

# Executive Summary

## Blueprint for Academic Excellence College of Social Work AY2020-2021

### Introduction

The academic year 2019-20 saw many positive changes for the College, allowing us to achieve greater visibility for our educational programs and research. We launched COMPASS, the Center for Migration, Policy, Services, and Society, leveraging the stellar work of three talented faculty members with a well-attended colloquium. We hired two new assistant professors from the first and 17th ranked schools of social work in the country. They fit into two of the school's existing centers of excellence (COMPASS and the Center for Child and Family Studies, respectively), greatly strengthening both centers in the process. We engaged a company called Cyberwoven to modernize our recruiting and admissions processes and streamlined our existing process through slight changes in staff infrastructure, reducing the number of students who choose not to enroll after offered admission, and attrition among those already enrolled. We launched a plan to convert three courses to an online format, creating flexibility for part-time and off-site students.

### Highlights

Faculty published in high-impact journals such as *JAMA* and the *Journal of Child Psychology and Psychiatry*. Twenty-two percent of tenure-track faculty published at least one article in a journal with an impact factor greater than 4, ensuring wide readership and helping achieve the missions of the school and the University. We launched the new Center for Migration, Policy, Services, and Society funded by the Sisters of Charity Foundation of SC, with a public colloquium. The school continued to host the American Academy of Social Work and Social Welfare and sponsored a standing-room-only Congressional Briefing in Washington on gun violence in schools, co-sponsored by the American Psychological Association, National Academy of Education, and the LA County Unified School District.

Sarah Gehlert, MA, MSW, PhD Dean

College of Social Work



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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 Statement

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/>.

Additionally, diversity, equity, and inclusion are central to the mission and values at the College of Social Work. Each faculty and staff member and students are expected to promote diversity, equity and inclusion through their research, teaching, professional, public service or student contributions.

Updated: 03/06/2019

# Goals - Looking Back

Goals for the previous Academic 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>• 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>                                     | Completed with mixed results  |
| <b>Action Plan</b>                                | <p>We established the joint BSW, MSW and PhD Admissions Committee. To increase our declining number of students in the MSW Program and ensure their quality, the college charged Prof. Christina Andrews to analyze the issue and devise a plan. She presented the plan to the Dean in September, 2019. Based on her finding that our recruitment procedures were not aligned with the needs and culture of Generation Z students, we launched a partnership with Cyberwoven, a marketing organization, in October 2019. After a meeting with our communications staff, we have revised our website to closely align with Cyberwoven’s recruiting plan.</p> <p>We also charged our newest recruiter with overseeing the process from recruitment to advising, based on his analysis of student attrition. The Assistant Dean for Students, hired in 2018-19, has been very effective in preventing the development of student problems (addressing them before they become challenges) and allowing the program coordinators to devote their energies to their assigned duties.</p> |
| <b>Achievements</b>                               | Our joint BSW, MSW, and PhD Admissions Committee has been successful, with the unanticipated added benefit of funneling BSW graduates into our graduate programs. Based on data from Cyberwoven, overseen by our representative Melissa Reitmeier, our MSW recruitment is ahead of that of the 2018-19 year. Our social media ads had over 3,000,000 impressions (views) and roughly 17,000 clicks to date. Our Assistant Dean for Students has worked with several hundred students per semester and increased our connections with mental health and other resources on campus. The BSW and MSW Program Coordinators report that this has freed their time for program planning and   |

# Goals - Looking Back

|                            |   |
|----------------------------|---|
|                            | implementation. We hired two stellar tenure-track faculty during the 2019-20 academic year. They were previously from #1 and #17 ranked schools of social work. We were able to leverage a joint appointment for our first hire with the Department of Anthropology, thus adding to our capacity and sustainability through ties with other units. The two have had success in publishing and obtaining external funding and will attract students, raise our profile, and add to our operating revenues. |
| <b>Resources Utilized</b>  | We filled the two tenure-line open positions for which we had budgeted. We used existing funds otherwise designated to fund our contract with Cyberwoven.   |
| <b>Goal Continuation</b>   | Future budgets permitting, we will continue our “serenade” program to attract senior faculty members from other top schools to fill our senior ranks.   |
| <b>Goal Upcoming Plans</b> | We will focus on increasing our enrollment and retaining students in the coming year.   |
| <b>Resources Needed</b>    | Bringing in students will increase our revenues and allow us to pursue other plans. We would like opportunity funds to hire a senior level underrepresented minority faculty member who has shown interest. We also likely will ask for funds to retain our most productive faculty in the current constrained environment.   |
| <b>Goal Notes</b>          | We will leverage our streamlined recruitment-advising process and new hires to increase our MSW student numbers and increase revenue from tuition and fees.   |

# Goals - Looking Back

## 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 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>• 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 hired one clinical assistant professor and one clinical associate professor through our regular search process, each of whom taught eight courses per year in the 2019-20 academic year. Our Associate Dean for Curriculum and his staff examined our class sizes and tightened the criteria for buyouts of teaching. At the same time, we met with full-time faculty to explain the importance of teaching foundational courses for our students. To bolster the functioning of the Associate Dean for Curriculum, we upgraded a staff position to Assistant Dean for Assessment and Curriculum. This individual also served as the school's connection to the Council on Social Work Education (CSWE), our accrediting body. She collected data to compare our ratios with peer and peer aspirant universities to provide a basis for adjusting our course sizes to meet CSWE standards. Several class sizes were raised from 20 to 25. We also reduced the number of elective courses offered and phased out two of five specialization tracks that had very low enrollment. |
| <b>Achievements</b>                               | The above actions allowed us to decrease our reliance on adjunct faculty. This brought us into compliance with CSWE, which requires that at least 50% of courses are taught by full-time faculty. We were able to move to this acceptable range from the prior year in which 75% of BSW and 70% of MSW courses were taught by adjunct faculty to 39% of MSW courses and 17% of BSW courses being taught by adjuncts in the Fall semester of academic year 2019-20. The ratio of full to part-time faculty decreased slightly to 49% of MSW courses and 37% of BSW courses in the Spring semester. All occurred though concerted efforts by the Office of the Associate Dean for Curriculum.  |
| <b>Resources Utilized</b>                         | Other than increasing a staff position to Assistant Dean for Evaluation and Curriculum, all was accomplished using existing resources.   |
| <b>Goal Continuation</b>                          | We continue to monitor our full-time to part-time ratio.   |

# Goals - Looking Back

|                            |                                     |
|----------------------------|-------------------------------------|
| <b>Goal Upcoming Plans</b> |                                     |
| <b>Resources Needed</b>    | No additional resources are needed. |
| <b>Goal Notes</b>          |                                     |

# Goals - Looking Back

## Goal 3 - 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>• Spurring Knowledge and Creation</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 have built on and refined the new organizational structure that we developed in concert with the University's Division of Human Resources in the 2018-19 academic year. This refinement was based on an organized system of meetings with staff and faculty over the 2019-2020 academic year. In addition to the positions of Assistant Dean for Evaluation and Curriculum and Assistant Dean for Students, both of which reside within the Office of the Associate Dean for Curriculum, we changed the Associate Dean for Research to the Associate Dean for Faculty and Research to incorporate our need for more support for junior faculty (onboarding them as faculty and orienting them to procedures). We held a half-day staff and faculty retreat, in which we increased familiarity of all participants to one another using a speed networking approach. We also broke into random groups of seven to develop mechanisms to foster future programming over the academic year. |
| <b>Achievements</b>                               | Based on a series of meetings with our Student Services office, we determined that our structure needed to function more efficiently. We added an undergraduate student advisor position within the Student Services Division who will directly advise students in the BSW program. The remaining advisors assist within the MSW program. All remain under the supervision of the Assistant Dean for Students. Staff report that this structure allows them to operate more effectively and students are provided greater access to advisers.   |
| <b>Resources Utilized</b>                         | Other than adjusting staff positions, no additional resources were expended. We continue to mandate that committees submit timely and thorough budgets and align their requests with existing resources.  |
| <b>Goal Continuation</b>                          | We will continue to meet with faculty and staff and incorporate feedback into changes as needed.  |
| <b>Goal Upcoming Plans</b>                        |   |

# Goals - Looking Back

|                         |  |
|-------------------------|--|
| <b>Resources Needed</b> |  |
| <b>Goal Notes</b>       |  |

# Goals - Looking Back

## Goal 4 - Enhance the student learning experience

|   |  |
|---|--|
| <b>Goal Statement</b>                             | Enhance the student learning experience  |
| <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>                                     | Progressing as expected (multi-year goal)  |
| <b>Action Plan</b>                                | <p>In comparison with other schools of social work, the college has few out-of-classroom activities for students. An increasing number of students live at a distance and have work and family commitments that restrict their schedules, yet we had not taken this into account adequately in planning. Our strategic plan is to more frequently survey current and prospective students and determine their needs for class scheduling.</p> <p>Our goal is to eventually create a time slot to allow for speakers, focus groups and student groups to meet. We plan to offer three courses in online form long term, to allow more scheduling flexibility. Also, only 40% of our doctoral students matriculate, compared to 80% nationally. To alter this, we brought in three external experts in doctoral student education to evaluate our PhD Program.</p> |
| <b>Achievements</b>                               | We opened a temporary lactation room in the Fall of 2019. Our permanent lactation room will open in the coming weeks. We sponsored discounted tickets to "Just Mercy" at a local cinema with discussion about racial justice afterwards. We will also continue the "Career Connections" series, connecting alumni with students.   |
| <b>Resources Utilized</b>                         | Resources were expended to execute our PhD Program review. We have given one faculty member with online teaching experience a course buyout to help plan our online instruction. She will teach one of the courses. We are implementing changes suggested by external reviewers of our PhD Program.  |
| <b>Goal Continuation</b>                          | We will continue to assess student needs and exigencies.   |
| <b>Goal Upcoming Plans</b>                        |  |
| <b>Resources Needed</b>                           | No additional resources are needed.  |
| <b>Goal Notes</b>                                 |  |

# Goals - Looking Back

## Goal 5 - Increase and better coordinate external communications 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 aligns with all mission, vision, and values.  |
| <b>Status</b>                                     | Progressing as expected (single year goal)   |
| <b>Action Plan</b>                                | Improve marketing and communications through web redesign, social media messaging and recruitment materials. Ensure communications with our alumni base.   |
| <b>Achievements</b>                               | We have worked with University of South Carolina Communications and Public Affairs to redesign our website. The site is now better aligned with university efforts. The Dean and the college communications officer met with Mike Ettlemeyer and his staff to develop a plan to achieve communications goals articulated by the school. We opted to market the MSW degree as versatile and used this branding to make a recruitment video. We then met with Cyberwoven, the company who is assisting with recruitment, to ensure that all messages are consistent. For example, Cyberwoven is using the tagline "Where Compassion Leads" for the school. Our development officer has worked to ensure that we have contact information from our 8000 alumni and that they are regularly sent materials about the school. |
| <b>Resources Utilized</b>                         | No additional resources were expended. We propose that increasing communications will bring in new revenue for the school.   |
| <b>Goal Continuation</b>                          | Our internal communications team will continue to meet regularly with recruiters, our development officer, Cyberwoven staff, and the University of South Carolina Communication and Public Affairs team.   |
| <b>Goal Upcoming Plans</b>                        |  |
| <b>Resources Needed</b>                           | No additional resources are needed beyond those outlined in Goal 1.  |
| <b>Goal Notes</b>                                 |  |

# Goals - Real Time

Goals for the current Academic 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>Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</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>                                | The College of Social Work onboarded two junior faculty members in the 2019-2020 academic year. Rather than launching a search process for the 2020-2021 academic year, noting that our full-time to part-time instructor ratio meets accrediting guidelines, we turned funds toward two endeavors. One is the new marketing and recruiting plan that emphasizes social media. The second is mounting online courses. We launched a new center in December 2019, the Center for Migration, Policy, Services, and Society. This important initiative features the work of three talented and productive faculty members. We anticipate that it will draw attention to the school and attract both talented undergraduate and graduate students. |
| <b>Achievements</b>                               | The two junior faculty members whom we hired last year have been highly productive. Professor Xu has published six peer-reviewed journal articles since her arrival in August of 2019 and submitted an ASPIRE application and an application from the Walker Institute. Professor Doering-White has published one peer-reviewed article and co-produced an important documentary on immigration that is receiving national attention. He has been instrumental in the development of COMPASS. Professor Grace has been charged with launching an online version of SW712 and SW716 and is leading the faculty in how to develop highly-interactive online courses.   |
| <b>Resources Utilized</b>                         | We were able to obtain funding from the Sisters of Charity Foundation for COMPASS. We are partnering with the Department of Anthropology and the Walker Institute to premier Professor Doering-White's new documentary. We were also able to leverage his faculty appointment at the College of Social Work with a joint appointment in the Department of Anthropology.  |
| <b>Goal Continuation</b>                          |  |
| <b>Goal Upcoming Plans</b>                        | We will continue to build our network with other schools of social work to position us well when we are ready to hire again.   |

# Goals - Real Time

|                         |  |
|-------------------------|--|
| <b>Resources Needed</b> | Offering high-quality online courses and our stellar research center will allow us to draw students and increase our revenues. |
| <b>Goal Notes</b>       |  |

# Goals - Real Time

## 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 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> </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>                                | Because we came into compliance with our accrediting body, the Council on Social Work Education (CSWE), we began to monitor the full-time and part-time ratio, but no longer urgently needed to hire new faculty. Instead we are vigilant in checking the ratio and will continue to do so. We are careful to orient and evaluate the teaching of part-time faculty. |
| <b>Achievements</b>                               | We now have only 33% part-time instructors in our BSW Program and 49% in our MSW Program. The Dean and Assistant Dean for Evaluation and Curriculum have determined that their student course evaluations are commensurate with those of full-time faculty.  |
| <b>Resources Utilized</b>                         | By adjusting course sizes, we have saved resources.  |
| <b>Goal Continuation</b>                          | We will continue to monitor as outlined above.   |
| <b>Goal Upcoming Plans</b>                        | No change is anticipated.  |
| <b>Resources Needed</b>                           | None   |
| <b>Goal Notes</b>                                 |  |

# Goals - Real Time

## Goal 3 - 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>• Spurring Knowledge and Creation</li> </ul>   |
| <b>Alignment with Mission, Vision, and Values</b> | The goal aligns with all mission, vision, and values.   |
| <b>Status</b>                                     | Progressing as expected (single year goal)  |
| <b>Action Plan</b>                                | <p>We have built on and refined the new organizational structure that we developed in concert with the University's Division of Human Resources during the 2018-19 academic year. This refinement was based on an organized system of meetings with staff and faculty over the 2019-2020 academic year.</p> <p>We have elevated a staff position to Assistant Dean for External Affairs. This new position provides flexibility and helps us to coordinate four important functions: (1) marketing and recruitment, which involves a contract with Cyberwoven; (2) our school communications; (3) donor and alumni relations; and, (4) our conversion of face-to-face courses to online. All created positions are vetted through an internal search process in line with university standards.</p> |
| <b>Achievements</b>                               | Our new Assistant Dean for External Affairs has been instrumental in brokering our contract with Cyberwoven and evaluating its progress. We have become much more interactive with our alumni and donor bases and our donations have increased. Our web site now reflects the needs and achievements of the school and represents a nice balance between teaching and research, when formerly it emphasized teaching.   |
| <b>Resources Utilized</b>                         | Other than increasing staff positions, no additional resources were expended.   |
| <b>Goal Continuation</b>                          | We will continue to meet with faculty and staff and incorporate feedback into administrative changes, as needed.  |
| <b>Goal Upcoming Plans</b>                        |   |
| <b>Resources Needed</b>                           | No additional resources are needed at this time.  |
| <b>Goal Notes</b>                                 |   |

# Goals - Real Time

## Goal 4 - 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 aligns with all mission, vision, and values.   |
| <b>Status</b>                                     | Progressing as expected (multi-year goal)   |
| <b>Action Plan</b>                                | We remain in the process of improving marketing and communications through web updates, new social media messaging, and recruitment materials aimed at Generation Z culture. We are enlisting alumni well-known to faculty to assist in tracking contact information on members of their graduating classes. We are continuing to meet regularly with University of South Carolina Communications and Public Affairs staff to ensure that our web site is aligned with university efforts. We are also translating Cyberwoven advice into more appealing social media communications. |
| <b>Achievements</b>                               | Our new branding campaign ("Where Compassion Leads") has increased the number of potential students and visitors to our website and social media outlets. Over 8,000 of our alumni are now regularly sent materials and communications about the school.  |
| <b>Resources Utilized</b>                         | No additional resources were expended. We propose that increasing communications will bring in new revenue for the school.  |
| <b>Goal Continuation</b>                          | Our internal communications team will continue to meet regularly with recruiters, our development officer, Cyberwoven staff and University Communications and Public Affairs teams.   |
| <b>Goal Upcoming Plans</b>                        |   |
| <b>Resources Needed</b>                           | No additional resources are needed beyond those outlined in Goal 1.   |
| <b>Goal Notes</b>                                 |   |

# Goals - Real Time

## Goal 5 - Enhance the student learning experience

|   |  |
|---|--|
| <b>Goal Statement</b>                             | Enhance the student learning experience  |
| <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 aligns with all mission, vision, and values. Status In progress (see achievements).   |
| <b>Status</b>                                     | Progressing as expected (multi-year goal)  |
| <b>Action Plan</b>                                | Compared to other schools of social work, the college has few out- of-classroom activities for students. We surveyed current and prospective students to determine their needs for when classes are scheduled. The increasing number of students live at a distance and have work and family commitments that restrict their schedules. They have communicated their need for flexibility. The few students who must drop out of the program say that they do so because their work:life:school balance has become untenable. COVID-19 forced us to modify our plan. Thus, we are planning a future schedule that includes time blocked for outside speakers, peer and faculty - student mentoring and student life activities within the college. We will also permanently offer three courses in online form, to allow more flexibility. We are implementing course changes in the PhD Program curriculum, in accordance with our 2019 self-study. |
| <b>Achievements</b>                               | We now feel confident in our ability to open our schedule in the future for out-of-classroom learning experiences and to mount three online courses. Our donor-named lactation room will open in the coming weeks. We sponsored discounted tickets to "Just Mercy" at a local cinema with discussion about racial justice afterwards.  |
| <b>Resources Utilized</b>                         | We expended resources to execute our PhD program review. We have given one faculty member with online teaching experience a course buyout to help plan our online instruction. She will teach one of the courses. We are implementing changes suggested by external reviewers of our PhD program.  |
| <b>Goal Continuation</b>                          | We will continue to assess student needs and exigencies.   |
| <b>Goal Upcoming Plans</b>                        |  |
| <b>Resources Needed</b>                           | No additional resources are needed.  |
| <b>Goal Notes</b>                                 |  |

# Goals - Looking Ahead

Goals for the next Academic 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>Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</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 will move to advance associate professors to full status to achieve a better distribution of assistant, associate, and full professors. This advancement is predicated on determining what they will need to achieve the national recognition inherent in the full professor status. It requires careful planning to ensure the likelihood that faculty will continue to grow over time and produce good scholarship, service, and teaching.</p> <p>We will continue to hone our recruitment-to-graduation continuum over time and adjust as needed, with a goal of 600 MSW students. We will make strong efforts to channel undergraduate students from the University of South Carolina into our MSW program. Considering the culture of Generation Z, we will add flexibility to our programs, including highly interactive online courses. We will monitor and adjust to maintain the diversity of our student body in terms of disability status, socioeconomic status, race/ethnicity, etc.</p> |
| <b>Achievements</b>                               |   |
| <b>Resources Utilized</b>                         |   |
| <b>Goal Continuation</b>                          | We will continue, budget permitting, our “serenade” program to attract senior faculty members from other top schools to fill out senior ranks.  |
| <b>Goal Upcoming Plans</b>                        |   |
| <b>Resources Needed</b>                           | When future budgets allow, we will need funds to retain high-performing faculty members.  |
| <b>Goal Notes</b>                                 | We will continue to hone our recruitment-to-advising process and strategically plan for top-tier hires needed to increase our MSW student numbers and increase revenue from tuition and fees.   |

# Goals - Looking Ahead

## Goal 2 - Increase the 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> </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>                                | Increasing our number of high-quality online courses will decrease our need for part-time faculty. At the same time, it brings roles for our senior doctoral students, who would greatly benefit from the experience. We will, however, select and support part-time faculty in a way that ensures they will teach our students effectively and follow the regulations of our school and profession. |
| <b>Achievements</b>                               |  |
| <b>Resources Utilized</b>                         |  |
| <b>Goal Continuation</b>                          | We continue to monitor our full-time to part-time ratio.   |
| <b>Goal Upcoming Plans</b>                        |  |
| <b>Resources Needed</b>                           | No additional resources are needed.  |
| <b>Goal Notes</b>                                 |  |

# Goals - Looking Ahead

## Goal 3 - 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>• Spurring Knowledge and Creation</li> </ul>  |
| <b>Alignment with Mission, Vision, and Values</b> | The goal aligns with all mission, vision, and values.  |
| <b>Status</b>                                     | Progressing as expected (multi-year goal)  |
| <b>Action Plan</b>                                | We will continue to build upon and refine our organizational structure, with assistance from the University's Division of Human Resources, as the school continues to grow and respond to the market and profession's needs. This will require continuing to understand and meet the needs of Generation Z members. We will continue to modify and grow our recruiting materials to meet market demands, enlisting the services of Cyberwoven as needed. We will better integrate our communication and recruitment services (and work with the University Office of Communications and Public Affairs) to prepare materials that allow us to attract high level students, staff, and faculty members. |
| <b>Achievements</b>                               |  |
| <b>Resources Utilized</b>                         |  |
| <b>Goal Continuation</b>                          | We will continue to meet with faculty and staff and incorporate feedback into changes, as needed.  |
| <b>Goal Upcoming Plans</b>                        |  |
| <b>Resources Needed</b>                           | No additional resources are needed.  |
| <b>Goal Notes</b>                                 |  |

# Goals - Looking Ahead

## Goal 4 - Increase local/state, national, and international reputation

|   |  |
|---|--|
| <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 aligns with all mission, vision, and values.  |
| <b>Status</b>                                     | Progressing as expected (single year goal)   |
| <b>Action Plan</b>                                | <p>We will continue to improve marketing and communications with web redesign, social media messaging, and recruitment materials. We will also ensure communication with our alumni base, featuring the research, teaching, and service of our faculty. One target of these efforts will be to other schools of social work here and abroad.</p> <p>We will feature our new Center for Migration, Policy, Services, and Society (COMPASS). In the State of South Carolina, we will better advertise the services that we provide to the state in terms of workforce preparation, services to state agencies, economic development, and preparing the leaders of tomorrow. We will augment and improve communication with our 8000 alumni to enlist their assistance in increasing our national and international reputation and seek donations to increase our funding base.</p> |
| <b>Achievements</b>                               |  |
| <b>Resources Utilized</b>                         | No additional resources were expended. We propose that increasing communications will bring in new revenue for the school.   |
| <b>Goal Continuation</b>                          | Our internal communications team will continue to meet regularly with recruiters, our development officer, Cyberwoven staff, and University of South Carolina Communications and Public Affairs team.  |
| <b>Goal Upcoming Plans</b>                        |  |
| <b>Resources Needed</b>                           |  |
| <b>Goal Notes</b>                                 |  |

# Goals - Looking Ahead

## Goal 5 - Enhance the student learning experience

|   |  |
|---|--|
| <b>Goal Statement</b>                             | Enhance the student learning experience  |
| <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 aligns with all mission, vision, and values.  |
| <b>Status</b>                                     | Progressing as expected (multi-year goal)  |
| <b>Action Plan</b>                                | Compared to other schools of social work, the college has had few out-of-classroom activities for students. In future scheduling, we are planning to open time blocks for national speakers, student group activities, focus groups, and attendance at faculty colloquia. In the coming year, we will offer ten outside-classroom activities for students. We will offer three permanent courses in online form, to allow more flexibility. We will retain 70% of our doctoral students who enrolled in the past year. |
| <b>Achievements</b>                               |  |
| <b>Resources Utilized</b>                         |  |
| <b>Goal Continuation</b>                          | We will continue to assess student needs and exigencies.   |
| <b>Goal Upcoming Plans</b>                        |  |
| <b>Resources Needed</b>                           | We will need resources for attracting national speakers who will be of interest to the campus as a whole.  |
| <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.*

The last rankings of MSW programs by *US News & World Report* were published in 2018. The College of Social Work was ranked 50th of 261 programs. The rankings are determined through a survey of deans, directors, and associate deans of MSW programs. An article 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 with doctoral programs to an objective measure of their productivity (the H Index). The College of Social Work was the only one of 75 schools whose productivity (#32) was higher than its reputation (#50). This highlights the importance of increasing our national recognition. The National Association of Deans and Directors of Social Work are redefining how future rankings will be conducted.

## Instructional Modalities

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

The College made several programmatic and course offering changes during the last academic year.

## Certificates

The College offers two certificates to students with special interests. The Graduate Certificate in Drug and Addiction Studies has been revised and will offer an updated curriculum beginning Fall 2020. To better align coursework with Substance Abuse and Mental Health Services Administration (SAMHSA) guidelines, the certificate will require one practice course (Social Work Interventions in Substance Use) to ensure students have an opportunity to practice evidence-based interventions and build skills in face-to-face instruction. Additionally, the program will include elective options to address the specific knowledge and skills needed for practice with substance using populations (Trauma-informed SW Practice, Motivational Interviewing, and Psychopathology and Psychodiagnostics for SW Practice with Adults and Older Adults).

The Graduate Certificate in Social and Behavioral Health with Military Members, Veterans, and Military Families appointed a new program coordinator. The certificate continues to undergo evaluation and revision to be more responsive to prepare students to provide treatment and services.

The Graduate Certificate in Aging was successfully transitioned to the Arnold School of Public Health and began accepting students during Fall 2019. Social Work offers a course in the program.

## PhD Program:

The external program review in 2019 confirmed that our 2.5 years (5 semesters) of required coursework exceeded the national norm of 2 years (4 semesters). A new and less prescriptive program mission statement was developed, and this was used to guide decisions to eliminate requirements for two courses. The program plans to offer these courses based on student interest. A requirement for Principles of College Teaching was terminated. In preparing

# Academic Programs

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students for academic positions we will continue to offer our social work education practicum through teaching assistantships, with independent teaching experiences.

## 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.*

A new course titled "Refuge and Refugees" was created to provide undergraduate students with foundational knowledge about forced migration and the institutions of humanitarian aid that address forced migration. New elective courses created for the MSW program include "Nonprofit Leadership" which provides students with foundational knowledge for leading and managing nonprofit or nongovernmental organizations. Another new course is "Family Interventions and Family Therapy", focused on culturally diverse families and vulnerable subgroups.

## Program Terminations

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

Human Behavior and Social Environment II: Family Development and Diversity was terminated from the BSW curriculum. In place of this course, students will take an elective, allowing them greater flexibility.

# Academic Initiatives

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## Experiential Learning for Undergraduates

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

The College engages students in experiential learning through field internships, service learning courses, and study abroad opportunities.

### FIELD INTERNSHIPS

The field education component of both BSW and MSW curricula is a significant aspect 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 in Equatorial Guinea. 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 five-year award undergirds a program that prepares two BSW and two MSW social work students in healthcare field placements per year, positioning them to work on a healthcare delivery team. We participate in an HIV/AIDS Clinical Training Center/Vanderbilt-Inter-Professional Education (IPE) contract awarded to Dr. Ahuja at the university's School of Medicine. This contract trains MSW students to work 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. We are training the community field supervisors and have expanded training to include BSW students.

### IMPROVEMENTS

We have introduced new webinars and interactive video role plays to convey content needed for success in practice and with supervision to better meet the needs of our volunteer base of over 400 field instructors and preceptors,

### PROGRESS

The field education schedule requires students to spend the equivalent of two days per week in their assigned field organization. For the academic year, US and Korea BSW and MSW students participated in field education classes that required experiential learning, practice hours, and community service hours provided a total of 157,400 hours of service. If compensated at 2019 minimum wage (\$7.25), College of Social Work students contributed

# Academic Initiatives

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\$1,141,150 to the South Carolina economy.

## STUDY ABROAD

The College offered 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. A BSW student participated in the Equatorial Guinea practicum during the Summer of 2019.

## Experiential Learning For Graduate 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 trying to assist students by increasing our part-time options so that they can work while in school. Our main means of accomplishing this is through converting key required courses to online format. We also make students aware of part-time employment opportunities such as the 2020 U.S. Census, who distributed employment applications through the college, and employment opportunities posted on both our website and our LinkedIn page.

Additionally we have procured scholarship funds for 28 graduate students and two undergraduate students from the Health Resources and Services Administration, Council on Social Work Education, and the National Association of Social Workers Foundation.

## Reputation Enhancement

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

The college has enhanced its reputation and that of the university through considerable ventures and activities. Our most integral activity is our field internship program, which positions students in over 400 sites of community-based social service organizations throughout South Carolina. Our students provided 195,844 community service hours in 2019. Its economic impact alone, calculated at a conservative \$7.25 per hour, is \$1,419,869 toward the South Carolina economy. Arguably, its intangible benefits are huge.

We have also enhanced our reputation through policy work. Professor Christina Andrews has been increasingly sought out as an expert on opioid policy. Her activities include serving as a Special Emphasis Panel Member at the National Institute on Drug Abuse, a member of the Commission on the North American Opioid Crisis sponsored by Stanford University and the *Lancet*, and an invited participant and presenter at the Urban Institute's Annual Meeting on

# Academic Initiatives

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Medicaid and Opioid Policy.

Dean Gehlert remains president of the Academy of Social Work and Social Welfare, headquartered at the College of Social Work. AASWSW is an honorific academy of the 172 most senior and productive scholars and policymakers in social work. AASWSW sponsored a Congressional Policy Briefing in June of 2019 at the Rayburn Senate Office Building attended by over 17 Senate offices that was standing room only. The topic was gun violence in schools and a survivor of the Parkland Florida shooting spoke with representatives of AASWSW, the American Psychological Association, the LA Unified School District, and others. Gehlert is also on the Grand Challenges for Social Work (GCSW) Steering Committee. Additionally, the college has supported efforts of the US Census and hosted representatives specifically seeking social work employees for 2020.

Also of note, Professors Aidyn Iachini and Kirk Foster were named Fellows of the Society for Social Work and Research. John Doering - White is a producer of the nationally recognized documentary "Border South", which tells the story of non-documented immigrants entering the US. Additionally, Dean Gehlert was invited to present on her experiences with engaging community members in cancer prevention at the National Academy of Science, Engineering, and Medicine in Washington DC. She likewise gave a presidential keynote address at the American Association of Cancer Research in Atlanta and serves on the Council of Extramural grants at the American Cancer Society in Atlanta.

## 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.*

Recruiting MSW students is the school's most pressing challenge. While we have been successful in attracting high-quality BSW and PhD students, our MSW enrollment has declined at a greater rate than the national mean. This is despite being one of only two MSW programs in the state. According to the 2017 Annual Survey of Social Work Programs by the Council on Social Work Education (CSWE), 55.1% of the nation's 262 MSW programs are public, with eight other MSW programs in the SEC alone. In addition to increasing our enrollment, another challenge is that over half of SEC MSW programs have launched online programs over the past five years, attracting prospective students who might otherwise have come to the University of South Carolina. Student debt is also an issue. According to the CSWE survey, 78% of MSW graduates nationally face student debt with an average of \$44,296.

The college completed a careful analysis of impediments to MSW recruitment. The CSWE survey reveals that 33.3% of MSW students are part-time, likely due to the necessity of working while in school. The college had not taken this into account in designing curricula. In the 2019-2020 year, we began a curricular study to detect areas of flexibility and methods to add flexibility. Three key courses were approved for conversion to online format. The Dean charged Professor Breanne Grace to tackle the groundwork of designing a platform for online delivery. This allowed for the interaction among students that is the foundation of many social work courses. She connected her with faculty at other schools of social work that had implemented highly successful online programs. Professor Grace made a presentation at a faculty meeting, using examples of the use of modules, between-class online student conversations about course material, and videos that could be incorporated into classroom

# Academic Initiatives

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instruction. Dean Gehlert also provided journal articles on the curricular outcomes of online social work instruction, based on a survey of faculty that revealed misunderstandings about the nature of online courses and skepticism about their place in social work education. All of these actions have resulted in slow culture change and gradual acceptance of modes of instruction that had not occurred in the recent past. We hope to attract more students from rural South Carolina through meeting their challenges and expect this to increase social well-being in the state. Dean Gehlert also increased the number of Graduate Assistantships to decrease financial hardship and attract a diverse group of highly talented MSW students to the school.

# Faculty Population

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## Faculty Employment by Track and Title

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

**Table 1. Faculty Employment by Track and Title.**

|                                       | <b>Fall 2019</b> | <b>Fall 2018</b> | <b>Fall 2017</b> |
|---------------------------------------|------------------|------------------|------------------|
| <b>Tenure-track Faculty</b>           | 21               | 21               | 22               |
| Professor, with tenure                | 2                | 3                | 3                |
| Associate Professor, with tenure      | 12               | 10               | 11               |
| Assistant Professor                   | 7                | 8                | 8                |
| Librarian, with tenure                | 0                | 0                | 0                |
| <b>Research Faculty</b>               | 4                | 2                | 3                |
| Research Professor                    | 2                | 1                | 1                |
| Research Associate Professor          | 1                | 0                | 0                |
| Research Assistant Professor          | 1                | 1                | 2                |
| <b>Clinical/instructional Faculty</b> | 10               | 12               | 9                |
| Clinical Professor                    | 0                | 0                | 0                |
| Clinical Associate Professor          | 4                | 2                | 1                |
| Clinical Assistant Professor          | 5                | 9                | 7                |
| Instructor                            | 0                | 0                | 0                |
| Lecturer                              | 1                | 1                | 1                |
| Visiting                              | 0                | 0                | 0                |
| <b>Adjunct Faculty</b>                | 33               | 23               | 44               |

# Faculty Population

## Faculty Diversity by Gender and Race/Ethnicity

Note: UofSC 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.**

|   | <b>Fall 2019</b> | <b>Fall 2018</b> | <b>Fall 2017</b> |
|---|------------------|------------------|------------------|
| <b>Gender</b>                             | 37               | 36               | 36               |
| Female                                    | 24               | 23               | 25               |
| Male                                      | 13               | 13               | 11               |
| <b>Race/Ethnicity</b>                     | 37               | 36               | 36               |
| American Indian/Alaska Native             | 0                | 0                | 0                |
| Asian                                     | 1                | 2                | 4                |
| Black or African American                 | 4                | 5                | 4                |
| Hispanic or Latino                        | 1                | 0                | 0                |
| Native Hawaiian or Other Pacific Islander | 0                | 0                | 0                |
| Nonresident Alien                         | 4                | 2                | 1                |
| Two or More Races                         | 0                | 1                | 0                |
| Unknown Race/Ethnicity                    | 0                | 0                | 0                |
| White                                     | 27               | 26               | 27               |

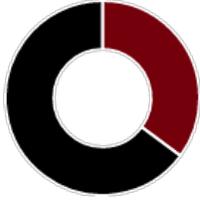
Illustrations 1 and 2 (below) portray this data visually.

# Faculty Population

## Illustration 1. Faculty Diversity by Gender

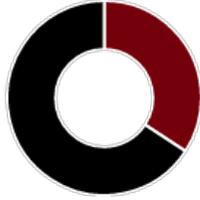
### 2019 Faculty Gender

Male Female



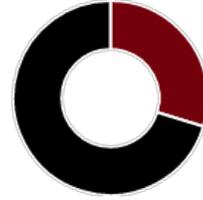
### 2018 Faculty Gender

Male Female



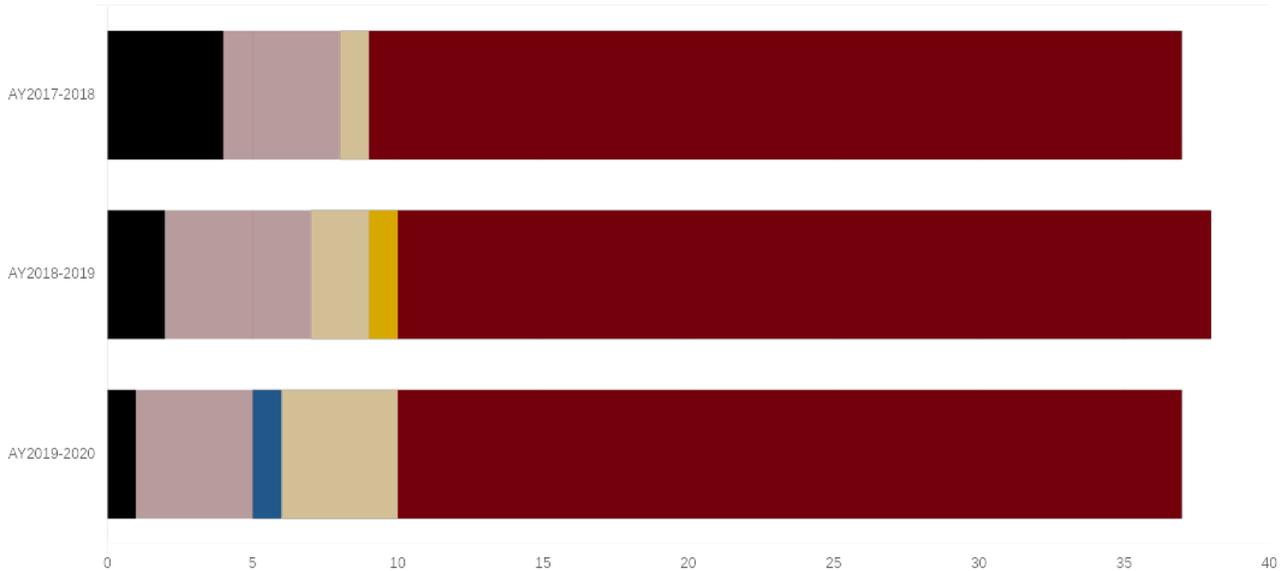
### 2017 Faculty Gender

Male Female



## Illustration 2. Faculty Diversity by Race & Ethnicity

American Indian/Alaskan Native Asian Black Hispanic Native Hawaiian or Other Pacific Islander Nonresident Alien  
Two Or More Races Unknown Race White



# 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 for the appropriate fiscal year (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

Based on current available data from the annual Blueprint of Academic Excellence, research productivity at College of Social Work has maintained over the past year.

Federal funding totaled \$17,907,717 in FY2018 and \$16,492,401 in FY2019. State funding included \$35,899 in FY2019.

Amount of the college's first year submitted proposals totaled \$30,157,336. CCFS contributed \$16,361,193 and IFS contributed \$805,877. The College contributed \$12,990,266.

In calendar year 2019, tenure-track and research faculty published 91 articles in peer reviewed journals. Eleven of these publications were in journals with impact factors over 4.0.

Dean Sarah Gehlert has prioritized that faculty publish in high impact journals (see appendix) that are widely read. Consequently, the school has moved to expand 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 and our new COMPASS center will assist in that endeavor. Additionally, Sue Levkoff, per ResearchGate, has over 5725 citations. Bethany Bell has 2411 citations, and Dean Sarah Gehlert has 3419. 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, has appeared before a panel at Stanford University and has published widely in top tier journals.

## Faculty Development

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

# Faculty Information

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

With our reconfigured Research Office, we anticipate a further increase in National Institute of Health applications, thus bringing in needed indirect cost units. We continue to provide additional training in matching research interests to award mechanisms, and linking applicants to senior scientists around the country for mentorship on grants.

## **Other Activity**

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

Several faculty publish in journals with high impact factors, assuming wide readership. Six faculty members have published in journals with an impact factor >4, resulting in greater recognition for the college.

## **Supplemental Info - Faculty**

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

## **Supplemental Academic Analytics Report**

*Content from Academic Analytics appears as Appendix 5. (bottom)*

# Teaching

## Faculty to Student Ratio

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

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

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

**Table 4. Faculty-to-Student Ratio.**

|                          | <b>Fall 2019</b> | <b>Fall 2018</b> | <b>Fall 2017</b> |
|--------------------------|------------------|------------------|------------------|
| <b>Analysis of Ratio</b> | 01:10.6          | 01:12.0          | 1:13.2           |

## Analysis of Ratio

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

BSW 138 (includes all undergrad students -> Upper Division + declared social work majors)  
PhD 20  
MSW 391 -> 227 FT/AS / 164 PT

Total Full Time = 385  
Total Part Time = (1/3 of 164) / 55  
TOTAL = 440

Tenured Faculty = 14  
Tenure Track Faculty = 7  
Clinical Faculty = 11  
Research Faculty = 2  
Instructors = BSW + MSW = 23 / 8

Students = 440  
Faculty = 42

**Ratio = 1:10.5**

# Student Recruiting and Retention

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## Student Recruitment

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

### PhD Program

Our PhD program focuses on preparing students to become leading social work scholars in their particular areas of interest; therefore, our recruiting efforts are highly individualized, using networking to identify applicants whose interests fit well with our faculties' program of research, our program's strengths, and our substantive focus. Throughout the recruitment process we emphasize the student-centered, individualized, and supportive approach that distinguishes our program as a top research-intensive doctoral program.

The PhD web page serves as a primary method for disseminating information about the program, but the program also recruits through an annual PhD Program open house, distribution of program information at top social work research conferences through our recruitment office, and by ongoing outreach from faculty to identify highly qualified potential applicants. The Program Coordinator communicates directly with prospective applicants and assists with application completion. Candidates are also encouraged to approach faculty members with similar research interests to learn more about the program and how to become involved in research once they begin.

As part of the admissions process, the PhD Program Committee conducts phone interviews that include faculty members with similar research interests. This helps to make good admissions decisions while assisting the applicant in forming relationships with the faculty. The admissions process also encourages students to visit the program, sit in on classes, and to talk with current students. Those who are admitted are invited to "Accepted Students Day", at which they have the chance to see campus, meet in person, have dinner with current students and program faculty.

### MSW and BSW Programs

The leadership and admissions team launched a strategic plan in August of 2019. Separate goals for the MSW program (goals 1-5) and BSW program (goal 6). are as follows:

#### *Launch full-scale digital and print marketing strategy*

The college contracted with digital media contractor Cyberwoven in 2019, who designed and implemented a strategy to include print and digital advertising, geofencing, search engine optimization and social media. This followed an analysis of demographic and geographic trends to inform proper targeting of marketing efforts. Through this academic year, the college has received 20 plus requests for a tour, 329 emailed questions about the MSW program, almost 6 million impressions, with 36,000 click throughs since October 2019. We now have over 200 completed MSW applications.

#### *Increase outreach to schools and organizations*

We are increasing the visibility of the college through three primary strategies. Recruiters visit at least 60 schools in the primary target area annually and have continued this virtually; they conduct outreach by phone and email to faculty and student advisors at 35 college/universities per year; focused recruitment efforts on the part-time program have increased enrollment for FY 21. Participation in open houses in the regional areas increased

# Student Recruiting and Retention

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over 100% this year, which yielded more part-time applications for 2020.

## *Streamline the application process by removing unnecessary application requirements*

We are reducing application review time from seven to between three and five days. We now ensure that all applicants receive an admissions decision within two weeks after a complete application is received and advise them of funding assistance then. Deadlines for MSW Advanced Standing is March 1 and MSW Full-time and Part-time programs are April 1st, but to date we have received 150 completed applications which are under review or in process of review and another 286 MSW applications are in process, along with 703 other prospects.

## *Leverage graduate assistantships and scholarships*

We increased our offering of 19 graduate assistantships last year to 75 this year.

## *Increase engagement with accepted applicants and design and execute summer melt prevention plan*

We are implementing improvements this year to address a 37% melt rate from the prior year.

## *Increase outreach to undergraduate non-majors*

Until recently, the University's own students have been a largely untapped resource for recruitment. Despite the University being home to 25,000 undergraduates across the eight campuses, only about 40 undergraduate students enroll in our BSW program each year. We anticipate at least 50 junior declarations for social work 2020 and are encouraged by the increased interest in our BSW program, which is a result of a multifaceted approach to BSW recruitment through tabled events every Friday, student led tours and meet and greet opportunities during the week with undergraduates here and from other campuses.

Given the urgent nature of the goals, all recommendations related to admissions, graduate assistantships and scholarships are being implemented this current year. Summer melt prevention and outreach to undergraduate students have already begun, although changes to the application process to the BSW program and visits with every targeted undergraduate student organizations will likely take up to two years to complete. Expanded recruitment efforts will be phased in over the three-year period. We expect our recruitment and outreach efforts to increase enrollment in coming years. Additionally, we are working to make stronger partnerships with local technical colleges to better transfer students' abilities to easily transition to the BSW program.

## Student Retention

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

### **BSW and MSW Retention Efforts**

All lower division BSW Majors (freshman and sophomore level) are advised by a First Year Advisor a minimum of twice per academic year to assess student academic progress and prepare them for course registration. All students of the BSW upper division major are advised by one of our BSW Student Services Advisers a minimum of twice per academic year to assess academic progress, prepare for course registration, and conduct clearance checks for graduation. 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

# Student Recruiting and Retention

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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. 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. We are also working to retain BSW students by ensuring that admission and progression in the BSW program is consistent and clear in our processes.

The college has increased its capacity to engage all MSW students in retention efforts. In February 2018, the college hired a full-time Assistant Dean of Students who works to shape the college's learning environment and promote academic success. This assistant dean continues to be 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 activities to keep students in the program. She also coordinates with key faculty and staff within the college to ensure students' academic needs are met.

The college has hired an additional full-time academic advisor. This has served to decrease high student academic advising caseloads, allows student academic programs to be personalized, and allows more time for planning and serving in other areas of student retention, as listed below.

All incoming MSW students are required to attend a one-day orientation. The purpose is to welcome students and provide them with information that will assist them successfully starting the MSW program. Orientation covers topics for student success including MSW program goals, information on certificate programs, student organization information, and receiving technology assistance. Students are given a tour of the college and university campus to help orient them to the college environment.

All MSW students are assigned both an academic and faculty advisor. Academic advisors meet with students twice per academic year. Academic advising is designed to help students assess their academic progress, prepare them for course registration, and conduct clearance checks for graduation application. The college 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 additional resources for their success. Students are also assigned a faculty advisor. Faculty advisors provide guidance on the social work profession, potential career paths, a professional identity, and other employment related issues. Faculty advisors can also assist students in making informed decisions about specialization and electives.

## PhD Program Retention Efforts

# Student Recruiting and Retention

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This year the PhD Committee nominated two highly qualified and nationally competitive applicants for Presidential Fellowships, UofSC's most prestigious award for incoming PhD students. In addition, the PhD program is continuing an approach to engage students throughout the acceptance process through personalized welcome videos; portfolios with information about the program, USC, and Midlands area living; and an "Accepted Students Day" when applicants see campus, meet with faculty and experience our supportive community. We are continuing to offer three years of funding to applicants receiving a full funding package, and we have increased funding for student travel and research activities; this was critical last year to recruiting our top applicants, and continuing with this longer timeframe and better base of financial support is critical to our ability to compete with peer and aspirant programs for highly qualified students, and to our ability to promote students' timely progress toward degree completion.

# Student Enrollment & Outcomes

The following data was provided by UofSC'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.

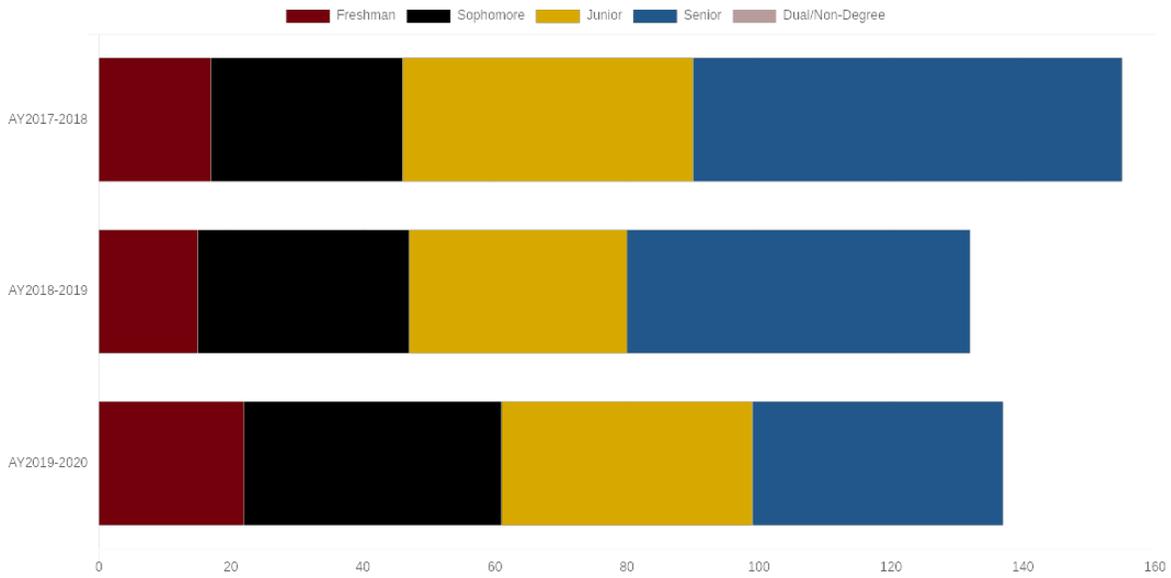
## Student Enrollment by Level & Classification

**Table 5. Student Enrollment by Level & Classification.**

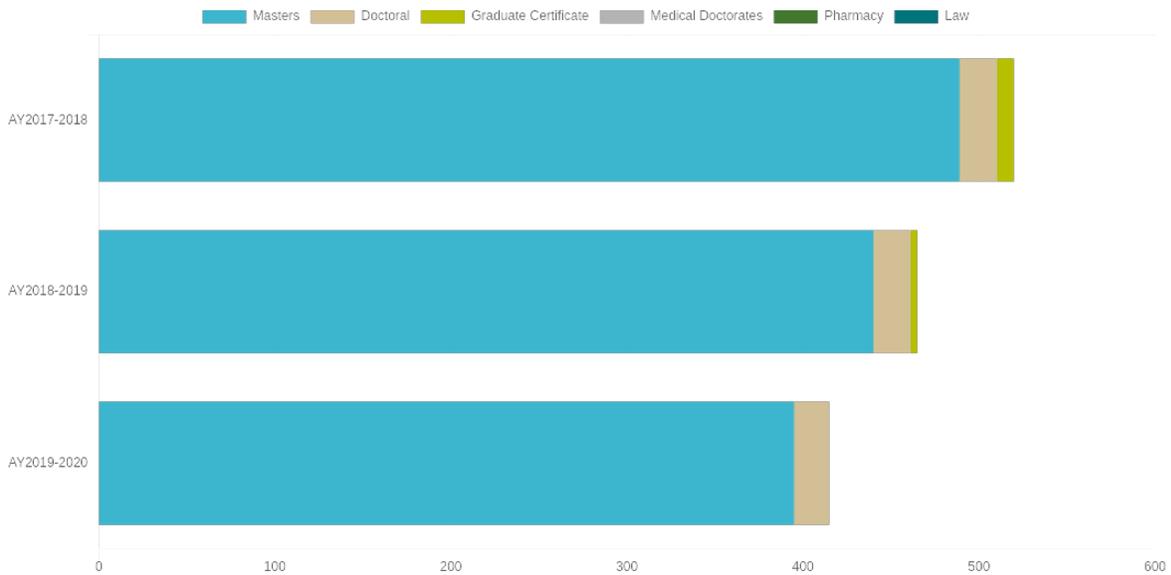
|                                      | Fall 2019 | Fall 2018 | Fall 2017 |
|--------------------------------------|-----------|-----------|-----------|
| <b>Undergraduate Enrollment</b>      |           |           |           |
| Freshman                             | 22        | 15        | 17        |
| Sophomore                            | 39        | 32        | 29        |
| Junior                               | 38        | 33        | 44        |
| Senior                               | 38        | 52        | 65        |
| <b>Sub Total</b>                     | 137       | 132       | 155       |
| <b>Graduate Enrollment</b>           |           |           |           |
| Masters                              | 395       | 440       | 489       |
| Doctoral                             | 20        | 21        | 21        |
| Graduate Certificate                 | 0         | 4         | 10        |
| <b>Sub Total</b>                     | 415       | 465       | 520       |
| <b>Professional Enrollment</b>       |           |           |           |
| Medicine                             | 0         | 0         | 0         |
| Law                                  | 0         | 0         | 0         |
| PharmD                               | 0         | 0         | 0         |
| <b>Sub Total</b>                     | 0         | 0         | 0         |
| <b>Total Enrollment (All Levels)</b> | 552       | 597       | 675       |

# Student Enrollment & Outcomes

### Illustration 3. Undergraduate Student Enrollment by Classification

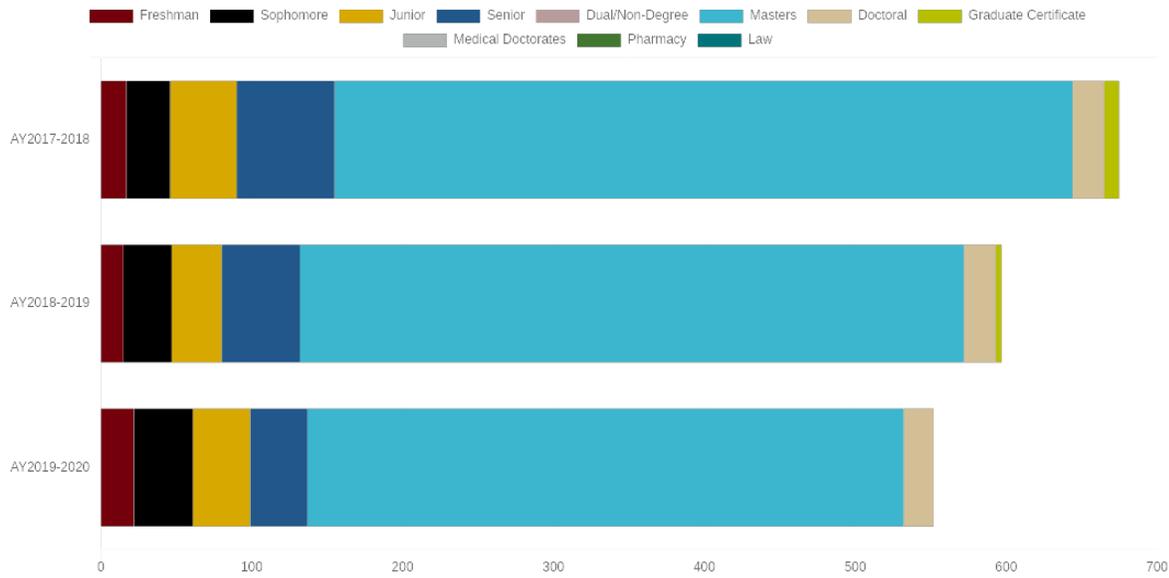


### Illustration 4. Graduate/Professional Student Enrollment by Classification



# Student Enrollment & Outcomes

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



## Enrollment by Time Status

**Table 6. Student Enrollment by Level and Time Status.**

|                              | Fall 2019 | Fall 2018 | Fall 2017 |
|------------------------------|-----------|-----------|-----------|
| <b>Undergraduate</b>         | 137       | 132       | 155       |
| Full-Time                    | 131       | 128       | 143       |
| Part-Time                    | 6         | 4         | 12        |
| <b>Graduate/Professional</b> | 415       | 465       | 520       |
| Full-Time                    | 337       | 380       | 456       |
| Part-Time                    | 78        | 85        | 64        |
| <b>Total - All Levels</b>    | 552       | 597       | 675       |
| Full-Time                    | 468       | 508       | 599       |
| Part-Time                    | 78        | 85        | 64        |

# Student Enrollment & Outcomes

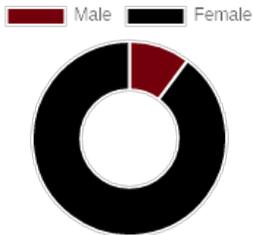
## Student Diversity by Gender

Table 7. Student Enrollment by Gender.

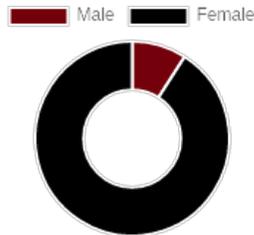
|                              | Fall 2019 | Fall 2018 | Fall 2017 |
|------------------------------|-----------|-----------|-----------|
| <b>Undergraduate</b>         | 137       | 132       | 155       |
| Female                       | 123       | 120       | 140       |
| Male                         | 14        | 12        | 15        |
| <b>Graduate/Professional</b> | 415       | 465       | 520       |
| Female                       | 359       | 402       | 450       |
| Male                         | 56        | 63        | 70        |

Illustration 6. Undergraduate Student Diversity by Gender

2019 Undergrad Gender



2018 Undergrad Gender



2017 Undergrad Gender

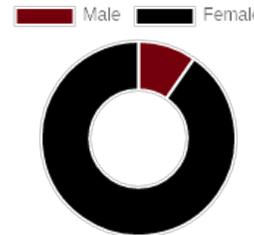
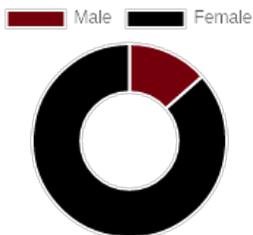
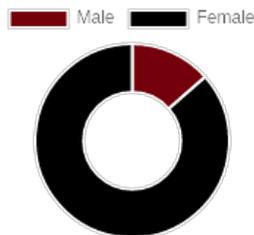


Illustration 7. Graduate/Professional Student Diversity by Gender

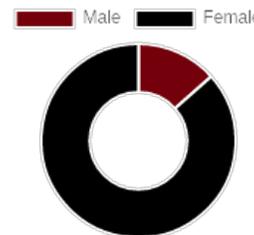
2019 Graduate Gender



2018 Graduate Gender



2017 Graduate Gender



# Student Enrollment & Outcomes

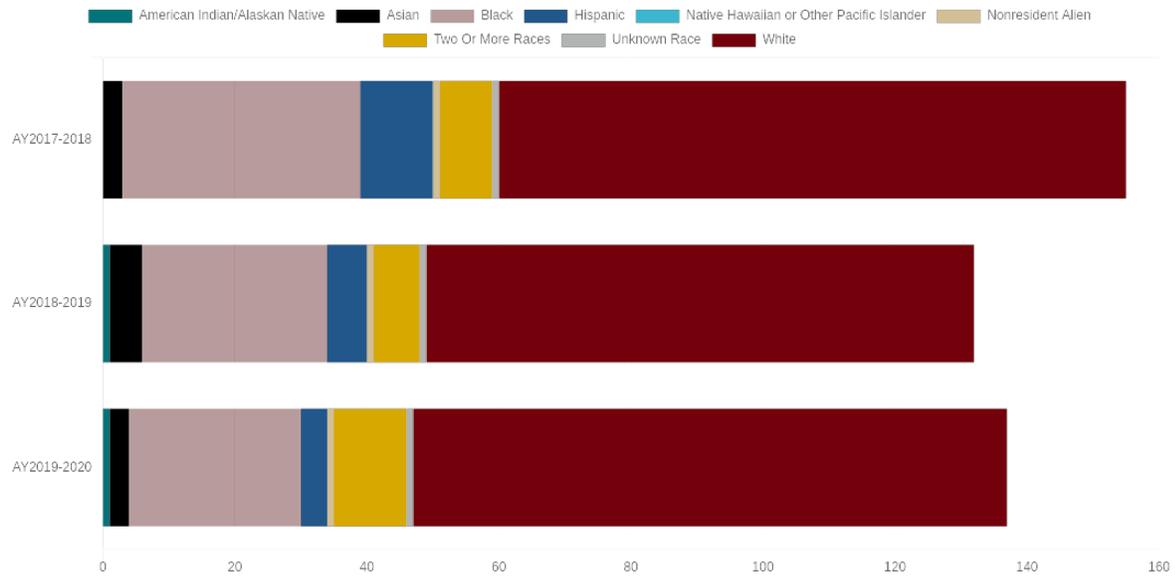
## Student Diversity by Race/Ethnicity

**Table 8. Student Enrollment by Race/Ethnicity.**

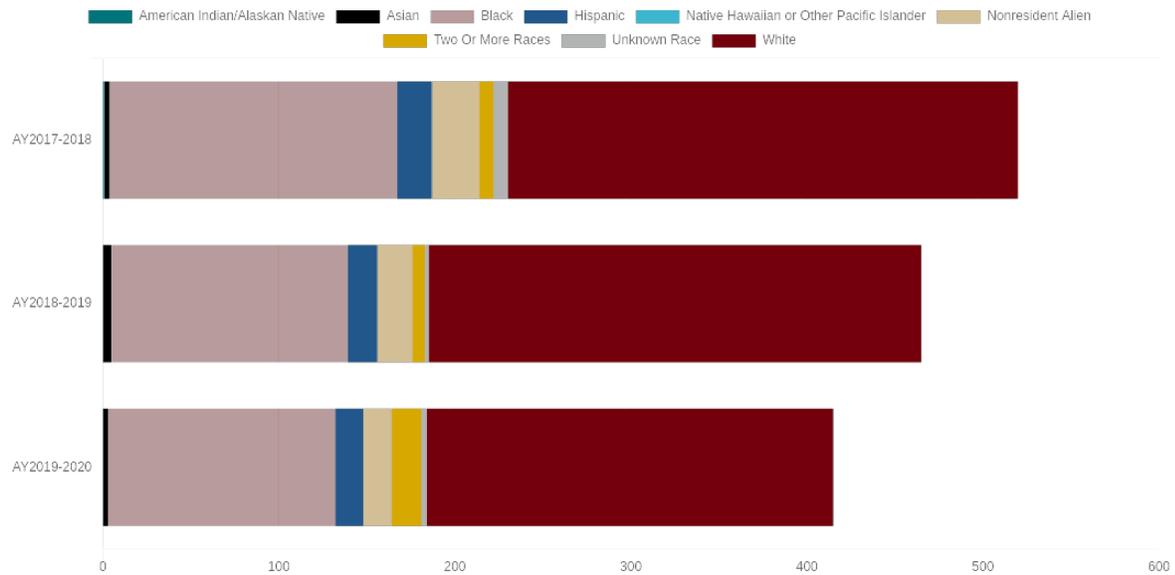
|   | Fall 2019 | Fall 2018 | Fall 2017 |
|---|-----------|-----------|-----------|
| <b>Undergraduate</b>                      | 137       | 415       | 132       |
| American Indian/Alaska Native             | 1         | 1         | 0         |
| Asian                                     | 3         | 5         | 3         |
| Black or African                          | 26        | 28        | 36        |
| Hispanic or Latino                        | 4         | 6         | 11        |
| Native Hawaiian or Other Pacific Islander | 0         | 0         | 0         |
| Nonresident Alien                         | 1         | 1         | 1         |
| Two or More Races                         | 11        | 7         | 8         |
| Unknown Race/Ethnicity                    | 1         | 1         | 1         |
| White                                     | 90        | 83        | 95        |
| <b>Graduate/Professional</b>              |           | 465       | 520       |
| American Indian/Alaska Native             | 0         | 0         | 1         |
| Asian                                     | 3         | 5         | 3         |
| Black or African                          | 129       | 134       | 163       |
| Hispanic or Latino                        | 16        | 17        | 20        |
| Native Hawaiian or Other Pacific Islander | 0         | 0         | 0         |
| Nonresident Alien                         | 16        | 20        | 27        |
| Two or More Races                         | 17        | 7         | 8         |
| Unknown Race/Ethnicity                    | 3         | 2         | 8         |
| White                                     | 231       | 280       | 290       |

# Student Enrollment & Outcomes

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



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



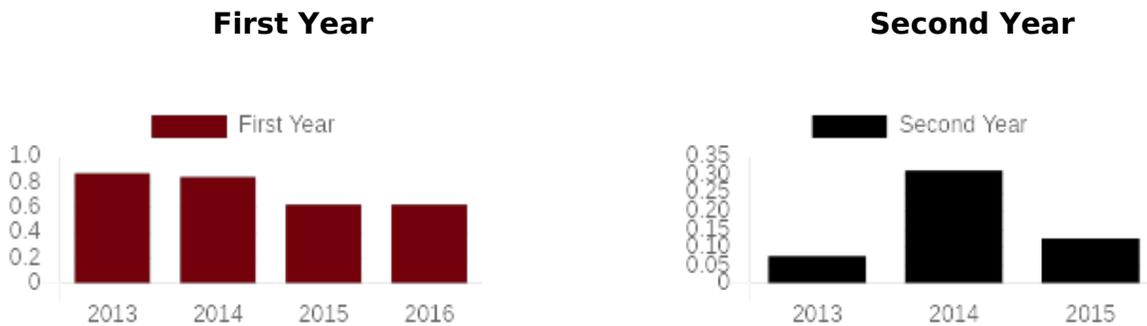
# Student Enrollment & Outcomes

## Undergraduate Retention

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

|                  | First Year | Second Year |
|------------------|------------|-------------|
| Fall 2017 Cohort | 73.3%      | 6.7%        |
| Fall 2016 Cohort | 62.5%      | 12.5%       |
| Fall 2015 Cohort | 62.5%      | 31.3%       |
| Fall 2015 Cohort | 84.6%      | 7.7%        |

**Illustration 10. Undergraduate Retention, First and 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.**

|              | Fall 2011 | Fall 2010 | Fall 2009 |
|--------------|-----------|-----------|-----------|
| 4-Year Same  | 66.7%     | 44.4%     | 100%      |
| 4-Year Diff  | 0%        | 0%        | 0%        |
| 4-Year Total | 0%        | 0%        | 0%        |
| 5-Year Same  | 66.7%     | 55.6%     | 100%      |
| 5-Year Diff  | 0%        | 22.2%     | 0%        |
| 5-Year Total | 66.7%     | 77.8%     | 100%      |
| 6-Year Same  | 66.7%     | 55.6%     | 100%      |

# Student Enrollment & Outcomes

|                     |              |              |             |
|---------------------|--------------|--------------|-------------|
| <b>6-Year Diff</b>  | <b>0%</b>    | <b>22.2%</b> | <b>0%</b>   |
| <b>6-Year Total</b> | <b>66.7%</b> | <b>77.8%</b> | <b>100%</b> |

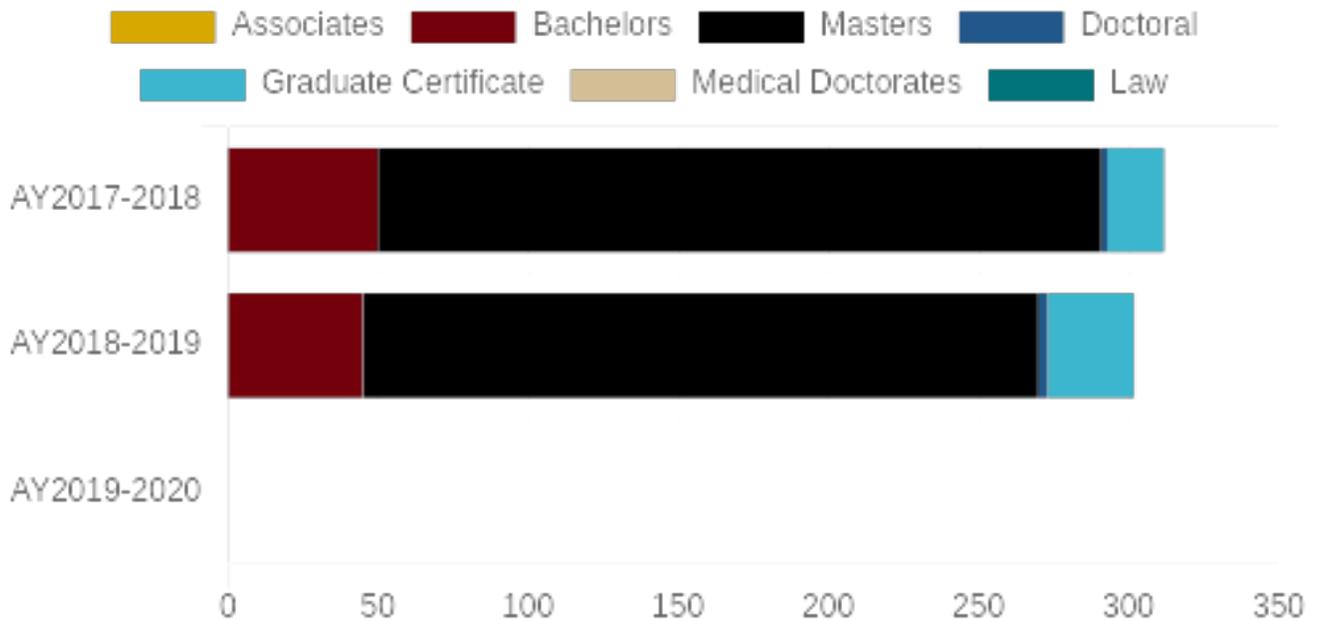
# Student Enrollment & Outcomes

## Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

|                             | AY2019-2020 | AY2018-2019 | AY2017-2018 |
|-----------------------------|-------------|-------------|-------------|
| <b>Associates Degree</b>    |             | 0           | 0           |
| <b>Bachelors</b>            |             | 45          | 50          |
| <b>Masters</b>              |             | 225         | 241         |
| <b>Doctoral</b>             |             | 3           | 2           |
| <b>Medical</b>              |             | 0           | 0           |
| <b>Law</b>                  |             | 0           | 0           |
| <b>Pharmacy Doctorate</b>   |             | 0           | 0           |
| <b>Graduate Certificate</b> |             | 29          | 19          |

Illustration 11. Degrees Awarded by Level



## **Faculty Awards Nominations**

**No Awards Nominations have been entered for this section.**

# 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>   |
|---------------------|--|---|
| Browne, Teri        | Distinguished Fellow                                   | National Social Work Academy,<br>National Academies of Practice               |
| Foster, Kirk        | Fellow   | Society for Social Work and<br>Research                                       |
| Grace, Breanne      | 2019 University of South<br>Carolina Breakthrough Star | Office of the Vice President for<br>Research, University of South<br>Carolina |
| DeHart, Dana        | Telly Award  | Telly Awards  |
| Iachini, Aidyn      | Fellow   | Society for Social Work and<br>Research                                       |
| Wooten, Nikki       | Director-At-Large                                      | Society for Social Work and<br>Research                                       |

# Faculty Awards Received

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## Service Awards

| Recipient(s) | Award                                  | Organization                    |
|--------------|--|---------------------------------|
| Owens, Shaun | 40 Under 40 Leaders in Minority Health | National Minority Quality Forum |

# Faculty Awards Received

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## Teaching Awards

| <b>Recipient(s)</b>       | <b>Award</b>                 | <b>Organization</b>                    |
|---------------------------|------------------------------|--|
| Wolfer, Terry             | Fulbright Specialist Program | United States Department of State      |
| DiNovo, Rhonda            | MSW Educator of the Year     | Social Work Student Association (SWSA) |
| De Zeeuw Wright, Margriet | Two Thumbs Up Award          | Student Disability Resource Center     |

# Faculty Awards Received

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## Other Awards

| <b>Recipient(s)</b> | <b>Award</b>                                | <b>Organization</b>                                |
|---------------------|---|--|
| Gehlert, Sarah      | President (reelected)                       | American Academy of Social Work and Social Welfare |
| Reitmeier, Melissa  | Health Education and Leadership Scholarship | Council on Social Work Education                   |

# Alumni Engagement & Fundraising

---

## Alumni

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

### Alumni Engagement

The College of Social Work has continued its efforts to increase its alumni engagement through personal visits and invitations to events and through messages from the Dean, social media postings, and news features on our website. We expose alumni to faculty activities by showcasing research and scholarship produced by faculty, with links for easy alumni access. We have seen an increase in communications with our 8000 graduates and have implemented plans to engage them further. We solicited nominees from faculty to represent graduating classes over the past decade and contacted those alumni as class representatives. Our development officer has invited alumni to campus to speak with current students. Last year, Patrick Patterson, a 2000 graduate of our MSW program who works as a Senior Manager for ICF International in Winston Salem, North Carolina and who was part of both the Bush and Obama administrations, spoke about his work. Tish Guerin, a 2010 MSW graduate, spoke about her work as the first in-house therapist for the Carolina Panthers.

The College of Social Work continues to offer alumni participation in the school by serving as field instructors, part-time faculty members, or taking continuing education courses through the CEU Professional Development Lecture Series. They also are invited to the I. DeQuincey Newman Institute Lecture Series, which provided several programs this year, notably one by national advocate Gaby Pacheco on the needs of immigrants and refugees and opportunities for providing services to the group. Our alumni frequently give student talks regarding employment with our Career Connections series. Additionally, "*From the Desk of the Dean*" messages are sent to alumni to keep them informed on campus activities and the accomplishments of faculty, staff, and students.

Over the academic year, we have worked tirelessly to update our alumni data base to ensure that all are included in communications. Our communications manager has led a web site redesign project that has been effective and has aligned our site with that of the university. We will have a special alumni section on the site.

The college's internal communications manager has expanded college communications to students, faculty, staff, and alumni. 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. The communications manager has also shifted 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.

The College of Social Work co-sponsored a reception at the Council on Social Work Education

# Alumni Engagement & Fundraising

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national meetings in Denver with other SEC schools and at the state meetings of the National Association of Social Workers. The latter allowed our development officer and leadership to network with alumni and other professional leaders during the meetings.

The school launched its new Center on Migration, Policy, Services, and Society (COMPASS) with a well-attended colloquium in 2019, featuring the work of Professors Breanne Grace, Ben Roth, and John Doering-White. This brought together faculty and students from across the campus with community members and alumni. The College also sponsored a reception at SSWR, in Washington, DC, inviting area alumni.

## Development, Fundraising and Gifts

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

In 2019, the development officer secured grant funding to sponsor the 50th anniversary and launch the new COMPASS program. The Sisters of Charity Foundation of SC contributed to the college, along with alumni donors including Board of Trustee officers. The development officer also secured new scholarship donations and is conducting a student scholarship crowd funding campaign for the 50th anniversary.

The college is making great efforts to engage alumni and donors through networking events, seminars, and continuing education unit (CEU)-earning opportunities. Donors and alumni have been invited to the I DeQuincy Newman Institute's events. A major focus of the Institute's programming is the "Call to Action" lecture series which allows the community to come together to discuss diversity, inclusion, and social justice. The last two events in this series were held in Spring and Fall of 2019.

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. We have altered our 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. The College of Social Work also hosts an annual Donor-Scholar Luncheon, a thank you event for donors so they can meet the students who received their fellowships/scholarships.

The University-wide day of giving, Give 4 Garnet, was a success for the college. We also hosted a group of donors and alumni at the fall Clemson game in a Cockaboose, culminating in additional scholarship donations.

# Community Engagement

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## Community Engagements and Community - Based Activities

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

The college has established avenues for advancing the university's objectives of: (1) engaging South Carolina (SC) communities and (2) making them aware of the benefits that the university provides to the state. A secondary gain of advancing these objectives is increasing the University's diversity. One main avenue is the vast and rich ties that are formed through the college's 50-year presence in the state through its field-education program. The College has 400 field sites, many staffed by our 8000 graduates. Not only are current students located at these sites one to two days per week, but field liaisons travel to meet community field instructors twice per year. In addition, community field instructors travel to Columbia for a one-day orientation each year and take advantage of no-cost professional development sessions offered by the college. The latter ensures that social services offered to SC residents are empirically based and thus more likely to be effective. Our field program has resulted in a practice-based research model of bidirectional communication between the campus and community practitioners and those whom they serve (schools, military installations, etc.). This demystifies the university and establishes it as a resource in residents' minds.

Our Center for Child and Families Studies provides benefit to the state by training its workforce, evaluating state programs, and working with the Division of Social Services and other agencies to identify pressing problems and devise solutions. The Institute for Families and Society works closely with state agencies, notably SC Medicaid, to understand the root of problems like opioid use and suggest solutions. Several faculty members have individual projects. One of our top engagements is (Professors Levkoff and Owens) SC Uplift and SmartHOME that addresses the housing problems of low-income seniors. Professor Levkoff's R25 training program brings faculty and students from historically minority serving institutions onto the campus to work with an array of faculty and students from the University of South Carolina, to the benefit of all involved. This ongoing project has been instrumental in moving underrepresented minority undergraduate students into graduate study.

## Community Perceptions

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

At present, the College of Social work's major means of assessing community engagement is through a formal survey of satisfaction with our field education program. This survey is extensive, because the school has over 400 field education sites around the state and in adjoining states. Faculty service and community engagement are addressed annually as part of the Annual Performance Review. The reviews consider service in the community to be a vital component of performance.

# Community Engagement

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## Incentivizing Faculty Engagement

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

To feature our work in communities, all faculty publications are made available to those visiting the building on a board in the lobby. One staff position is devoted to increasing publicity about faculty and staff accomplishments on our social media sites. We have revamped our web site and marketing materials to better connect with the community.

# Collaborations

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## Internal Collaborations

*Our most significant academic collaborations and multidisciplinary efforts characterized as internal to the University.*

The college has multiple research collaborations with other University entities that benefit South Carolina, the country, and world. Junior faculty member Bongki Woo is working with the Arnold School, Department of Women's and Gender Studies, and Department of Sociology on their project "Transforming UofSC into a National Leader in Health, Inequalities, and Population Research". Associate Professor Kirk Foster is collaborating with the Law School on their Rule of Law Collaborative. Dean Sarah Gehlert is Co-Principal Investigator with Dean Petersen of the College of Education and other deans on an Excellence Initiative project, "Accelerator for Learning and Leadership for South Carolina". Associate Professor Aidyn Iachini collaborates with Psychology on a NIH-funded award "Connect Through Play: A staff-based physical activity intervention for middle school youth". Dr. Ben Roth collaborates with the Department of Criminology and Criminal Justice on an ASPIRE-funded research project "Measuring the impact of criminal victimization on the intent to migrate".

College of Social Work faculty have extensively collaborated with the health sciences on cross-disciplinary externally funded research. Drs. Reitmeier, Iachini and Browne are the awardees of a SAMHSA-funded project that delivered substance use disorder training, working with faculty from the School of Medicine and College of Nursing. Dr. Browne collaborated with faculty from Colleges of Nursing and Pharmacy on a Duke Endowment-funded project to deliver tele-health interventions. Drs. Browne, DeHart, Reitmeier, and Iachini collaborate closely with the School of Medicine as awardees of the South Carolina Center for Rural and Primary Healthcare.

Drs. Christina Andrews and Nikki Wooten collaborate with the School of Medicine, College of Nursing, and the Arnold School in their NIH-funded K01 awards. Dr. Ron Pitner is the director of the University's I. DeQuincy Newman Institute, an organization that works collaboratively with units across campus to bring programming on racial justice to campus. Dr. Kristen Seay collaborates with the College of Engineering and Computing on a Duke Endowment-funded project "Developing a Health and Education Information Exchange for Children & Youth in Foster Care in South Carolina".

## External Collaborations

*Our most significant academic collaborations and multidisciplinary efforts characterized as external to the University.*

Faculty in the college participate in numerous collaborations outside of the University on local, national, and global research. John Doering-White is a producer of an international film Border South ([bordersouthfilm.com](http://bordersouthfilm.com)). Associate Dean for Faculty and Research Teri Browne has two major external collaborations on kidney disease practice in the United States. One is a PCORI-funded project with Geisinger Health System, Johns Hopkins University, and Duke University and the other is a NIH-funded project with Emory University. The Emory University collaboration, "Reducing Racial Disparities in Access to Kidney Transplantation: The RaDIANT

# Collaborations

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Regional Study", resulted in a project publication in *JAMA* last year. Dr. Browne also is a board member of the End Stage Renal Disease Network and American Association of Kidney Patients and collaborates with the National Kidney Foundation on PCORI-funded engagement Collaborations In Progress award.

Dr. Bethany Bell serves within the local community on the Richland Memorial Hospital Board of Trustees and Dr. Ronald Pitner serves on the Board of Directors of the Sisters of Charity Foundation of SC. Dr. Kristen Seay collaborates with the South Carolina Department of Social Services on her Duke Endowment-funded project "Developing a Health and Education Information Exchange for Children and Youth in Foster Care in South Carolina". She also works with the Children's Trust of South Carolina and Blue Cross Blue Shield of South Carolina Foundation on research to improve children's welfare in South Carolina.

Dr. Christina Andrews collaborates with Brandeis University on research related to opioid use disorder treatment. Dr. Wooten's NIH K01 award is collaborative with the U.S. Department of Defense, Brandeis University, Duke University, and Walter Reed National Military Medical Center. Dr. Sue Levkoff collaborates with Brigham and Women's Hospital on a NIH-funded award Partnership in Implementation Science for Geriatric Mental Health.

## Other Collaborations

Our most significant academic collaborations and multidisciplinary efforts that are not otherwise accounted for as Internal or External Collaborations.

Ben Roth is collaborating with Harvard scholar Roberto G. Gonzales, director of the newly formed Immigration Initiative at Harvard (IIH), a university-wide effort aimed at advancing and promoting interdisciplinary scholarship on intellectual exchange around issues of immigration policy and immigrant communities.

# Equity and Diversity Plan

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## Improve Under-Represented Minority (URM) Student Enrollment

### Improve URM Student Enrollment

Our Fall 2019 enrollment was approximately one-third minority students with 28% total African American. Research shows that prospective URM students examine a program's social media as a primary decision-making factor to ensure the program represents them. We are enhancing our social media presence to profile URM student experiences to help prospective students see themselves as part of our community. We also regularly highlight faculty research that impacts minority populations to demonstrate ways in which students can become involved in community-level changemaking activities while they are students.

We are broadening our recruitment efforts into schools and programs with typically high levels of URM enrollment. For example, we have begun recruiting undergraduate students from Gamecock Connection into our BSW program. Our recruiters are strengthening relationships with HBCUs in Georgia, South Carolina, North Carolina, and Virginia to recruit students into our MSW program. The College is intentionally broadening scholarship and fellowship opportunities in the BSW and MSW programs to be more mindful of the types of experiences URM students hold.

We celebrate that our PhD program is 30% African American and plan to continue this trend that builds a pipeline for URM in the academy, drawing high-performing URM students from our MSW program.

## Improve The Number Of Full-Time URM Faculty Across Academic Units

### Improve the Number of Full-Time URM Faculty

The College is not hiring this year. Our current minority faculty composition is 11% Asian, 11% Black, and 3% Latinx. We are engaged in two activities aimed to increase our full-time URM faculty when we are in a position to hire. Our AD for DEI is actively building relationships with leading tenured URM faculty at other institutions with the aim to recruit them when the College is able to hire. This includes inviting scholars to campus for research colloquia and strategic meetings with allied faculty. The AD for DEI is also building relationships with URM doctoral students who might consider UofSC when they come onto the job market. The College also sees its PhD program as building a pipeline for URM faculty into the academy. While this does not improve the number of full-time URM faculty on our campus, it does improve the pool of URM faculty candidates in social work.

## Enhance Outcomes For URM Undergraduate and Graduate/Professional Students

# Equity and Diversity Plan

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## **Enhance Outcomes for URM Students**

The College has made changes to its advising practices that impact all students but in particular we aim to give more personalized attention to students who are statistically more likely to experience roadblocks to degree completion. Undergraduate students are now assigned to a single advisor from the time they enter the BSW program until they graduate. This has reduced the caseload for all student academic advisors by redistributing the caseload across program levels. This strategy has also created consistencies in advising outcomes with respect to student matriculation. With respect to MSW students, the student advising team created a set of online academic advising modules to address common student questions and concerns at timepoints most relevant to student need and interest.

We are also monitoring more closely BSW and MSW student progression to identify students most at risk of not completing their degree. “At risk” students are invited to develop an academic success plan with their academic advisor and referred to appropriate resources on campus to ensure timely completion of degree.

## **Improve Post-Graduate Outcomes For URM Undergraduate and Graduate/Professional Students**

### **Improve Post-Graduate Outcomes for URM Students**

The College instills a value of life-long learning in all its students. This is an important attribute of positive post-graduate outcomes as it reminds students that populations, practice environments, and interventions constantly evolve. We offer professional development to local practitioners and engage many of our graduates as field instructors.

## **Increase the engagement of students, faculty, staff, administrators in Equity and Inclusion**

### **Increase the engagement of students, faculty, staff, and administrators in Equity & Inclusion**

The College constituted a Diversity & Inclusion Committee which is representative of students of each program (BSW, MSW, PhD), two staff members, and clinical and tenure-line faculty. This is the most representative committee in the College and has made engagement and inclusion its primary goals for this academic year. The committee began the year engaged in a strategic planning process guided by an in-house climate survey.

Programmatically, we hosted a nationally renowned speaker on race and reconciliation and offered space for affinity groups (e.g., first generation students) to meet with the Associate Dean for DEI. The committee transformed a wall in our College lobby into a space for the students, staff, and faculty to write about their own diversity as a way to engage the community in conversation and increase awareness of the various kinds of diversity (visible and invisible) in the College.

# Equity and Diversity Plan

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The College requires a course in human diversity in the MSW program and infuses equity and inclusion throughout the curriculum in accordance with social work values evidenced in our code of ethics. We engaged faculty in thinking critically about equity and inclusion in the classroom through a half-day retreat focused on calling students into difficult conversations about difference; this was led by Drs. Marc Shook and John Dozier. We also hosted a presentation from the Student Disability Resource Center to acquaint faculty on reasonable accommodations and working with students with disabilities.

We recognize that our faculty, staff, and students are engaged in equity and inclusion work on campus and beyond campus. The College wants our staff and faculty to think critically about such work and name it explicitly, so they are more aware of the extent to which they are (or are not) engaged in activities that promote equity and inclusion. Faculty are being evaluated, for the first time, on how they have and plan to engage diversity, equity, and inclusion through their teaching, research, and service. Staff are being evaluated on how they have or plan to contribute to the College's DEI mission through their own annual review process.

We have faced some difficulty engaging our College community in extracurricular events. Considering this, we aim to revise our course schedule to allow for a set-aside community hour each day. This will permit hosting events at a time when students, faculty, and staff are normally on campus but now be unencumbered by other responsibilities.

## Improve The Sense Of Inclusion Amongst All University Community Members

### **Improve the Sense of Inclusion amongst All University Community Members**

The College has employed a communication strategy to raise the sense of inclusion among our community members. The internal climate survey indicated that individuals wanted more regular communication about diversity, equity, and inclusion as opposed to our prior strategy of responding to particular incidents. To this end, we launched a newsletter and revised the College Diversity & Inclusion website. The twice-per-semester newsletter highlights a particular area of diversity, equity, and inclusion, provides resources for students, faculty, and staff, and announces events. The newsletter has also been a venue for students to share perspectives. Giving voice to students who identify as underrepresented has enhanced their sense of inclusion in the community. We moved the D&I website tab to the frontpage of the main College website. This sends a clear message that our College values diversity and strives for inclusion and equity. The website now contains a specific welcome and statement on inclusion, and a calendar of religious holidays. The College actively discourages meetings to be scheduled on religious holidays and reminds faculty to permit student absences while recognizing religious holidays.

We are currently redesigning two spaces in Hamilton to improve the sense of inclusion for our community and, possibly, the campus community. Conversion of a small space into a lactation room is underway. This room will adhere to federal guidelines to contain a sink, ample

# Equity and Diversity Plan

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electrical outlets, a refrigerator, and comfortable chair. We are converting a small office into a Quiet Room where individuals may meditate or keep their religious prayer schedule. These rooms are both near the student lounge for easy and visible access to our student body.

# 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 (see appendix). In 2019, our 21 tenure-track faculty members produced over 80 articles in very high impact journals like the *Lancet* and *JAMA*, which represent over 3.5 articles per person.

We also raised the bar on our recruitment and marketing strategies, employing Cyberwoven to increase student numbers, focusing on the MSW program. We are seeing an influx of applications that include both in-state from other institutions and out of state in the Midwest.

We vastly improved our alumni communications and outreach in 2019. Our Give4Garnet campaign reached previously untapped alumni, our "class agents" assisted in alumni outreach, and we hosted more events involving alumni.

## 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.

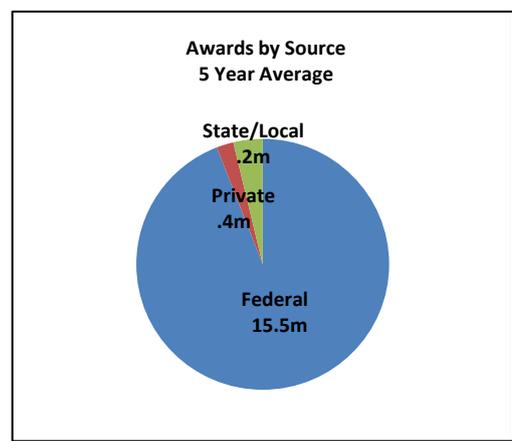
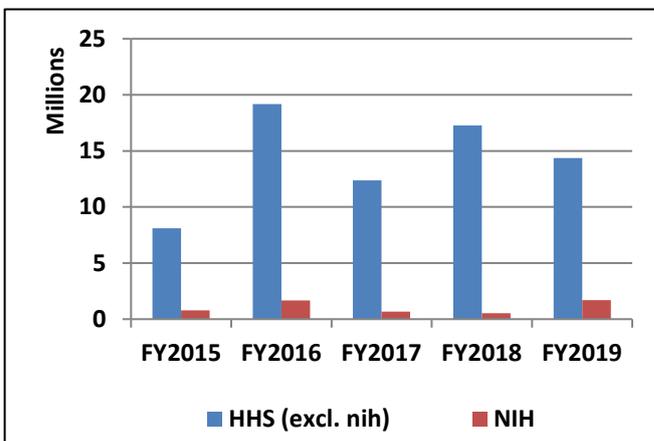
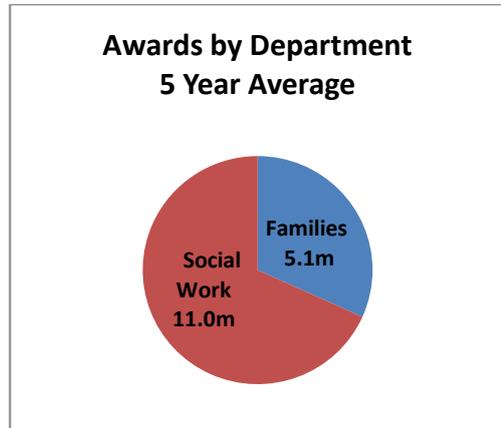
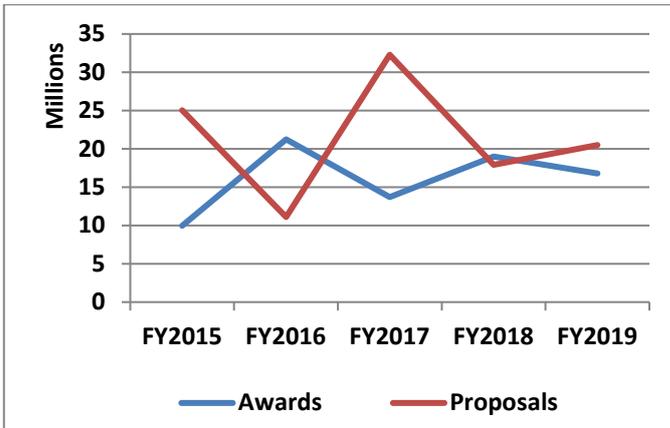
The College's faculty hired in the two past years have infused new methods of instruction, exciting research ideas, and a high level of energy for all.

# Appendix 3. Research & Scholarly Activity

# Office of Research IT and Data Management Office

## College of Social Work Summary of Awards

| SAM ACTIVITY                       | FY2015           | FY2016            | FY2017            | FY2018            | FY2019            | %Change Avg. (15-18) & 2019 |
|------------------------------------|------------------|-------------------|-------------------|-------------------|-------------------|-----------------------------|
| <b>Division Award Totals</b>       | <b>9,962,005</b> | <b>21,246,276</b> | <b>13,710,740</b> | <b>18,991,756</b> | <b>16,808,161</b> | <b>5.2</b>                  |
| <b>Unit Totals</b>                 |                  |                   |                   |                   |                   |                             |
| Families in Society, Institute for | 8,203,666        | 4,080,648         | 1,369,886         | 7,689,177         | 4,269,772         | (20.0)                      |
| Social Work, College of            | 1,758,339        | 17,165,628        | 12,340,854        | 11,302,579        | 12,538,389        | 17.8                        |
| <b>Source</b>                      |                  |                   |                   |                   |                   |                             |
| Federal                            | 9,332,855        | 20,907,694        | 13,102,333        | 17,907,717        | 16,492,401        | 7.7                         |
| Private                            | 474,667          | 165,964           | 194,527           | 883,589           | 279,861           | (34.9)                      |
| State/Local                        | 154,483          | 172,618           | 413,880           | 200,450           | 35,899            | (84.7)                      |
| <b>Proposals</b>                   |                  |                   |                   |                   |                   |                             |
| Submissions                        | 76               | 75                | 50                | 32                | 33                | (43.3)                      |
| Dollars Requested                  | 25,039,537       | 11,103,175        | 32,288,967        | 17,927,571        | 20,498,699        | (5.1)                       |



# **Appendix 4. Faculty Information**

College of Social Work  
University of South Carolina  
Faculty Journal Publications  
2019

- Andrews, C. M., Abraham, A. J., Grogan, C. M., Westlake, M. A., Pollack, H. A., & Friedmann, P. D. (2019). Impact of Medicaid restrictions on availability of buprenorphine in addiction treatment programs. *American Journal of Public Health*, 109(3), 434-436.  
<https://doi.org/10.2105/AJPH.2018.304856>. 4.14
- Andrews, C. M.** & Humphreys, K. N. (2019). Investing in Medicaid to end the opioid epidemic. *Psychiatric Services*, 70(7), 537. <https://doi.org/10.1176/appi.ps.70705>. 2.89
- Abraham, A. J., **Andrews, C. M.**, & Friedmann, P. D. (in press). Adoption and Implementation of medications for the treatment of alcohol and opioid use disorder in the United States. *Neurotherapeutics*. 5.60
- Abraham, A. J., Smith, B. T., **Andrews, C. M.**, Bersamira, C. S., Grogan, C. M., Pollack, H. A., & Friedmann, P. D. (2019). Changes in technical assistance priorities and block grant funds after ACA implementation. *American Journal of Public Health* 109, 885-891.  
<https://doi.org/10.2105/AJPH.2019.305052>. 4.14
- Andrews, C. M.**, Pollack, H. A., Abraham, A. J., Grogan, C. M., Bersamira, C., D'Aunno, T. & Friedmann, P. D. (2019). Medicaid coverage in substance use disorder treatment after the Affordable Care Act. *Journal of Substance Abuse Treatment*, 102, 1-7.  
<https://doi.org/10.1016/j.jsat.2019.04.002> 2.73
- Andrews, C. M.**, Humphreys, K. N., & Grogan, C. M. (2019). The high states of Medicaid work requirements for the opioid epidemic. *American Journal of Drug and Alcohol Abuse*.  
<https://doi.org/10.1080/00952990.2019.1686760>. 2.77
- Harris, S. J., Abraham, A. J., **Andrews, C. M.**, & Yarbrough, C. (in press). Despite opioid epidemic, gaps in access to medication treatment for Medicare enrollees remain. *Health Affairs*. 5.23
- Grogan, C. M., Bersamira, C. S., Singer, P. M., Pollack, H. A., Smith, B. T., **Andrews, C. M.**, & Abraham, A. J. (2019). Are policy strategies to address the opioid epidemic partisan? A view from the states. *Journal of Health Politics, Policy, and the Law*. 145(2), 277-309.  
<https://doi.org/10.1215/03616878-8004886>. 1.84<sup>1</sup>

<sup>1</sup>Journal impact factor; <sup>2</sup>Older journal, not indexed; <sup>3</sup>New journal (<2 yrs.), not yet indexed

- Clark, J. K., Rouse, C., Sehgal, A. R., Bailey, M., **Bell, B.**, Pike, S. N., Sharpe, P. A., & Freedman, D. A. (2019). A food hub to address healthy food access gaps: Residents' Preferences. *Journal of Agriculture, Food Systems, and Community Development*, (9), 1-10. doi:10.5304/jafscd.2019.091.010. **NA<sup>2</sup>**
- Freedman, D. A., **Bell, B. A.**, Clark, J. K., Sharpe, P. A., Trapl, E. S., Borawski, E. A., Pike, S. N., Rouse, C., & Sehgal, A. R. (2019). Socioecological Path Analytic Model of Diet Quality among Residents in Two Urban Food Deserts. *Journal of the Academy of Nutrition and Dietetics*, 119(7), 1150-1159. doi: 10.1016/j.jand.2019.02.012. **4.14**
- Drucker, E. R., Liese, A. D., Sercy, E., **Bell, B. A.**, Draper, C., Fleischer, N. L., Flory, K., & Jones, S.J. (2019). Food Insecurity, Childhood Hunger and Caregiver Life Experiences among Households with Children in South Carolina. *Public Health Nutrition*. Advance online publication, May 17, 2019. doi: 10.1017/S1368980019000922. **2.48**
- Priester, M.A., Kulkarni, S.K., Mennicke, A., & **Bell, B.A.** (2019). Factors associated with batterer intervention program completion. *Violence and Victims*, 34(2), 296-311. doi: 10.1891/0886-6708.VV-D-17-00067. **0.86**
- Liese, A. D., Ma, X., Reid, L., Sutherland, M. W., **Bell, B. A.**, Eberth, J. M., Probst, J. C., Turley, C. B., & Mayer-Davis, E. J. (2019). Health care access and glycemic control in youth and young adults with type 1 and type 2 diabetes in South Carolina. *Pediatric Diabetes*, 20(3), 321-329. doi: 10.1111/pedi.12822. **3.35**
- Yingling, M. E., **Bell, B. A.**, & **Hock, R.** (2019). Treatment utilization trajectories among children with autism spectrum disorder: Differences by race-ethnicity and neighborhood. *Journal of Autism and Developmental Disorders*, 49(5), 2173-2183. doi: 10.1007/s10803-019-03896-3. **0.80**
- Yingling, M. E., **Bell, B. A.**, & **Hock, R.** (2019). Comparing neighborhoods of children with Autism Spectrum Disorder in a Medicaid waiver program and a state population, 2007-2015. *Psychiatric Services*. doi: 10.1176/appi.ps.201800479. [Epub ahead of print, August 5]. **2.89**
- Foster, K. A.**, Smith, R. J., **Bell, B. A.**, & Shaw, T.C. (2019). Testing the importance of geographic distance for social capital resources. *Urban Affairs Review*, 55, 231-256. **2.01**
- Gander, J. C., Zhang, X., Ross, K., Wilk, A. S., McPherson, L., **Browne, T.**, Pastan, S. O., Walker, E., Wang, Z. & Patzer, R. E. (2019) Association between dialysis facility ownership and access to kidney transplantation. *JAMA*, 322(10), 957-973. doi:10.1001/jama.2019.12803 **51.27**
- Cabacungan, A. N., Diamantidis, C. J., St. Clair Russell, J., Strigo, T. S., Pounds, I., Alkon, A., Riley, J. A., Falkovic, M., Pendergast, J. F., Davenport, C. A., Ellis, M. J., Sudan, D. L., Hill-Briggs, F., **Browne, T.**, Ephraim, P. L. & Boulware, L. E. (2019). Development of a telehealth intervention to improve access to live donor kidney transplantation. *Transplantation Proceedings*, 51(3), 665-675. **0.96**

- Iachini, A., Seay, K.,** Petiwala, A., **DeHart, D., & Browne, T.** (2019). Process and product innovations from a statewide capacity-building initiative for substance use treatment and recovery. *Health & Social Work, 33*(2), 235-242. <https://doi.org/10.1080/13561820.2018.1516635>. 1.12
- DeHart, D., & Iachini, A. L.** (2019). Mental health and trauma among incarcerated persons: Development of a training curriculum for correctional officers. *American Journal of Criminal Justice, 44*(3), 457-473. 1.07
- Duncan, A., & **DeHart, D.** (2019). Provider perspectives on sex trafficking: Victim pathways, service needs, & blurred boundaries. *Victims & Offenders, 14*(4), 510-531. <https://doi.org/10.1080/15564886.2019.1595241>. 1.34
- Peterson, J., **DeHart, D.,** & Wright, E. (2019). Examining the impact of victimization on girls' delinquency: A study of direct and indirect effects. *International Journal of Environmental Research and Public Health, 16*, 1873-1886. <http://doi.org/10.3390/ijerph16111873>. 2.46
- Doering-White, J.,** Pinto, R., Bramble, R. Ibarra-Frayre, M. (2019). Critical issues for language interpretation in social work practice. *Journal of Social Work Education*. Advance online publication (<https://doi.org/10.1080/10437797.2019.1656586>). 0.59
- Doering-White, J.** (in press). Film review: This is home. *Public Anthropologist*. NA<sup>3</sup>
- Mathias, J., **Doering-White, J.,** Smith, Y., Hardesty, M. (accepted). Situated causality: What ethnography can contribute to causal inquiry in social work. *Social Work Research*. 1.40
- Farber, N.,** & Penney, P. (in press). Essential and neglected: Transforming classroom learning through relationship. *Journal of Teaching in Social Work*. 0.48
- Kim, J., Kim, Y., & **Farber, N.** (in press). Multiple forms of early violent socialization and the acceptance of interpersonal violence among Chinese college students. *Violence and Victims*. 0.86
- Kim, J., Lee, B., & **Farber, N.** (in press). Where do they learn violence? The Role of Three Forms of Violent Socialization in Childhood. *Children and Youth Services Review*. 0.75
- Farber, N.,** & Reitmeier, M. (2019). (Re) Capturing the wisdom of our tradition: The importance of Reynolds and Towle in contemporary social work education. *Clinical Social Work Journal, 47*(1), 5-16. doi: 10.1007/s10615-018-0666-5. 0.50
- Shaw, T. C., **Foster, K. A.,** & Combs, B. H. (2019). Race and poverty matters: Black and Latino linked fate, neighborhood effects, and political participation. *Politics, Groups, and Identities, 7*(3), 663-672. doi: 10.1080/21565503.2019.1638800. NA<sup>2</sup>
- Foster, K. A.** (2019). Transitions: Looking back and looking ahead [Editorial]. *Social Work Research, 43*(1), 3-4. doi: 10.1093/swr/svz002. 0.28

- Frongillo E. A., **Fram M. S.**, Escobar-Alegría, J.L., Pérez-Garay M., Macaуда, M. M., Billings D. L. (in press). Concordance and discordance of the knowledge, understanding, and description of children's experience of food insecurity among Hispanic adults and children. *Family and Community Health*. 1.37
- Burke, M. P., Jones, S. J., Frongillo, E. A., Blake, C. E., & **Fram, M. S.** (2019). Parenting styles are associated with overall child dietary quality within low-income and food-insecure households. *Public Health Nutrition*, 1-9, DOI: <https://doi.org/10.1017/S1368980019001332>. 2.48
- Martínez-Jaikel T, Frongillo E. A., Blake C. E., **Fram, M. S.**, Esquivel-Solís V. (in press). Reducing both food insecurity and excess body weight: A cluster-randomized trial. *American Journal of Preventive Medicine*. 4.44
- Hogan, P. G., Mork, R. L., Boyle, M. G., Muenks, C. E., Morelli, J. J., Thompson, R. M., Sullivan, M. L., **Gehlert, S. J.**, Merlo, J. R., McKenzie, M. G., Wardenburg, J. B., Rzhetsky, A., Burnham, C. D., & Fritz, S. A. (2019). Interplay of personal, pet, and environmental colonization in households affected by Community-Associated Methicillin-Resistant *Staphylococcus aureus*. *Journal of Infection*, 78, 200-207/doi: 10.1016/j.jinf.2018.11.006 (<http://dx.doi.org/10.1016/j.jinf.2018.11.006>). 4.60
- Mork, R. L., Hogan, P. G., Muenks, C. E., Boyle, M. G., Thompson, R. M., Sullivan, M. L., Morelli, J. J., Seigel, J., Orscheln, R. C., Bubeck Wardenburg, J., **Gehlert, S. J.**, Burnham, C. D., Rzhetsky, A. & Fritz, S. (2019). Longitudinal, strain specific *Staphylococcus aureus* introduction and transmission events in a prospective cohort study of households with community-associated methicillin-resistant *S. aureus* skin and tissue infection. *Lancet Infectious Disease*. Advance online publication, November 26, 2019/[https://doi.org/10.1016/S1473-3099\(19\)30570-5](https://doi.org/10.1016/S1473-3099(19)30570-5). 27.52
- Pollack, L. M., Olsen, M. A., **Gehlert, S. J.**, Chang, S. -H., & Lowder, J. L. (2019). Racial/ethnic disparities/differences in hysterectomy route in women likely eligible for minimally invasive surgery. *Journal of Minimally Invasive Gynecology*. Advance online publication, September 10, 2019/doi: 10.1016/j.jmig.2019.09.003. 2.40
- Fong, R., **Gehlert, S.**, Marsh, J., Uehara, E., & Williams, J. H. (2019). Reflections on the past and future of the Society for Social Work and Research. *Journal of the Society for Social Work and Research*. Advance online publication, February 25, 2019/doi: 10.1086/702826. 1.05
- Walling, E.B., Fiala, M., Connelly, A., Drevenak, A., & **Gehlert, S.** (2019). Distance to pediatric cancer center and impact on treatment experience: A qualitative study. *Journal of Oncology Practice*, 15(3), e219-e229/doi: 10.1200/jop.18.00115/PMID 30093794. 2.51
- Gehlert, S., Andrews, C., & Browne, T.** (2019). Establishing the place of health social work. *Health & Social Work*, 44(2), 69-71/doi: 10.1093/hsw/hlz011/PMID: 30900724. 1.12

- Grace, B. L.** (2019). Family from Afar? Transnationalism and refugee extended families after resettlement. *Journal of Refugee Studies*, 32(1), 125–143. <https://doi.org/10.1093/jrs/fey019>. 1.14
- Roth, B.J., Grace, B. L., & Seay, K. D.** (2019). Mechanisms of deterrence: Federal immigration policies and the erosion of immigrant children’s rights. *American Journal of Public Health*. Advance online publication, December 10, 2019/doi.org/10.2105/AJPH.2019.303388. 4.14
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- Anderson-Butcher, D., Amorose, A., Bates, S., **Iachini, A.**, Ball, A., & Henderson, T. (in press). Driving school improvement planning with Community and Youth Collaborative Institute School Experience Surveys. *Children & Schools*. 0.46
- Lambert, S., Henly, J., & **Kim, J.** (in press). Precarious work schedules as a source of economic insecurity and institutional distrust. *The Russell Sage Foundation Journal of the Social Sciences*. NA<sup>3</sup>
- Kim, J.**, Henly, J., Lambert, S., & Golden, L. (accepted). Workplace flexibility and worker well-being by gender and parenting young children. *Journal of Marriage and Family*. 2.58
- Weitzman, P.F., Zhou, Y., Kogelman, L., Mack, S., Sharir, J.Y., Vicente, S.R., and **Levkoff, S.E.** (2019). A web-based HIV/STD prevention intervention for divorced or separated older women. *The Gerontologist*, gnz098, online. <http://dx.doi.org/10.1093/geront/gnz098>. 4.57
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- Pagan-Ortiz, M.E., Goulet, P., Kogelman, L., **Levkoff, S.E.**, and Weitzman, P.F. (2019). Feasibility of a texting intervention to improve medication adherence among older HIV+ African Americans: A mixed-method pilot study. *Gerontology and Geriatric Medicine*, 5, 1-10. <http://dx.doi.org/10.1177/2333721419855662>. 1.13
- Rich-Edwards, J.W., Stuart, J.J., Skurnik, G., Roche, A.T., Tsigas, E., Fitzmaurice, G.M., Wilkins-Haug, L.E., **Levkoff, S.E.**, and Seely, E.W. (2019). Randomized trial to reduce

cardiovascular risk in women with recent preeclampsia. *Journal of Women's Health (Larchmt)*, online. <http://dx.doi.org/10.1089/jwh.2018.7523>. 2.69

- Tang, W., Friedman, D.B., Kannaley, K., Davis, R.E., Wilcox, S., **Levkoff, S.E.**, Hunter, R.H., Gibson, A., Logsdon, R.G., Irmiter, C., and Belza, B. (2019). Experiences of caregivers by care recipient's health condition: A study of caregivers for Alzheimer's disease and related dementias versus other chronic conditions. *Geriatric Nursing*, in print, 40(2),181-184. <http://dx.doi.org/10.1016/j.gerinurse.2018.09.012>. 1.90
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- Bell, N., **López-De Fede A.**, & Cai B., Brooks, J. (in press). Reliability of the American Community Survey Estimates of risk-adjusted readmission rankings for hospitals before and after peer group stratification. *JAMA Network Open*. NA<sup>3</sup>
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# **Appendix 5. Academic Analytics Report**

