW Majors (freshman and sophomore level) are advised by a First Year Advisor a minimum of twice per academic year for the purposes of assessing for academic progress and preparing for course registration.

**BSW STUDENT SERVICES COORDINATOR:** All students of the BSW upper division major are advised by one of the College of Social Work's Student Services Coordinator a minimum of twice per academic year for the purposes of assessing for academic progress, preparing for course registration, and conducting clearance checks for graduation.

**FRESHMAN AND TRANSFER STUDENT ORIENTATION:** All freshman and transfer students who declare a major in social work are required to attend a two-day orientation during the academic year or during the summer term. The first day of the orientation is designed to provide students and their caregivers with information about the College of Social Work and BSW Program, while the second day is reserved for discussing academic progression in the BSW Program.

**BSW UPPER DIVISION ORIENTATION:** All students admitted to the BSW Upper Division Major are required to attend a day-long orientation prior to beginning upper division courses. The purpose of the orientation is to provide students with comprehensive information about the College of Social Work and BSW Program.

## **MSW PROGRAM RETENTION EFFORTS**

Capacity Building The college has increased its capacity to engage all MSW students in retention efforts. In February 2018, the college hired full-time Assistant Dean of Students who works full-time to shape the college's learning environment and promote academic success. She is responsible for establishing, communicating and maintaining all student support services, including academic advising and tracking student progression towards degree completion. She oversees the facilitation of all major retention activities. She also coordinates with key faculty and staff within the college to ensure students' needs are met. The college has also hired its third full-time academic advisor. This has served to decrease high student academic advising caseloads, and allows more time for planning and serving in other areas of student retention, as listed below.

Orientation All incoming MSW students are required to attend a one day orientation. The purpose of the orientation is to welcome students to the college and provide them with valuable information that will help them get a successful start in the MSW program. Orientation covers topics for student success including MSW program goals, information on certificate programs, information on student organizations, and how to get technology assistance. Students are given a tour of the college and university campus to help orientate them to the college environment.

Advising All MSW students are assigned both an academic and faculty advisor. Academic advisors meet with students twice per academic year. The purpose of academic advising is to help students assess their academic progress, prepare them for course registration, and conduct clearance checks for graduation application. The Assistant Dean of Students has implemented early intervention strategies to assist high risk students, those who have earned an Incomplete or C in a semester. Academic advisors meet with those students and provide them with values resources for their success. Additionally, students are assigned a faculty advisor. Faculty advisors provide guidance on the Social Work profession, potential career paths, professional identity and other related issues. Faculty advisors can also assist students in making informed decisions about specialization and electives.

## **PHD PROGRAM RETENTION EFFORTS**

Historically, challenges related to retention in the PhD program have involved students withdrawing after deciding doctoral education was a poor fit for their goals, being terminated on academic grounds (grades/GPA, failing the qualifying examination two times), transferring to other programs they felt

would better meet their needs, and stopping active progression during the dissertation stage. Among students who began the program in 2012 or later, 3 have completed, 3 have withdrawn, 2 have been terminated or left due to academic problems, and 22 are still enrolled. Of those still enrolled, 14 have been in the program less than the minimum 3 years necessary for degree completion. The average time to degree of among those starting since 2012 has improved substantially to 3.33 years, but that number will increase as people complete their

degrees this spring and next year. Improving retention and timely progression to degree are priorities for the PhD program, which we have addressed over the last year.

**Admissions processes.** Recruitment and admissions processes this year have focused on ensuring that our entering cohort has career goals, capacities, and academic preparation that are well aligned with current PhD program priorities, demands, and expectations. A screening interview process allows qualified applicants to talk with potential faculty mentors, and these faculty were asked to provide input on the applicant's fit for the program. and capacity to successfully complete the degree.

**Quality of experience.** During the 2017/18 academic year, the PhD Program undertook a climate survey in response to a range of student reports of dissatisfaction; this past year we have worked to address concerns and to become more responsive to student needs. We met with almost every student to learn about their experiences, priorities, and challenges. These meetings led to a number of administrative decisions to better support students. To date, no students have left the program since summer 2018 and we see anecdotal evidence that climate and student satisfaction are improving.

**Promoting degree progression.** To help promote student success across key program benchmarks, we have taken several steps.

We are better structuring early GRA experiences to move new students more quickly into hands-on research experiences that will provide opportunities both to develop skills necessary to move toward the dissertation project, and to establish records of research productivity that make job market success more likely. Students are being required to form advisory committees no later than their 3rd semester, and have program support (Orientation sessions, Take a Faculty to Lunch opportunities during year 1 & 2) to develop mentoring networks to help them clarify their area of research, select coursework to deepen their expertise in that focal area, and set Individual Development Plan goals that will support their timely development through the program.

We have improved transparency about the qualifying examination process through more timely written information; and through clear and intentionally redundant in-person messaging during orientation, first year seminar, individual communication with 2nd year students and their faculty mentors, and a scheduled prep session as we approach the time of the examinations this spring. We are helping students identify opportunities for advanced year research assistantships and to develop mentoring networks that can support degree completion. We are also supporting students during the dissertation stage of the program with a student-lead "dissertation writing group" and a "job club" for students who are nearing degree completion.

# Student Enrollment & Outcomes

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The following data was provided by USC's Office of Institutional Research, Assessment, and Analytics.

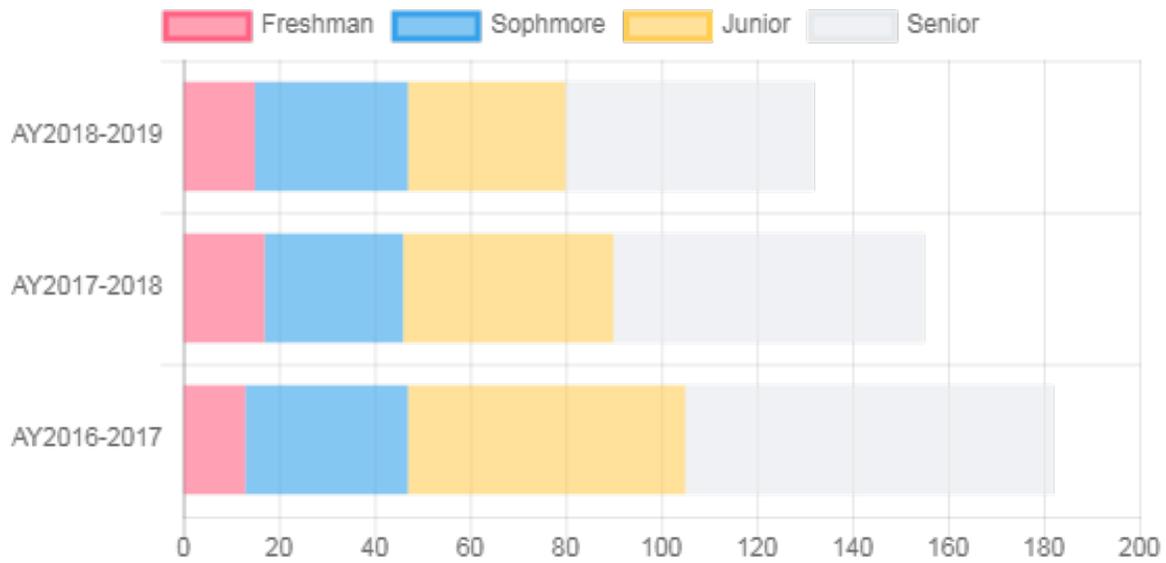
Note: Student enrollment and outcomes data are calculated by headcount on the basis of primary program of student only.

## Student Enrollment by Level & Classification

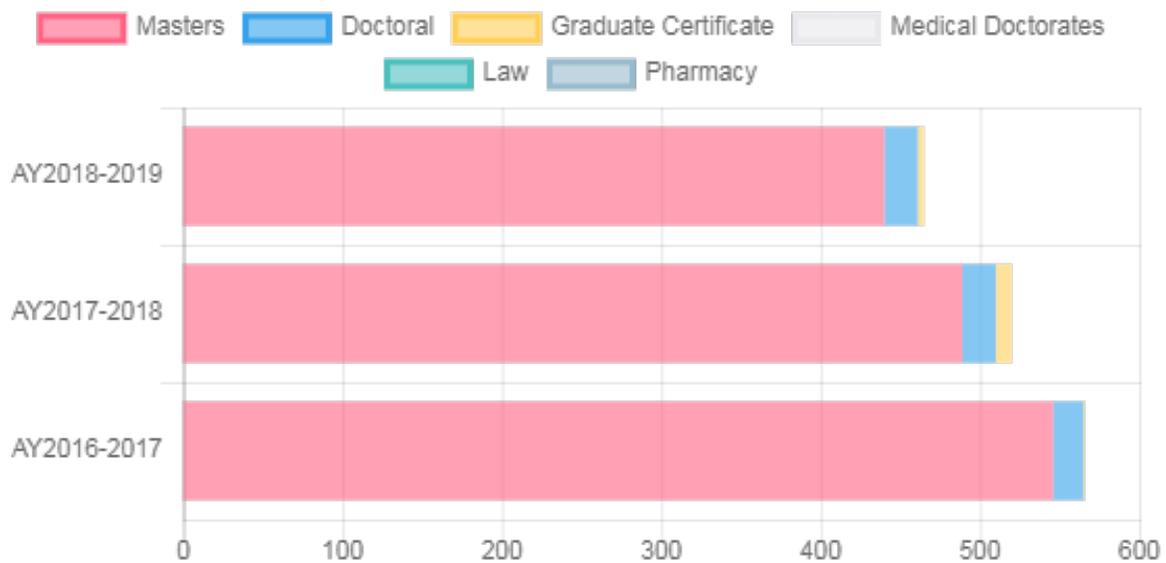
Table 5. Student Enrollment by Level & Classification.

	Fall 2018	Fall 2017	Fall 2016
<b>Undergraduate Enrollment</b>			
<b>Freshman</b>	15	17	13
<b>Sophomore</b>	32	29	34
<b>Junior</b>	33	44	58
<b>Senior</b>	52	65	77
<b>Sub Total</b>	132	155	182
<b>Graduate Enrollment</b>			
<b>Masters</b>	440	489	546
<b>Doctoral</b>	21	21	19
<b>Graduate Certificate</b>	4	10	1
<b>Sub Total</b>	465	520	566
<b>Professional Enrollment</b>			
<b>Medicine</b>	0	0	0
<b>Law</b>	0	0	0
<b>PharmD</b>	0	0	0
<b>Sub Total</b>	0	0	0
<b>Total Enrollment (All Levels)</b>	<b>597</b>	<b>675</b>	<b>748</b>

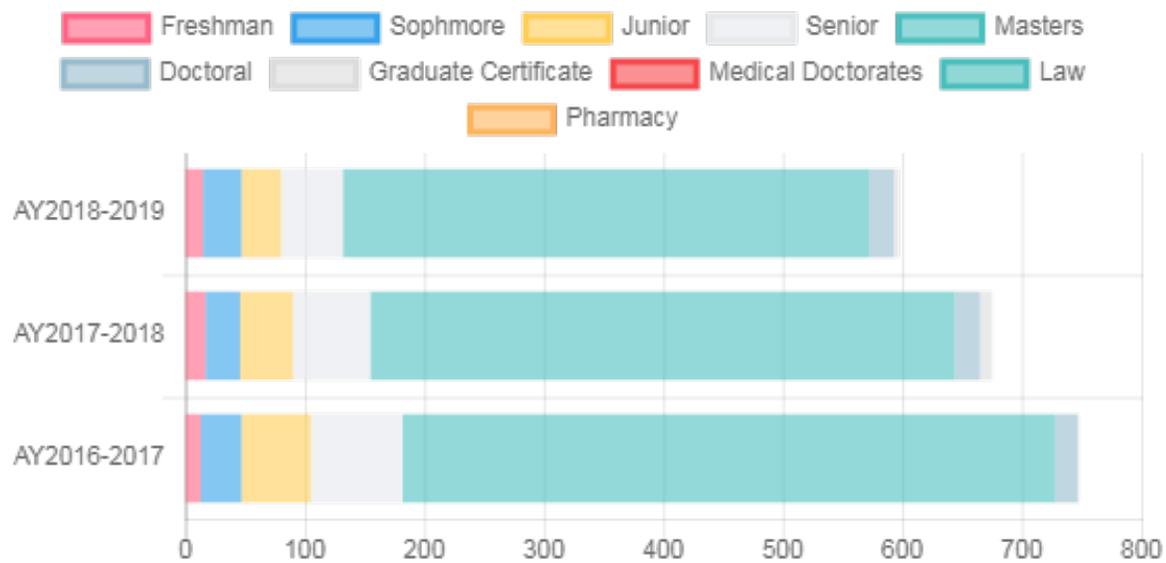
**Illustration 3. Undergraduate Student Enrollment by Classification**



**Illustration 4. Graduate/Professional Student Enrollment by Classification**



### Illustration 5. Total Student Enrollment by Classification (All Levels)



## Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

	Fall 2018	Fall 2017	Fall 2016
<b>Undergraduate</b>	<b>132</b>	<b>155</b>	<b>182</b>
Full-Time	128	143	173
Part-Time	4	12	9
<b>Graduate/Professional</b>	<b>465</b>	<b>520</b>	<b>566</b>
Full-Time	380	456	472
Part-Time	85	64	94
<b>Total - All Levels</b>	<b>597</b>	<b>675</b>	<b>748</b>
Full-Time	508	599	645
Part-Time	89	89	89

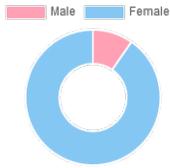
## Student Diversity by Gender

Table 7. Student Enrollment by Gender.

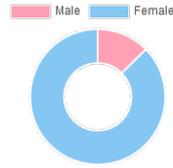
	Fall 2018	Fall 2017	Fall 2016
<b>Undergraduate</b>	<b>132</b>	<b>155</b>	<b>182</b>
<b>Female</b>	120	140	159
<b>Male</b>	12	15	23
<b>Graduate/Professional</b>	<b>465</b>	<b>520</b>	<b>566</b>
<b>Female</b>	402	450	485
<b>Male</b>	63	70	81

## Illustration 6. Undergraduate Student Diversity by Gender

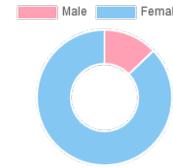
2018 Undergraduate Gender



2017 Undergraduate Gender

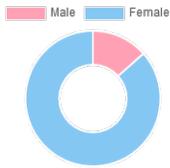


2016 Undergraduate Gender

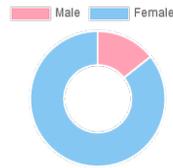


## Illustration 7. Graduate/Professional Student Diversity by Gender

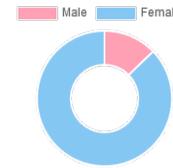
2018 Graduate Gender



2017 Graduate Gender



2016 Graduate Gender

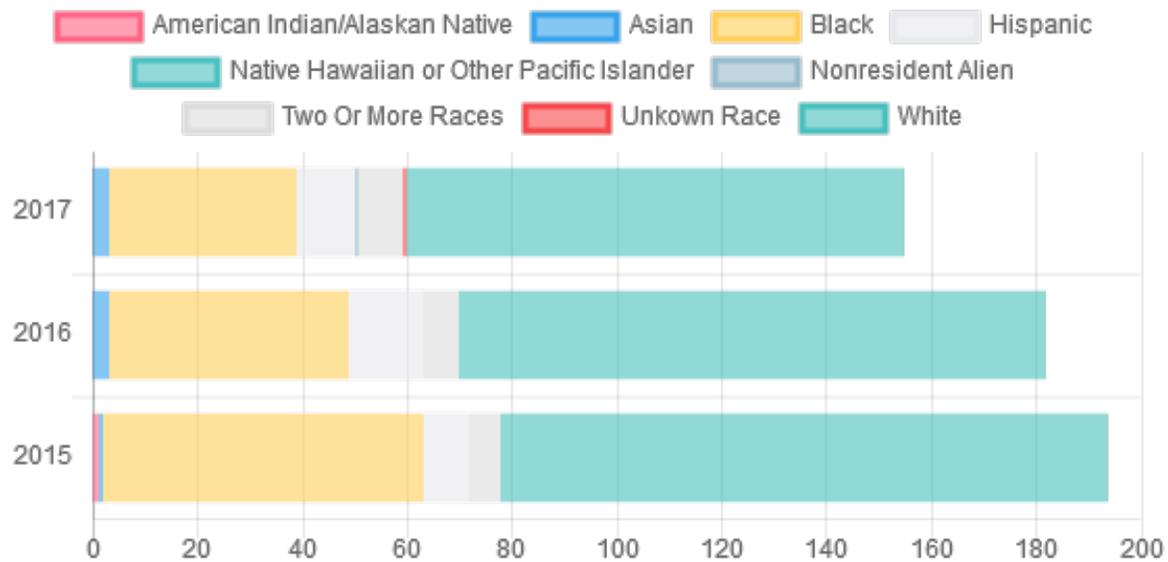


# Student Diversity by Race/Ethnicity

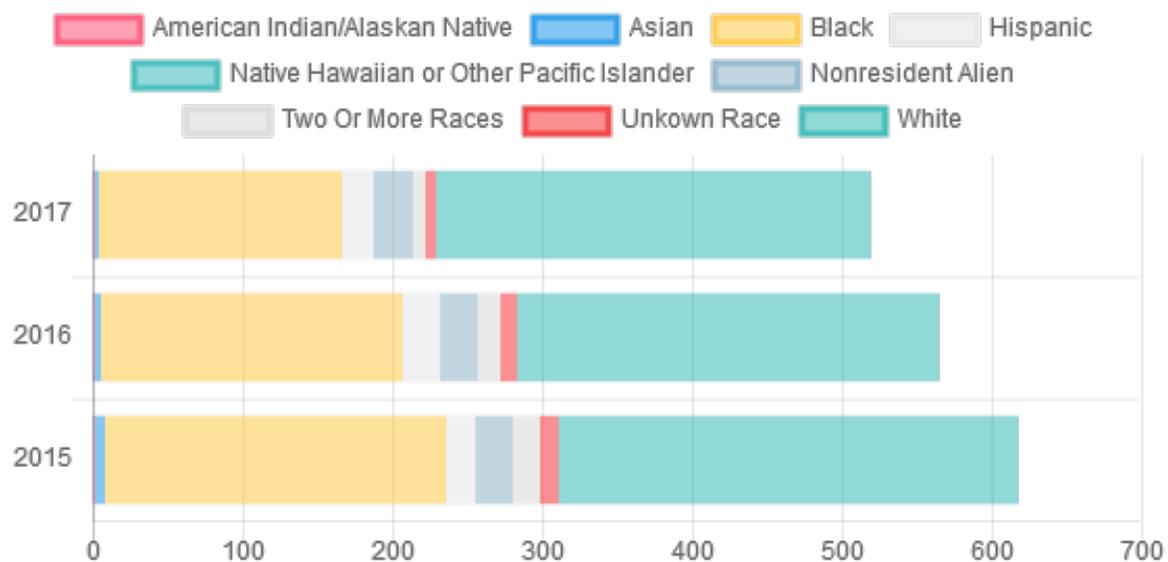
Table 8. Student Enrollment by Race/Ethnicity.

	Fall 2018	Fall 2017	Fall 2016
<b>Undergraduate</b>	<b>132</b>	<b>155</b>	<b>182</b>
American Indian/Alaska Native	1	0	0
Asian	5	3	3
Black or African	28	36	46
Hispanic or Latino	6	11	14
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	1	1	0
Two or More Races	7	8	7
Unknown	1	1	0
<b>Race/Ethnicity</b>			
White	83	95	112
<b>Graduate/Professional</b>	<b>465</b>	<b>520</b>	<b>566</b>
American Indian/Alaska Native	0	1	2
Asian	5	3	3
Black or African	134	163	202
Hispanic or Latino	17	20	25
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	20	27	25
Two or More Races	7	8	15
Unknown	2	8	11
<b>Race/Ethnicity</b>			
White	280	290	283

**Illustration 8. Undergraduate Student Diversity by Race/Ethnicity**



**Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity**



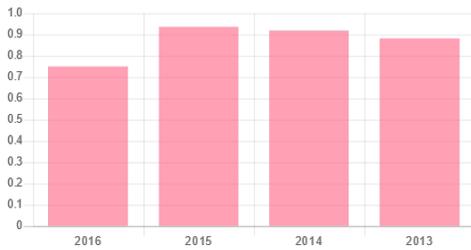
# Undergraduate Retention

Table 9. Undergraduate Retention Rates for First-time Full-time Student Cohorts

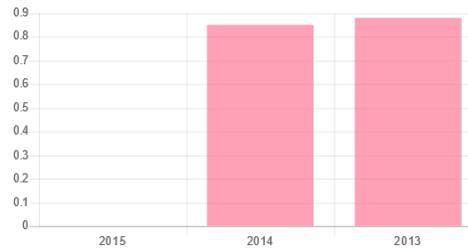
	First Year	Second Year
Fall 2016 Cohort	75%	N/A
Fall 2015 Cohort	93.8%	N/A
Fall 2014 Cohort	92%	85%
Fall 2013 Cohort	88%	88%

Illustration 10. Undergraduate Retention, First- and Second Year

First Year



Second Year



# Student Completions

## Graduation Rate - Undergraduate

Table 10. Undergraduate Graduation Rates for First-time Full-time Student Cohorts at 4-, 5-, and 6 Years.

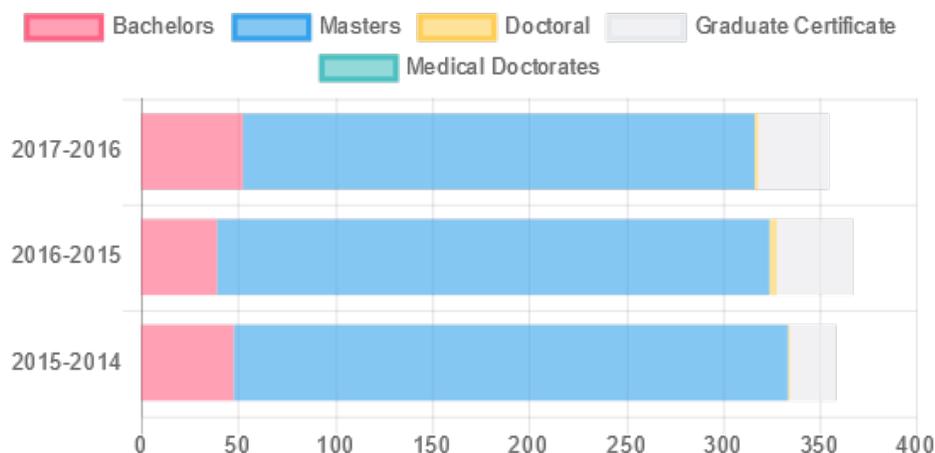
	2011	2010	2009
4-Year Same	66.7%	44.4%	99.99%
4-Year Diff	0%	0%	0%
4-Year Total	66.7%	44.4%	99.99%
5-Year Same	66.7%	55.6%	99.99%
5-Year Diff	0%	22.2%	0%
5-Year Total	66.7%	77.8%	99.99%
6-Year Same	66.7%	55.6%	99.99%
6-Year Diff	0%	22.2%	0%
6-Year Total	66.7%	77.8%	99.99%

## Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2017-2018	AY2016-2017	AY2015-2016
Associates Degree	0	0	0
Bachelors	50	53	39
Masters	241	263	285
Doctoral	2	2	4
Medical	0	0	0
Law	0	0	0
Pharmacy Doctorate	0	0	0
Graduate Certificate	19	37	39

Illustration 11. Degrees Awarded by Level



# Alumni Engagement & Fundraising

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## Alumni

*Substantial activities, engagements, and initiatives with alumni, focusing on relationships and activities with alumni.*

### Alumni Engagement

The College of Social Work has continued to actively work to increase its alumni engagement efforts through personal visits and invitations to events, university and college news articles, and social media. Through visits, emails, and phone conversations, alumni continue to voice an interest in engaging more with students and each other on a regular basis. The development officer has worked with interested alumni to bring them to the college to speak to students or participate in college events. The College of Social Work continues to offer alumni the ability to connect with the college through serving as field Instructors, as adjunct Instructors, participating in continuing education through the CEU Professional Development Lecture Series, attending College of Social Work events such as the annual Open House, I. DeQuincey Newman Institute Lecture and "Call to Action" series, and becoming or continuing to be a financial supporter. In addition, "From the Desk of the Dean" messages are sent to alumni so they can stay up to date with accomplishments and changes.

The college's internal communications manager has expanded college communications to students, faculty, staff, and alumni and oversees social media messaging. He led the website redesign project and served as the liaison to University Communications and Public Relations. With his assistance, the development office increased the college's social media engagement and recognition of alumni through updates about the College, students, and alumni. Via the website and social media platforms including Facebook alumni pages, Twitter, Instagram and LinkedIn, these updates have been very well received with increased analytic numbers. The communications manager has also shifted the current print and digital efforts to engage more alumni to begin rekindling their connection with the College of Social Work and consider becoming annual donors. Another goal in the coming year is to update our alumni addresses and include a page on the website for alumni updates and memorials.

The development office worked with Carla Damron, MSW alum and Executive Director of the National Association of Social Workers (NASW), for the second year to host an evening reception during NASW's Spring Symposium, a three-day conference held in Columbiawith College of Social Work alumni in attendance. The reception was an opportunity for the development office to create continuity in events, introduce the dean and college leadership to attendees, and meet and talk to College of Social Work alumni and NASW registrants. In addition, this event offered the development officer a chance to network during the symposium.

The college co-sponsored a Behavioral Health Symposium with the Arnold School of Public Health, the School of Medicine Columbia, the School of Medicine Greenville and the College of Pharmacy. The theme of the symposium was "Expanding the scope of integrated behavioral health in South Carolina and beyond", and this event brought together academics, practitioners and policymakers to identify a series of action steps to further the development of an integrated behavioral health system in South Carolina. This event was well-attended by faculty and alumni.

This year's MSW Open House event included alumni Lee Patterson speaking about her experience in our program, and her role as the Richland Library Social Worker. This time also marked the start for the new development officer who attended a President's tailgate event with college representatives. It was an excellent opportunity to network and discuss exciting changes happening at the College of Social Work.

# Development, Fundraising and Gifts

*Substantial development initiatives and outcomes, including Fundraising and Gifts.*

## Development, Fundraising and Gifts

The Office of Development in the College of Social Work is focused on securing financial support for the college through relationship building with alumni, faculty, staff and friends of the college. During the 2018 calendar year, there was a change in development officers in the College of Social Work. The previous development officer left the position in March and the new officer began in November. Due to this gap, there was a substantial break in focused development work over this time.

In 2018, the development office worked with faculty to submit several grants to private foundations and corporations such as The Duke Endowment, the Sisters of Charity Foundation of South Carolina, Russell Sage Foundation, BlueCross BlueShield of South Carolina, and Aflac via Central Carolina Community Foundation. Although corporate and foundation funding will still be a priority to the development officer, the College of Social Work began implementing a shift in its approach to corporate and foundation funding during the end of 2018. These efforts will now be directed towards the College's areas of strength. These include health social work and immigration and refugee rights. Immigration and equality among immigrant youth and families will be the focus of a new College of Social Work Center for Immigration. This center will be a major priority for foundation funding in the future.

The college is also increasing its effort to engage alumni and donors through College of Social Work networking events, seminars and continuing education unit (CEU)-earning opportunities. Donors and alumni were invited to the I DeQuincy Newman Institute's collaborative event with Trustus Theatre in November of 2018. In addition, the College of Social Work engaged in the Black Expo Resource Fair, which was used for marketing and recruitment and to promote the Neumann Institute among individuals of the University and the community. Funding from foundations for the Neumann Institute remains a priority for the office of development. Specifically, a major focus is the Institute's "Call to Action" lecture series which allows the community to come together to discuss diversity, inclusion and social justice. In 2018, the Sisters of Charity Foundation of South Carolina supported the I. DeQuincey Newman Institute's annual "Call to Action" series with a grant for \$9,200, enabling the Newman Institute to host four community-wide events and four response lunches for students. The last two events in this series were held in February and April of 2018.

Increasing engagement with College of Social Work alumni and donors will allow them to feel more connected with our college and lead to more philanthropic giving. In the past, our event attendance has been poor, so we are changing our overall approach to include special events such as donor receptions at the Dean's home, on campus "Meet the Dean" events and an alumni-led career seminar series. In April, the College of Social Work hosted the annual Donor-Scholar Luncheon, a thank you event for donors so they can meet the students who received their fellowships/scholarships. In order to bolster the attendance of this event in the future, it will be held the Friday before a Saturday cockaboose tailgate event and subsequent football game. Many of our most influential donors live outside of Columbia and some reside outside of the state, making trips to the Columbia campus challenging. We believe this change will drastically increase our attendance at these events.

The first University-wide day of giving, called Give 4 Garnet, was held in April of 2018 and was very successful. This one day of giving included a planned gift of \$750,000 from Sara McClam to the College of Social Work. This event will help increase future annual fund gifts, alumni participation and enhance awareness of the

initiatives and programs in the College of Social Work.

# Community Engagement

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## Description

*Community engagement and community based research, scholarship, outreach, service or volunteerism conducted, including activities at the local, state, regional national and international levels.*

There are several ways we engage our communities at the College of Social Work through service in the form of field internships and community-based research and scholarship. These areas will be discussed with respect to local, state, regional, national and international activities.

### SERVICE THROUGH INTERNSHIPS

The field education schedule requires students to spend the equivalent of two full-time days per week in their assigned field organization. For the 2018-2019 academic year, MSW students participating in field education classes that required experiential learning, practice hours, and community service hours provided a total of 174,344 hours of service. BSW students provided a total of 21,500 service hours. If compensated at minimum wage (\$7.25), College of Social Work students contributed \$1,419,869 to the South Carolina economy.

### COMMUNITY ENGAGEMENT, COMMUNITY-BASED RESEARCH, AND SCHOLARSHIP

#### LOCAL

Dr. Robert Hock continued his leadership of the Innovative Intervention Incubator (I3) initiative in 2017-2018 the aim of which is to develop innovative solutions to local social problems and to ensure their sustainable implementation in local communities. The College of Social Work has been working closely with the Autism Academy of South Carolina's No Couch Campaign and the Juvenile Reentry Program at the Richland County Public Defender's Office to help them build and test their ideas to assist in building better communities.

Dr. Aidyn Iachini previously received an ASPIRE-I grant, awarded by the University of South Carolina for innovative research, to focus on developing, implementing, and evaluating a school mental health early intervention designed to support the at-risk high school student population. This project is conducted in collaboration with the Richland County Sheriff's Department and local high schools. As part of this project, social work field placement students are also trained in motivational interviewing, a key component of the developing intervention. Dr. Iachini continues to make a local impact by supervising 3-5 students in these placements as they implement evidence-based interventions thus improving outcomes for those adolescents benefitting from this program in local school districts.

Another important area of community engagement involves the College of Social Work's I. DeQuincey Newman Institute for Peace and Social Justice which seeks to continue the mission of Reverend I. DeQuincey Newman by promoting social justice through interdisciplinary education, consultation, and research at the community, state, national, and international levels. One of the primary goals of the Institute is to maintain and sustain a community-centered focus on outreach to under-served populations in South Carolina. Dr. Pitner promotes this in a variety of ways including inviting guest speakers and holding training events that empower and inspire our communities.

#### STATE

The College of Social Work is partnered with the Center for Child and Family Studies (CCF). The Center's vision

is to be the leading center for professional development and capacity building in collaboration with local, state, and national partners dedicated to improving the well-being of vulnerable adults, children, families, and communities. CCFS's work reaches across the lifespan of our community members, from infancy to maturity addressing the needs of individuals, families, and communities in all their complexity. As a facilitator, solution designer and capacity-builder, the Center's goal is to take any project in service to vulnerable adults, children, and families and make it the best project of its kind in the nation.

Dr. Sue Levkoff, College of Social Work Endowed Chair for SeniorSMART Center of Economic Excellence and 2017 University of South Carolina Breakthrough Leadership in Research Award winner, continues the five-year grant (received 2015) which established the S.C.-Advancing Diversity in Aging Research undergraduate program. That program has partnered with five historically black colleges and universities in South Carolina to increase the number of qualified underrepresented racial and ethnic minority students who pursue scientific graduate studies in programs focusing on STEM and aging. That project continues to include 30 other faculty members on campus who have agreed to work as mentors for the students over two summers. The students work in labs of the University of South Carolina faculty in STEM fields and receive assistance with applying to graduate or professional schools.

## REGIONAL

Dr. Teri Browne is recognized nationally as an expert nephrology social worker and remains actively involved in community change at all levels but serves as a Co-PI (PI Patzer) on a project titled *Reducing Racial Disparities in Access to Kidney Transplantation: The RaDIANT Regional Study*. In concert with the Southeastern Kidney Transplant Coalition which is an academic-community collaboration between partners in the kidney disease community who share the common goal of eliminating health disparities in access to kidney transplantation among African American End Stage Renal Disease living in Georgia, North Carolina, and South Carolina. Volunteer members of this community-based coalition include patients with kidney disease, dialysis facility staff and providers, transplant centers, quality improvement organizations, and patient advocacy organizations. The burden of kidney disease is highest in the Southeast, and yet the rate of kidney transplantation is the lowest in the nation. Further, the investigators' research suggests that racial disparities in access to kidney transplantation are concentrated in the Southeast, where African Americans are less likely to access each step in the transplant process. The long-term goal of the investigators' Coalition is to use community-based participatory research approaches to develop, test, and disseminate sustainable, community interventions to improve access to transplants for African American patients with kidney disease. The Reducing Disparities in Access to kidney Transplantation (RaDIANT) community study proposes to use community-based participatory research methods to develop a multilevel intervention to reduce racial disparities in access to kidney transplantation in the long term. (Funded by the National Institutes of Health, U01, \$589,402 [2016-2021]).

## NATIONAL

Dr. Christina Andrews conducts community-engaged research on how the Affordable Care Act has impacted substance use treatment on a statewide and national scale, as well as researching disparities in health care, including racial disparities in access to health care, which has been a major issue in South Carolina.

In addition to building a strong research program, Dr. Andrews has also played a leading role in social work's capacity to participate in innovative service delivery models created by the ACA. Most recently, Dr. Andrews testified before Congress urging the U.S. House to expand treatment. An article covering this seminal contribution can be found here:

[https://www.postandcourier.com/health/south-carolina-opioid-expert-tells-u-s-house-to-expand/article\\_ff210946-1275-11e8-9b16-eff5187caa2d.html](https://www.postandcourier.com/health/south-carolina-opioid-expert-tells-u-s-house-to-expand/article_ff210946-1275-11e8-9b16-eff5187caa2d.html).

## INTERNATIONAL

Dr. Huong Nyguen is a pioneer in developing social work into a profession in Vietnam, as well as helping Vietnam establish its first schools of social work to educate and train social workers. For 2017-2018, Dr. Huong Nyguen was appointed the regional director for Vietnam and Southeast Asia for Global Carolina, an initiative of the provost's office to increase the university's international outreach. Most recently, Dr. Nguyen and USC's President Pastides visited Vietnam, signing a Memorandum of Understanding with Vietnam National University in Hanoi. Since 2014, many College of Social Work faculty members have been instrumental in assisting Dr. Huong and most recently, Dean Sarah Gehlert has added her expertise to the endeavor.

## Community Perceptions

*How unit assesses community perceptions of engagement, as well as impact of community engagement on students, faculty, community and the institution.*

Currently, the College of Social Work assesses community perceptions of our field internship engagement on an annual basis with an assessment focused on satisfaction with the field education program. This data is reviewed as part of quality assurance measures. Individual faculty service and community engagement is assessed in terms of grant or program productivity.

## Incentivizing Faculty Engagement

*Policies and practices for incentivizing and recognizing community engagement in teaching and learning, research, and creative activity.*

Under new leadership, Dean Gehlert recognizes faculty in several ways. First, a board was erected in the College of Social Work lobby that displays the most recent journal publications by tenure-track faculty. Second, a communications position was created to assist with formulating a plan for increased publicity regarding faculty and staff accomplishments. This two-pronged approach emphasizes how to communicate and release information within the College of Social Work and externally. This has resulted in revamping our website, marketing materials and ways we connect with the public. For example, news regarding faculty achievements is shared in our daily newspaper which recognizes those along with others across campus.

# Collaborations

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## Internal Collaborations

Faculty:Project Title;Funder;Dept./College.

Christina Andrews: K01 Medicaid Health Homes; NIDA; HSPM-Public Health

Teri Brown: ICARED; SC DHHS; College of Nursing, College of Pharmacy, School of Medicine

Teri Browne: The Health Occupations Providing Excellence in SBIRT (HOPES); Substance Abuse and Mental Health Services Administration; School of Medicine, College of Social Work, College of Nursing.

Teri Brown: Telemental Health Connect (TeleCon): Expanding Collaboration and Comprehensive Service Penetration; Duke Endowment; College of Nursing, College of Pharmacy

Dana DeHart:iCare; SC DHHS; School of Medicine, College of Pharmacy, College of Nursing

Kirk Foster: SC Arts Leadership Collaborative; Office of the Provost; School of Music; Department of Theater & Dance.

Robert Hock: Evaluation of the SC Parent Training and Information Center; Family Connection of SC, Office of Special Education Programs (OSEP); Arnold School of Public Health.

Robert Hock: Promoting engaged parents in special education (project PEPSE); USC Office of Research ASPIRE-II Competition; Special Education, Psychology, and Counseling.

Robert Hock: Exploring New Parents' Awareness of Autism Spectrum Disorders and Barriers to Help-Seeking; Science & Health Communication Research Group; School of Journalism and Mass Communication.

Robert Hock: Innovative Intervention Incubator; College of Social Work; School of Law.

Aidyn Iachini: Hopes Project; SAMHSA; School of Medicine, College of Nursing

Aidyn Iachini: ICARED; SC DHHS; College of Nursing, College of Pharmacy, School of Medicine

Ronald Pitner: Assessing the viability of race-neutral alternatives in law school admissions; Access Group; Law School - UofSC and Law School - Pennsylvania State University

Melissa Reitmeier; ICARED; SC DHHS; College of Nursing, College of Pharmacy, School of Medicine

Ben Roth: Violence Prevention and Community Development in the Northern Triangle; ASPIRE; Criminal Justice.

Kristen Seay: Developing a Health and Education Information Exchange for Children & Youth in Foster Care in SC; The Duke Endowment; College of Hospitality, Retail, and Sport Management and Center for Child and Family Studies

Kristen Seay: The Health Occupations Providing Excellence in SBIRT (HOPES); Substance Abuse and Mental Health Services Administration; College of Nursing, School of Medicine

Nikki Wooten: BHC in Army Warrior Transition Units; NDA K01; Arnold School of Public Health, College of Nursing

## **External Collaborations**

Bethany Bell; Hub Health Study: A research proposal in response to Time-Sensitive Obesity Policy and Program; NIH/Case Western Reserve University

Teri Browne: Putting Patients at the Center of Kidney Care Transitions; PCORI; Geisinger Health System, Danville, PA, Johns Hopkins University and Duke University.

Teri Browne: Reducing Racial Disparities in Access to Kidney Transplantation: The RaDIANT Regional Study; NIH/Southeastern Kidney Transplant Coalition/ Emory University

Dana DeHart: Impact of Incarceration; National Institute of Justice; SC Departments of Mental Health, Social Services, Juvenile Justice, Corrections, Health & Human Services, Energy, ORS.

Dana DeHart: Opioids & Criminal Trajectories; Criminology, Biostats, National Institute of Justice; SC Departments of Mental Health, Social Services, Juvenile Justice, Corrections, Health & Human Services, DHEC, ORS. Dana DeHart: Correctional Mental Health; Bureau of Justice Assistance; SC Department of Corrections.

Dana DeHart; Transitional Youth Services; Lexington/Richland Alcohol and Drug Abuse Council (LRADAC)/SAMHSA/HHS

Cynthia Flynn: Social Work Training for DSS Staff and Agents and Program Evaluation and Accountability (Other Evaluation Assistance); SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents and Program Evaluation and Accountability - (National Youth in Transition Survey); SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents and Program Evaluation and Accountability (Child Welfare Quality Assurance); SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents and Program Evaluation and Accountability (Adult Advocacy Services Training); SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents and Program Evaluation and Accountability (Economic Services Training); SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents and Program Evaluation and Accountability (Child Welfare Instructional Services); SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents- Other Evaluation Assistance; SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents - National Youth In Transition Survey; SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents - Child Welfare Quality Assurance; SC

Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents - Adult Advocacy Services Training; SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents - Economic Services Training; SC Department of Social Services/Health and Human Services

Cynthia Flynn: Social Work Training for DSS Staff and Agents - Child Welfare Instructional Services; SC Department of Social Services/Health and Human Services

Cynthia Flynn: South Carolina Department of Health and Human Services and the Center for Child and Family Studies Medicaid Training for Health and Human Services Staff; SC Department of Health and Human Services/Health and Human Services

Robert Hock; Program Evaluation for Family Connection of South Carolina; Family Connection of SC/HHS

Robert Hock; Innovative Service Design in Behavioral Health Organizations Training; SC DHHS/HHS

Sue Levkoff: Partnership in Implementation Science for Geriatric Mental Health (PRISM); NIH/Brigham and Women's Hospital

Ana Lopez-DeFede: SC Department of Health Human Services Policy and Health Services Consultation Activities; SC DHHS/HHS; SC DHHS

Cheri Shapiro: SC Center of Excellence in Evidence-Based Intervention; SC Dept. Of Health and Human Services; All child-serving agencies/organizations in the state.

Huong Nguyen: Adapting and Testing an Alzheimer's Family Caregiver Intervention in Vietnam; NIH; University of California-Davis; National Geriatric Hospital, Vietnam

Melissa Reitmeier; Medicaid (SBIRT) Initiative to Increase Referrals; SC Department of Alcohol and Other Drug Abuse Services (DAODAS)/SAMHSA

Nikki Wooten: Longitudinal Study of Post-Deployment Pain Management using DoD and VA Data; NIH; Brandeis University

# Campus Climate and Inclusion

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## Campus Climate & Inclusion

*Activities unit conducted that were designed to improve campus climate and inclusion.*

The College of Social Work appointed Dr. Kirk Foster to be the inaugural Associate Dean for Diversity, Equity, and Inclusion beginning October 1, 2018. Dr. Foster has been an active member of the Council of Academic Diversity Officers and the President's Diversity and Inclusion Advisory Council. The main focus in AY18-19 is the creation of a Diversity Office, communicating the role of the Diversity Officer to faculty, staff, and students, and working with two student groups to develop programming. The College launched its Diversity and Inclusion website, has sponsored faculty training to support more inclusive learning environments, and sought to resource student-led diversity initiatives (e.g., Black History Month video contest). In response to student requests, the College launched its Diversity Speaker Series, featuring the Co-Chair of the Ferguson Commission for AY18-19. The College systematically benchmarked its diversity and inclusion efforts in AY18-19 using a formal survey assessment process as a way to measure year-over-year progress.

### DEAN'S STUDENT ADVISORY COUNCIL

The Dean's Student Advisory Council meets periodically with the Dean and is composed of student representatives from all three academic programs: PhD students, advanced standing, full-time, and part-time MSW students, and junior and senior BSW students.

### I. DEQUINCEY NEWMAN INSTITUTE FOR PEACE AND SOCIAL JUSTICE

The I. DeQuincey Newman Institute for Peace and Social Justice offers events created to engage all members of the community through interesting and engaging topics related to diversity and inclusion. Each of these events offers a component that facilitates conversations in a safe and welcoming environment. These are opportunities for students across the University of South Carolina campus and disciplines to meet and talk in response to "Call to Action" events or current events that affect everyone (e.g., Charlottesville, Emanuel AME Church massacre, and others). There is often a barrier for students, faculty, staff, alumni, and community members to come together to have a safe, open space where they can discuss current events, issues, and feelings with both academic and community leaders. This series offers structured, welcoming events and lunches for all of these groups to work and come together to discuss and identify actionable tasks to increase diversity and inclusion both on campus and in the community.

# Concluding Remarks

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## Quantitative Outcomes

*Explain any surprises regarding data provided in the quantitative outcomes modules throughout this report.*

The College of Social Work produces an impressive number of research publications in peer-reviewed journals. In 2018, our 21 tenure-track faculty members produced 68 articles in journals like the *New England Journal of Medicine* and *Health Affairs*, which represent over 3.5 articles per person.

## Cool Stuff

*Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.*

Connecting to and engaging the University and College of Social Work's student leadership continues to be a targeted focus. Students selected *Forbes* 30 under 30 winner Gaby Pacheco, Director of Advocacy, Communications and Development at [TheDream. US](http://TheDream.US), as the spring Newman guest lecturer. Pacheco spoke to a large student audience on immigration, politics and the Deferred Action for Childhood Arrivals (DACA) program. Notably she donated her honorarium back to the College for DACA student scholarships. Students also selected as a speaker pastor, philanthropist and activist Rev. Starsky Wilson, who will discuss race relations later this semester.

Earlier this year students attended a co-sponsored viewing of the PBS documentary, "[4.1 Miles](#)." The Oscar-nominated short film followed a day in the life of Greek Coast Guard Captain Kyriakos Papadopoulos and his crew and their attempts to save thousands of migrants from drowning in the Aegean Sea.

Future College of Social Work proposals include a program to develop an Migration Resource Center in possible collaboration with the Schools of Law, Medicine, Public Health and Department of Geography. The potential Center will provide intellectual space for research and critical thinking on immigration.

# **Appendix 1. Academic Programs**

## Comparing reputation vs. h-index rankings of doctoral programs

USMWR	HI	School	H-index	Auspice	Size	H	M	R
1	10	U of Michigan	17.94 (12.18)	Public	52		1	
2	4	Washington U	20.37 (14.87)	Public	43		1	
3	1	U of Washington	23.82(19.29)	Public	34		1	
3	2	UC-Berkeley	23.12 (12.18)	Public	17		1	
6	7	U of Chicago	18.27 (11.27)	Private	29		1	
7	12	UNC-Chapel Hill	17.22 (13.57)	Public	27			1
7	17	UT-Austin	14.39 (8.65)	Pubic	33			1
32	53	U of Georgia	8.33 (6.30)	Public	24			1
47	32	U South Carolina	10.92 (9.74)	Public	25	1		
47	50	U of Connecticut	9.04 (7.53)	Public	23		1	
47	51	U of Alabama	8.90 (5.68)	Public	21			1

H = higher productivity than reputation; M = matched reputation and productivity; R = higher reputation than productivity

Source: Thomas E. Smith, Tyler Edison Carter, Philip J. Osteen, Lisa S. Panisch, (2018) "Comparing reputation vs h-index rankings of doctoral programs", Journal of Applied Research in Higher Education, Vol. 10 Issue: 1, pp.87-99, <https://doi.org/10.1108/JARHE-08-2017-0096>

# **Appendix 3. Research & Scholarly Activity**

Office of Research  
Information Technology  
& Data Management

# College of Social Work

Fiscal Year 2018



UNIVERSITY OF  
**SOUTH CAROLINA**

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## Summary of Extramural Proposal Submissions by Source - FY2018

### Appendix 1

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<b>PI Home Department</b>	<b>Total Requested First Year</b>	<b>Federal</b>	<b>Private/Non-Profit</b>	<b>State</b>
Families in Society, Institute	702,998	3	1	1
Social Work - Dean's Office	17,224,573	20	5	2
<b>Total Count</b>	<b>32</b>	<b>23</b>	<b>6</b>	<b>3</b>
<b>Total Requested First Year</b>	<b>17,927,571</b>	<b>17,341,147</b>	<b>385,973</b>	<b>200,451</b>

**Extramural Funding by Source, Department, Faculty & Rank - FY2018**  
**Appendix 2**

PI Home Department	Total Department	PI Name	Primary Job Desc/Rank	Tenure Status	Total Funding	Federal	Private/Non-Profit	State
Families in Society, Institute		Lopez-DeFede, Ana	RESEARCH PROFESSOR		6,988,700	6,988,700		
Families in Society, Institute		Shapiro, Cheri	ASSOC. PROFESSOR		700,477	253,606	285,000	161,871
<b>Total Families</b>	<b>7,689,177</b>							
Social Work - Dean's Office		Andrews, Christina	ASST PROFESSOR	TENURE-TRACK	138,757	138,757		
Social Work - Dean's Office		Bell, Bethany	ASSOC. PROFESSOR	TENURED	30,766	30,766		
Social Work - Dean's Office		Browne, Teri	ASSOC. PROFESSOR	TENURED	89,488	20,659	68,829	
Social Work - Dean's Office		Flynn, Cynthia			8,588,030	8,588,030		
Social Work - Dean's Office		Hock, Robert	ASSOC. PROFESSOR	TENURED	130,532	130,532		
Social Work - Dean's Office		Levkoff, Sue	PROFESSOR	TENURED	175,794	175,794		
Social Work - Dean's Office		Owens, Otis	ASST PROFESSOR	TENURE-TRACK	10,000	10,000		
Social Work - Dean's Office		Reitmeier, Melissa	CLINICAL ASSOCIATE PROF		1,353,694	1,315,115		38,579
Social Work - Dean's Office		Seay, Kristen	ASST PROFESSOR	TENURE-TRACK	529,760		529,760	
Social Work - Dean's Office		Wooten, Nikki	ASST PROFESSOR	TENURE-TRACK	160,121	160,121		
<b>Total SW Dean's</b>	<b>11,206,942</b>							
<b>Total Funding</b>	<b>18,896,119</b>				<b>18,896,119</b>	<b>17,812,080</b>	<b>883,589</b>	<b>200,450</b>

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# Patents, Disclosures, and Licensing Agreements

## Fiscal Year 2018

### Appendix 3

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COLLEGE OF SOCIAL WORK				
	Invention Disclosures	Provisional Patent Applications	Non-Provisional Patent Applications	Issued Patents
<b>TOTALS:</b>	<b>1</b> <i>(ID no. 1300 (shared w/ Nursing))</i>	<b>0</b>	<b>0</b>	<b>0</b>

**Note:**

- These numbers include US, PCT, and foreign applications/patents
- Disclosure numbers include trademark and copyright disclosures
- USC's Fiscal Year 2018 = July 1, 2017 – June 30, 2018

## **Appendix 4. Faculty Information**

**Teaching**

# Fall Semester Teaching Evaluations, 20

## All classes (N = 109):

- Mean COSW teaching rating = 3.60 (SD = 0.75)
- 73 ratings (67%) were above the mean & 36 (33%) were below it
- 10 classes' ratings (9%) were below 3.00
- 29/109 classes (27%) had a perfect rating of 4.00

## MSW Program (N = 78):

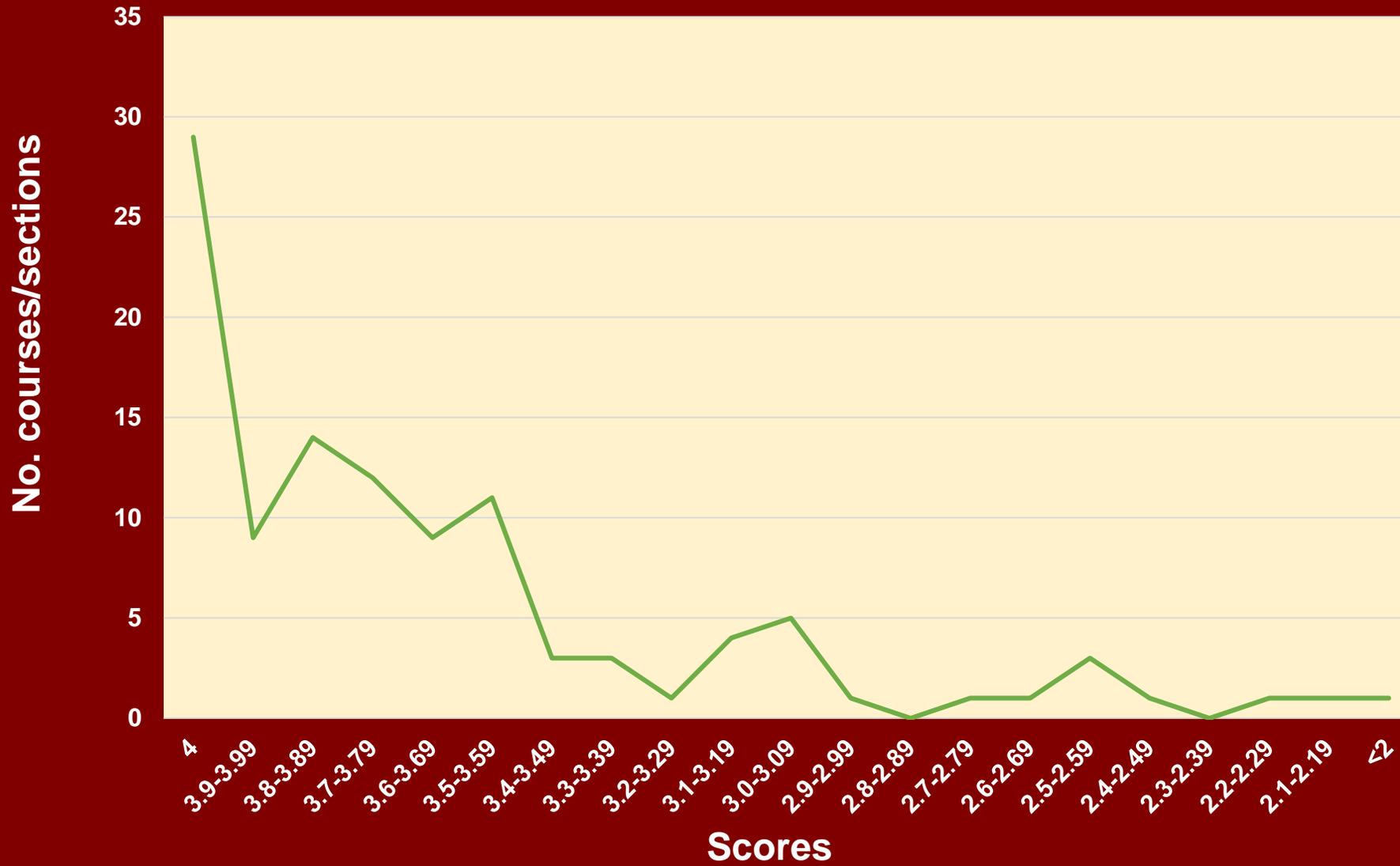
- 51 classes' ratings (65%) were above the COSW mean & 27 (35%) were below it
- 9 classes (12%) were below 3.00
- 20/78 (26%) classes had a perfect rating of 4.00

# Statistics for Non-Field MSW Classes with >25 Students

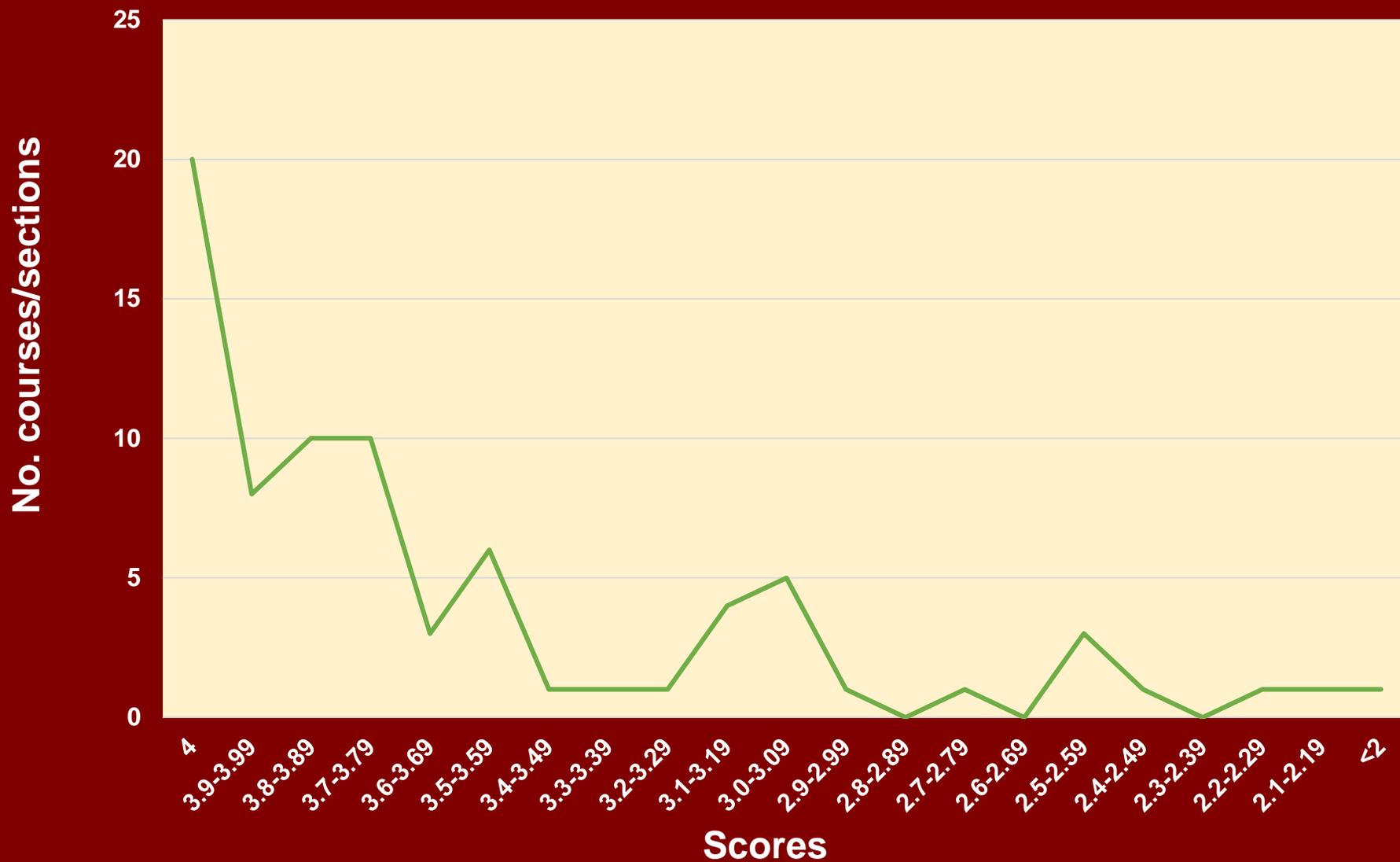
- 21 non-field classes had >25 students
- 2/21 (10%) had ratings of 4.00 & 2/21 (10%) had ratings <3.00
- 80% of classes ratings were between 3.07 & 3.94
- Mean rating = 3.79 (range 2.42 to 4.00)
- Higher mean rating than the mean rating of 3.71 (range 3.00 to 4.00) for classes with <10 students (N = 8)

Class size	Mean student rating
>25	3.79
<10	3.71

# Number of Scores (y axis) Per Class By Mean Score Per Class (x axis), All Courses



# Number of Scores (y axis) Per Class By Mean Score Per Class (x axis), MSW Only



# Fall MSW Ratings For Non-Field Courses by Type of Instructor, 2018

Type	Number classes taught	Number classes 4.00 (% of total)
Clinical	22	5 (23%)
Full professor	1	0
Associate professor	17	5 (29%)
Assistant professor	6	1 (17%)
Adjunct professor	21	6 (29%)
Other*	3	1 (33%)
Total	70	18 (26%)

\*Research professor, doctoral student

**Research**

# Publication Statistics, College of Social Work, 2018\*

- Range of publications per faculty member, defined below\* = 0-10
- Range of publications per pre-tenure faculty member = 2-8
- Total number publications = 68 (includes 11 with 2 COSW authors & 11 with 3 COSW authors)
- Mean number of 68 publications per faculty member = 2.9 (pre-tenure faculty = 4.7)
- Total number of publications, when crediting each COSW author separately\*\* = 83
- Mean number of publications, counting each COSW author separately = 3.67 (pre-tenure faculty = 6.6)

\*Tenured, tenure-track, & research faculty; in press or advance online publications; peer-reviewed

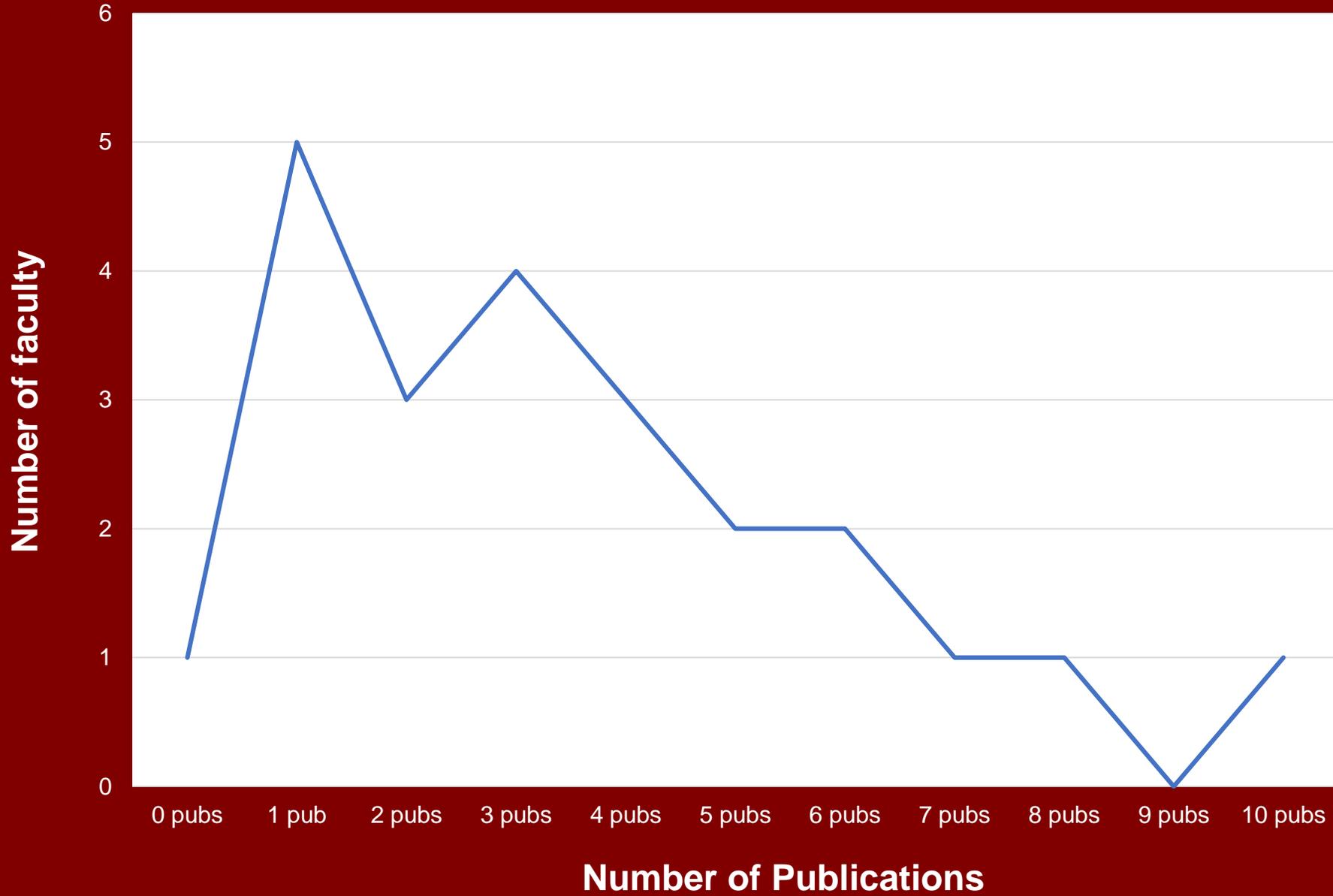
\*\*Counting 2- and 3-authored publications each time they occur rather than only counting the publication once

# Number & Percentage of Publications in Journals By Categories of Impact Factors

Journal impact factor	Total # publications	Percent of total
<1	14	22%
1-2	17	27%
2-4	23	37%
4-6	5	8%
6-10	3	5%
>10	1	2%
<b>Total</b>	<b>63*</b>	

\*No impact factor could be found for 3 non-indexed journals (5 publications)

# Number of Faculty (y axis) with Different Numbers of Publications



**College of Social Work**  
**Tenured and Tenure-Track Publications, 2018\***

1. **Andrews, C. M.**, Grogan, C. M., Smith, B. T., Abraham, A. J., Pollack, H. A., Humphreys, K., ... & Friedmann, P. D. (2018). Medicaid benefits for addiction treatment expanded after implementation of the Affordable Care Act. *Health Affairs*, *37*(8), 1216-1222.
2. **Andrews, C. M.**, Westlake, M. A., & **Wooten, N. R.** (2018). Availability of outpatient addiction treatment and use of emergency department services among Medicaid enrollees. *Psychiatric Services*, *69*(6), 729-732.
3. **Andrews, C. M.**, Grogan, C. M., Westlake, M. A., Abraham, A. J., D'Aunno, T. A., & Friedmann, P. D. (2018). Do benefits restrictions limit Medicaid acceptance in addiction treatment? Results from a national study. *Journal of Substance Abuse Treatment*, *87*, 50-55.
4. Abraham, A. J., **Andrews, C. M.**, Yingling, M. E., & Shannon, J. (2018). Geographic disparities in availability of opioid use disorder treatment for Medicaid enrollees. *Health Services Research*, *53*(1), 389-404.
5. Smith, B., Seaton, K., **Andrews, C. M.**, Grogan, C. M., Abraham, A. A., Pollack, H. A., Friedmann, P. D., & Humphreys, K. N. (2018). Benefit requirements for substance use disorder treatment in state health insurance exchanges. *American Journal of Drug and Alcohol Abuse*, *44*(4), 426-430.
6. Abraham, A. J., **Andrews, C. M.**, Grogan, C. M., D'Aunno, T., Pollack, H. A., Humphreys, K. N., & Friedmann, P. D. (2018). State targeted funding and technical assistance to increase access to medication-associated treatment for opioid use disorder. *Psychiatric Services*, *69*, 448-455.
7. Yingling, M.E. & **Bell, B.A.** (2018). Racial-ethnic and neighborhood inequities in age of treatment receipt among a national sample of children with autism spectrum disorder. *Autism*. Advance online publication. doi:10.1177/1362361318791816
8. Ma, X., Sharpe, P.A., **Bell, B.A.**, Liu, J., White, K., & Liese, A.D. Food acquisition and shopping patterns among residents of low-income and low-access communities in South Carolina. *Journal of the Academy of Nutrition and Dietetics*. Advance online publication. doi:10.1016/j.jand.2018.04.017
9. Sharpe, P.A., Liese, A.D., **Bell, B.A.**, Wilcox, S, Hutto, B. E., & Stucker, J. (2018). Household food security and use of community food sources and food assistance programs among food shoppers in neighborhoods of low income and low food access. *Journal of Hunger and Environmental Nutrition*, *13*, 482-496.
10. Osman, A., Daoud, N., Thrasher, J.F., **Bell, B.A.**, & Walsemann, K.M. (2018). Ethnic discrimination and smoking-related outcomes among former and current Arab male smokers in Israel: The buffering effects of social support. *Journal of Immigrant and Minority Health*, *20*, 1094-1102.
11. Jones, S.J., Draper, C.L., **Bell, B.A.**, Burke, M.P., Martini, L, Younginer, N, Blake, C.E., Probst, J.C., Freedman, D, & Liese, A.D. (2018). Child hunger from a family resilience perspective. *Journal of Hunger and Environmental Nutrition*. Advance online publication. doi:10.1080/19320248.2017.1364189

12. Ma, X., Blake, C.E., Barnes, T.L., **Bell, B.A.**, & Liese, A.D. (2018). What does a person's eating identity add to environmental influences on fruit and vegetable intake? *Appetite*, *120*, 130-135.
13. Green, J.A., Ephraim, P.L., Hill-Briggs, F.F., **Browne, T.**, Strigo, T.S., & Hauer, C.L. (2018). Putting patients at the center of kidney care transitions: PREPARE NOW, a cluster randomized controlled trial. *Contemporary Clinical Trials*, *73*, 98-110.
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15. Lipford, K.J., McPherson, L., Hamoda, R., **Browne, T.**, Gander, J.C. Pastan, S.O. & Patzer, R.E. (2018). Dialysis facility staff perceptions of racial, gender, and age disparities in access to renal transplantation. *BMC Nephrology*, *19*(5). doi:10.1186/s12882-017-0800-6
16. Merighi, J.R., **Browne, T.** & Zheng, M. (2018). Nephrology social workers' caseloads and hourly wages in 2014 and 2017: Findings from the National Kidney Foundation Council of Nephrology Social Workers Professional Practice Survey. *Journal of Nephrology Social Work*, *42*(1), 31-59.
17. **DeHart, D.** (2018). Women's pathways to crime: A heuristic typology of offenders. *Criminal Justice & Behavior*, *45*(10), 1461-1482. doi:10.1177/009385481878268
18. **DeHart, D., Shapiro, C.** & Clone, S. (2018). "The pill line is longer than the chow line:" Impact of incarceration on prisoners and their families. *The Prison Journal*, *98*(2), 188-212. doi:10.1177/0032885517753159
19. **Farber, N.** & Reitmeier, M.C. (2018) (Re) Capturing the wisdom of our tradition: The importance of Reynolds and Towle in contemporary social work education. *Clinical Social Work Journal*. Advance online publication. doi:10.1007/s10615-018-0666-5
20. Nyugen, T., & **Foster, K.A.** (2018). Multiple timepoint course evaluation and student learning outcomes in an MSW course. *Journal of Social Work Education*. Advance online publication. doi:10.1080/10437797.2018.1474151
21. **Fram, M.S.**, & Frongillo, E.A. (2018). Backpack programs and the crisis narrative of child hunger: A critical review of the rationale, targeting, and potential benefits and harms of an expanding but untested model of practice. *Advances in Nutrition*, *9*(10), 1-8.
22. **Gehlert, S.**, & Mozersky, J. (2018). Seeing beyond the margins: Challenges to informed inclusion of vulnerable populations in research. *Journal of Law, Medicine, and Ethics*. *46*(1), 30-43.
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24. Muenks, C.E., Sewell, W.C., Hogan, P.G., Thompson, R.M., Ross, D.G., Wang, J.W., Morelli, J.J., **Gehlert, S.J.**, & Fritz, S.A. (2018). Methicillin-resistant *Staphylococcus aureus*: Its effects are more than skin deep. *Journal of Pediatrics*. Advance online publication. doi:10.1016/j.peds.2018.04.002/ PMID:29759849
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26. Mork, R., Hogan, P., Muenks, C., Boyle, M., Thompson, R., Morelli, J., Sullivan, M., **Gehlert, S.**, Ross, D., Yn, A., Wardenburg, J., Zhetsky, A., Burnham, C., & Fritz, S. (2018). Comprehensive modeling reveals proximity, seasonality, and hygiene practices as key determinants of MRSA colonization in exposed households. *Pediatric Research*. Advance online publication. doi:10.1038/s41390-018-xxxx-y
27. Williams, F., Colditz, G.A., Hovmand, P., **Gehlert, S.** (2018). Combining community-engaged research with group model building to address racial disparities in breast cancer mortality and treatment. *Journal of Health Disparities Research and Practice*, 11(1), 160-178.
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44. **Owens, O.L.**, Beer, J.M., Reyes, L.I. & Thomas, T.L. (2018) Systematic review of commercially available mobile phone applications for prostate cancer education. *American Journal of Men's Health*. Advance online publication. doi:10.1177/1557988318816912
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\* = Peer-reviewed journal articles that are either in print or E-Pub ahead of print.

# **Appendix 6. Alumni Engagement & Fundraising**

