

Executive Summary

Blueprint for Academic Excellence College of Social Work AY2022-2023

Introduction

The College of Social Work (COSW) at the University of South Carolina has a vision of being a leading institution for innovative, interdisciplinary approaches to educating social work practitioners and scholars, conducting research and serving as a catalyst for positive social change. The College of Social Work offers an undergraduate minor and Bachelors of Social Work (BSW), Master's of Social Work (MSW) and PhD degrees. The College of Social Work houses the largest MSW program and the only doctoral program in social work in SC. College of Social Work faculty, students and alumni lead efforts to improve mental health, medical and social service outcomes in South Carolina and beyond. Our college offers certificate programs, continuing education courses and four dual degree programs. The College has two institutes and two centers, including the Center for Child and Family Studies and the Institute for Families and Society, that partner with the state on training and research.

Highlights

- The COSW yearly places >350 students and provides >150,000 hours of community service to SC in health, mental health and social services annually.
- We increased our undergraduate applications for the third year in a row, and lead the university in percentage increase of undergraduate applications.
- We continue to increase the number of our SC, first-generation and students of color.
- We significantly expanded our outreach to alumni and community partners and stakeholders.
- We started a college-specific student food pantry and partnership with FoodShare to reduce student food insecurity.
- In response to student mental health concerns this year, we have been working on programs to help decrease student stress and distress.

Dr. Teri Browne Interim Dean
College of Social Work



Teri Browne



Table Of Content

Executive Summary	1
Introduction	1
Highlights	1
Foundation for Academic Excellence	4
Mission Statement	4
Vision Statement	4
Values Statement	4
Goals - Looking Back	5
Goals - Real Time	10
Goals - Looking Ahead	18
Academic Programs	22
Program Rankings	22
Instructional Modalities	22
Program Launches	23
Program Terminations	23
Academic Initiatives	24
Experiential Learning For Undergraduates	24
Experiential Learning For Graduate Students	25
Affordability	25
Reputation Enhancement	26
Challenges	27
Faculty Population	28
Faculty Employment by Track and Title	28
Faculty Diversity by Gender and Race/Ethnicity	29
Faculty Information	31
Research and Scholarly Activity	31
Faculty Development	31
Other Activity	32
Supplemental Info - Faculty Information	32
Supplemental Info - Faculty Information	33
Teaching	34
Analysis of Ratio	34
Student Recruiting and Retention	36
Student Recruitment	36
Student Retention	38
Student Enrollment & Outcomes	43
Student Enrollments	43
Enrollment by Time Status	45
Student Diversity by Gender	46
Student Enrollment by Race/Ethnicity	47
Student Retention, Transfer, and Graduation	49

- Degrees Awarded by Level 51
- Faculty Awards Nominations** 52
 - Research Awards 52
- Faculty Awards Received** 56
 - Research Awards 56
 - Service Awards 57
 - Teaching Awards 58
- Alumni Engagement & Fundraising** 60
 - Alumni 60
 - Development, Fundraising and Gifts 60
- Community Engagement** 62
 - Community Engagements and Community - Based Activities 62
 - Community Perceptions 63
 - Incentivizing Faculty Engagement 63
- Collaborations** 65
 - Internal Collaborations 65
 - External Collaborations 65
 - Other Collaborations 66
- Equity and Diversity Plan** 67
 - Improve Under-Represented Minority (URM) Student Enrollment 67
 - Improve The Number Of Full-Time URM Faculty Across Academic Units 67
 - Enhance Outcomes For URM Undergraduate and Graduate/Professional Students 68
 - Improve Post-Graduate Outcomes For URM Undergraduate and Graduate/Professional Students 68
 - Increase the engagement of students, faculty, staff, administrators in Equity and Inclusion 68
 - Improve The Sense Of Inclusion Amongst All University Community Members 69
- Dashboard Metrics and Narrative** 70
 - Metrics 70
 - Student Information Narrative 70
 - Contribution (Per Student) Narrative 70
 - Model Allocations (Per Student) Narrative 71
 - Faculty Information Narrative 71
 - Credit Hours Taught Narrative 72
 - College/School Financial Information Narrative 72
 - Student Outcomes Narrative 73
 - HERD Research Expenditures Narrative 73
 - Other Information Narrative 74
- Concluding Remarks** 75
 - Quantitative Outcomes 75
 - Cool Stuff 75
- Appendix A. Research & Scholarly Activity** 77
- Appendix 1. Faculty Information** 79
- Appendix 2. Academic Analytics Report** 81

Foundation for Academic Excellence

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 overall student enrollment

Goal Statement	Increase overall student enrollment
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.
Alignment with Mission, Vision, and Values	The goal fully aligns with all mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	<ul style="list-style-type: none"> • Increase BSW student enrollment through: <ul style="list-style-type: none"> ◦ Continued digital marketing to increase visibility of our program. ◦ Creation of articulation agreement with South Carolina technical system, leading to an Associate degree/ BSW combination. ◦ Creation of BSW/MSW (4+1) at UofSC. • Increase MSW student enrollment through: <ul style="list-style-type: none"> ◦ Continued digital marketing to increase visibility of our program. ◦ Creation of BSW/MSW (4+1) at UofSC. ◦ Creation of articulation agreement with other departments (e.g., psychology, criminology) on the UofSC campus, leading to a 3+2 combination. ◦ Creation of interdisciplinary graduate certificate programs. • Increase doctoral student enrollment through the creation of an online Doctorate of Social Work (DSW) degree.
Achievements	<ul style="list-style-type: none"> • We have created a draft of the articulation agreement for the SC Technical System. • The COSW DSW workgroup has been working on creating a DSW degree. • We have met with AllCampus to discuss a partnership to help recruit DSW students and potentially MSW students.
Resources Utilized	<ul style="list-style-type: none"> • Three of our faculty are collaborating on a grant-funded project that requires them to create courses on telehealth-related issues. This presents an opportunity to conduct work on a graduate certificate program. •
Goal Continuation	Increasing MSW student enrollment remains a top priority for the College.

Goals - Looking Back

Goal Upcoming Plans	We will continue to work on initiatives to increase enrollment.
Resources Needed	None.
Goal Notes	

Goals - Looking Back

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

Goal Statement	Increase proportion of course sections taught by full-time faculty by hiring additional clinical faculty members
Linkage to University Goal	<ul style="list-style-type: none"> • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.
Alignment with Mission, Vision, and Values	The goal fully aligns with all mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	<ul style="list-style-type: none"> • Council on Social Work Education’s (CSWE) reaccreditation requires us to monitor the full-time and part-time faculty ratio. We are careful to orient and evaluate the teaching of part-time faculty. • Hire two additional clinical instructors by the end of the Spring 2021 semester. • Hiring more clinical faculty reduces the reliance on part-time faculty.
Achievements	<ul style="list-style-type: none"> • We now have only 22% part-time instructors in our BSW Program and 35% in our MSW Program. • We hired one PhD-level clinical instructor who began her position in the fall 2021. She is also the new coordinator for our part-time MSW program in Greenville. Hiring a full-time faculty to coordinate our Greenville program makes us CSWE-compliant. • We hired an additional PhD-level clinical instructor who will begin in Fall 2022- she replaces one clinical faculty member who left in Fall 2021.
Resources Utilized	None
Goal Continuation	We will continue to monitor as outlined above.
Goal Upcoming Plans	Given the financial status of the College, we have not planned for additional faculty hires. However it is noted that we have zero tenure-track faculty in their first, second or third years of employment.
Resources Needed	None
Goal Notes	

Goals - Looking Back

Goal 3 - Increase research productivity and scholarship within the College

Goal Statement	Increase research productivity and scholarship within the College
Linkage to University Goal	<ul style="list-style-type: none"> • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Spur innovation and economic development through impactful community partnerships.
Alignment with Mission, Vision, and Values	The goal aligns with all mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	<ul style="list-style-type: none"> • Reestablish the faculty research incentive program, which incentivizes faculty who already have large grants to apply for additional grants. In previous years, our most productive faculty were recipients of this program. • Associate Dean for Research to meet with all tenured and tenure-track faculty to discuss research goals and to assist with finding appropriate funding outlets. In previous years, only the junior faculty received such guidance. • Associate Dean for Research will host monthly research colloquia, where different researchers present on studies, methodology, and analytic approaches. The colloquia are designed to foster a culture of research excellence in the college. • The Director of the Center for Child and Family Studies (CCFS) will work to diversify their contract and funding partnerships.
Achievements	<ul style="list-style-type: none"> • The Institute for Families and Society (IFS) was the recipient of a 29-million-dollar five-year grant funded by the Department of Health and Human Services (DHHS). • The CCFS received over 12 million dollars in grants and contracts, with the Department of Social Services (DSS) being their main partner. • Faculty publications and grant proposal submissions were very high.
Resources Utilized	No additional resources were expended.
Goal Continuation	The Associate Dean for Research will continue to meet regularly with tenured and tenure-track faculty to discuss their research goals.
Goal Upcoming Plans	
Resources Needed	No additional resources are needed.
Goal Notes	No additional resources are needed.

Goals - Looking Back

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

Goal Statement	Increase effectiveness and efficiency of administrative processes, including possible restructuring
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Create new pathways to research excellence to become AAU eligible.
Alignment with Mission, Vision, and Values	The goal aligns with all mission, vision, and values.
Status	Progressing as expected (single year goal)
Action Plan	<ul style="list-style-type: none"> • Reclassify current staff position to enrollment manager. This person will oversee recruitment, admissions, enrollment and tracking of prospective students to any College degree program. • Hire an enrollment management specialist to assist prospective students with the application process, and to perform data entry and record keeping. • The Assistant Dean for External Affairs began to supervise employees in charge of communication, media, donors and alumni relations. This reorganization helped this team streamline their processes and to be more creative and productive in their outreach for these four important functions.
Achievements	<ul style="list-style-type: none"> • For the 2021-22 academic year, we had a 59% increase in first-year undergraduate applications that declared social work as a major. • Applications for the MSW program are tracking similarly to the past year.
Resources Utilized	Other than increasing staff positions, no additional resources were expended.
Goal Continuation	We will continue to meet with faculty and staff and incorporate feedback into administrative changes, as needed.
Goal Upcoming Plans	
Resources Needed	No additional resources are needed at this time.
Goal Notes	

Goals - Real Time

Goals for the current Academic Year.

Goal 1 - Increase overall student enrollment

Goal Statement	Increase overall student enrollment
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.
Alignment with Mission, Vision, and Values	The goal fully aligns with all mission, vision, and values.
Status	Newly Established Goal
Action Plan	<ul style="list-style-type: none"> • Increase BSW student enrollment through: <ul style="list-style-type: none"> ◦ Continued digital marketing to increase visibility of our program. ◦ Creation of articulation agreement with South Carolina technical system, leading to an Associate degree/ BSW combination. ◦ Creation of BSW/MSW (4+1) at UofSC. • Increase MSW student enrollment through: <ul style="list-style-type: none"> ◦ Continued digital marketing to increase visibility of our program. ◦ Creation of BSW/MSW (4+1) at UofSC. ◦ Creation of articulation agreement with other departments (e.g., psychology, criminology) on the UofSC campus, leading to a 3+2 combination. ◦ Creation of interdisciplinary graduate certificate programs. • Increase doctoral student enrollment through the creation of an online Doctorate of Social Work (DSW) degree.
Achievements	<ul style="list-style-type: none"> • We have created a draft of the articulation agreement for the SC Technical System. • We had an initial meeting to discuss the formulation of a DSW program. The Associate Dean of Curriculum is assembling faculty to serve on the DSW workgroup.
Resources Utilized	Three of our faculty are collaborating on a grant-funded project that requires them to create courses on telehealth-related issues. This presents an opportunity to conduct work on a graduate certificate program.
Goal Continuation	
Goal Upcoming Plans	We will continue to work on initiatives to increase enrollment.

Goals - Real Time

Resources Needed	None.
Goal Notes	

Goals - Real Time

Goal 2 - Increase research productivity and scholarship within the College

Goal Statement	Increase research productivity and scholarship within the College
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.
Alignment with Mission, Vision, and Values	The goal aligns with all mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	<ul style="list-style-type: none"> • Associate Dean for Research to meet with all tenured and tenure-track faculty to discuss research goals and to assist with finding appropriate funding outlets. In previous years, only the junior faculty received such guidance. • Associate Dean for Research will host monthly research colloquia, where different researchers present on studies, methodology, and analytic approaches. The colloquia are designed to foster a culture of research excellence in the college. • The Director of the Center for Child and Family Studies (CCFS) will work to diversify their contract and funding partnerships. • COSW faculty receiving UofSC professional development on federal funding.
Achievements	<ul style="list-style-type: none"> • The Institute for Families and Society (IFS) was the recipient of a 29-million-dollar five-year grant funded by the Department of Health and Human Services (DHHS). • The CCFS received over 12 million dollars in grants and contracts, with the Department of Social Services (DSS) being their main partner. • Faculty publications and grant proposal submissions were high.
Resources Utilized	No additional resources were expended.
Goal Continuation	<ul style="list-style-type: none"> • The Associate Dean for Research will continue to meet regularly with tenured and tenure-track faculty to discuss their research goals. • COSW faculty will continue to be nominated for all UofSC and external grant application professional development opportunities.
Goal Upcoming Plans	<ul style="list-style-type: none"> • The Associate Dean for Research will continue to meet regularly with tenured and tenure-track faculty to discuss their research goals. • COSW faculty will continue to be nominated for all UofSC and external grant application professional development opportunities.

Goals - Real Time

Resources Needed	The COSW has a significant need for a Director of Development. We were approved for a hire- excellent candidates were interviewed the first week of Jan 2022- however in March 2022 no hire has been made. We have been without a development officer for a few years now, and need one to expand faculty foundation funding opportunities.
Goal Notes	

Goals - Real Time

Goal 3 - Prepare the College for reaccreditation and data collection

Goal Statement	Prepare the College for reaccreditation and data collection
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	The goal fully aligns with all mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	<ul style="list-style-type: none"> • Solidifying all curricular modifications to the BSW and MSW programs, including new course development. • Codifying policies pertaining to the BSW and MSW programs. • Continuing to work toward optimal full-time/ part-time faculty ratios.
Achievements	<ul style="list-style-type: none"> • Many efforts have been happening this year to prepare for reaccreditation including course approvals and data collection.
Resources Utilized	Faculty and staff will work together in the preparation for reaccreditation.
Goal Continuation	We will continue to work on this goal through data collection and the writing of the self-study.
Goal Upcoming Plans	
Resources Needed	No additional resources are needed.
Goal Notes	

Goals - Real Time

Goal 4 - Organizational climate

Goal Statement	Enhance and sustain an organizational culture, and climate that consistently promotes a welcoming and inclusive environment throughout all levels of the organization
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	Aligned with all mission, vision and values.
Status	Progressing as expected (multi-year goal)
Action Plan	<ul style="list-style-type: none"> • Hold the first all-day off-site faculty and staff retreat. • Create monthly College Community meetings for faculty and staff. • Expand Dean's Executive Team, hold weekly meetings. • Meetings with BSW, MSW and PhD students and student leaders including Charleston and Greenville MSW cohorts. • Connect with SC social work and community stakeholders. • Connect with COSW alumni. • Decrease COSW student food insecurity. • Address COSW student mental health crises. • Hold Social Work month events. • Expand on COSW communications, including website and social media. • Strengthen anti-racist teaching best practices.
Achievements	<ul style="list-style-type: none"> • Held the first all-day off-site faculty and staff retreat in August. This is the first all-day joint retreat for faculty and staff in over 14 years, and the first off-site retreat in the College for many years. • Created monthly College Community meetings for faculty and staff. In these meetings, we discuss progress toward retreat action plans (increase enrollment, research funding and improve climate) and share faculty and staff successes. Although these are voluntary, we have had very good success in attendance and participation.

Goals - Real Time

	<ul style="list-style-type: none"> • Expanded Dean's Executive Team to include Enrollment and Alumni and Student Services directors, held weekly meetings. • Held Dean meetings with BSW, MSW and PhD students and student leaders including Charleston and Greenville MSW cohorts. • Connected with SC social work and community stakeholders. • Connected with COSW alumni. Help the first COSW homecoming event for alumni. • Decrease COSW student food insecurity- formalized a COSW food pantry, started a partnership with SC FoodShare to provide low-cost fruits and vegetables in the COSW. • Address COSW student mental health crises- faculty met several times to discuss best practices and ways to support students. • Holding many Social Work month events in March- including in Greenville and Charleston. • Expanding on COSW communications, including website and social media. Met with students for ideas and partnerships on social media improvements. • Strengthening anti-racist teaching best practices- all-day event in Feb 2022.
Resources Utilized	None.
Goal Continuation	This goal started this year and will continue next year and beyond.
Goal Upcoming Plans	We will continue these efforts.
Resources Needed	
Goal Notes	The COSW has had significant leadership changes- over the past decade we have had multiple Deans. Faculty and staff morale was very low at the start of this year. Efforts we have made are showing significant improvements.

Goals - Real Time

Goal 5 - Financial stability

Goal Statement	The College will have financial stability
Linkage to University Goal	<ul style="list-style-type: none"> • Assemble and cultivate a world-class faculty and staff. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.
Alignment with Mission, Vision, and Values	Aligns with all.
Status	Newly Established Goal
Action Plan	<ul style="list-style-type: none"> • Significantly decrease spending. • Have all expenses approved by Provost's office. • Increase enrollment. • Increase research funding.
Achievements	<ul style="list-style-type: none"> • We have significantly decreased spending this year and have had all expenses approved by Provost's office. • We have and are continuing to closely examine all departments in the College to find ways to save money. • We are working hard to increase enrollment. The Dean is meeting frequently with the COSW enrollment team, we are increasing social medial and digital marketing, and examining ways we can enhance our program to attract new students. • Increase research funding - we have significantly expanded support and programs for faculty to encourage applying for external funding. • We halted doctoral admissions this past year to save money.
Resources Utilized	
Goal Continuation	We will continue all efforts next year.
Goal Upcoming Plans	We will continue all efforts.
Resources Needed	The College does have a large hold on funds to be used for a permanent Dean. Hiring a permanent Dean would allow access to those funds- that can be used to achieve our goals of increasing enrollment and research funding. We also need a Development Director.
Goal Notes	

Goals - Looking Ahead

Goals for the next Academic Year.

Goal 1 - Increase overall student enrollment

Goal Statement	Increase overall student enrollment
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.
Alignment with Mission, Vision, and Values	The goal fully aligns with all mission, vision, and values.
Status	Newly Established Goal
Action Plan	<ul style="list-style-type: none"> • Continue to increase BSW student enrollment through: <ul style="list-style-type: none"> ◦ Digital marketing to increase visibility of our program. ◦ Solidifying the articulation agreement with South Carolina technical system, leading to an Associate degree/ BSW combination. ◦ Creation of an articulation agreement with other UofSC campuses, leading to an Associate degree/ BSW combination. ◦ Solidifying the creation of BSW/MSW (4+1) at UofSC. ◦ Promote social work minor at the university. • Continue to increase MSW student enrollment through: <ul style="list-style-type: none"> ◦ Digital marketing to increase visibility of our program. ◦ Solidifying BSW/MSW (4+1) at UofSC. ◦ Solidifying articulation agreements with other departments (e.g., psychology, criminology) on the UofSC campus, leading to a 3+2 combination. ◦ Creating articulation agreement with departments (e.g., psychology, criminology) other UofSC campuses, leading to a 3+2 combination. ◦ Continued work on the interdisciplinary graduate certificate programs. • Increase doctoral student enrollment through the continued creation of an online Doctorate of Social Work (DSW) degree.
Achievements	<ul style="list-style-type: none"> • Enrollment of students from the South Carolina technical system into the Associate degree/ BSW combination program. • Enrollment of students in the BSW/MSW combination program. • Enrollment of students from other departments (e.g., psychology, criminology) on the UofSC campus into the 3+2 combination program.

Goals - Looking Ahead

Resources Utilized	None needed.
Goal Continuation	None.
Goal Upcoming Plans	We will continue to build on initiatives to increase enrollment.
Resources Needed	Hiring faculty to teach new course sections created by the combination programs.
Goal Notes	

Goals - Looking Ahead

Goal 2 - Prepare the College for reaccreditation and data collection

Goal Statement	Prepare the College for reaccreditation and data collection
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.
Alignment with Mission, Vision, and Values	The goal fully aligns with all mission, vision, and values.
Status	Newly Established Goal
Action Plan	<ul style="list-style-type: none"> • Solidifying all curricular modifications to the BSW and MSW programs, including new course development. • Codifying policies pertaining to the BSW and MSW programs. • Continuing to work toward optimal full-time/ part-time faculty ratios.
Achievements	<ul style="list-style-type: none"> • Many efforts have been happening this year to prepare for reaccreditation including course approvals and data collection.
Resources Utilized	Faculty and staff will work together in the preparation for reaccreditation.
Goal Continuation	We will continue to work on this goal through data collection and the writing of the self-study.
Goal Upcoming Plans	
Resources Needed	No additional resources are needed.
Goal Notes	

Goals - Looking Ahead

Goal 3 - Increase research productivity and scholarship within the College

Goal Statement	Increase research productivity and scholarship within the College
Linkage to University Goal	<ul style="list-style-type: none"> • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Spur innovation and economic development through impactful community partnerships.
Alignment with Mission, Vision, and Values	The goal aligns with all mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	<ul style="list-style-type: none"> • Associate Dean for Research will continue meeting with all tenured and tenure-track faculty to discuss research goals and to assist with finding appropriate funding outlets. She will also meet with clinical faculty who are interested in collaborating on research and grant development. • Associate Dean for Research will continue to host monthly research colloquia, where different researchers will present on studies, methodology, and analytic approaches. The colloquia are designed to foster a culture of research excellence in the college. • The Director of the Center for Child and Family Studies (CCFS) and the Director of the Institute for Families and Society will continue working to diversify their contract and funding partnerships.
Achievements	Higher grant proposal submissions, higher grants being received by faculty, and higher publication profile in higher tier journals.
Resources Utilized	No additional resources were expended.
Goal Continuation	The Associate Dean for Research will continue to meet regularly with tenured and tenure-track faculty to discuss their research goals.
Goal Upcoming Plans	
Resources Needed	No additional resources are needed.
Goal Notes	

Academic Programs

Program Rankings

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

The last ranking of MSW programs by U.S. News & World Report was published in 2019. The College of Social Work was ranked 51st of 262 programs (top 20%), tied with Stony Brook University-SUNY, Colorado State University and University of Texas-Arlington. The rankings are determined through a survey of deans, directors and associate deans of MSW programs. A recent article published in the Journal of Applied Research in Higher Education (Smith, et al., 2018), however, compared the reputation 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's productivity ranking (#32) significantly exceeded its reputation ranking (#50), more than all but one school rated higher. Our H-index ranking continues to put us in the top 12% of social work programs nationally, ahead of highly regarded schools of social work including University of Illinois—Champaign Urbana, Tulane University and University of Denver, and well ahead of University of Georgia. This indicates our national reputation lags behind our increasing productivity, which provides a foundation for increased reputation. The National Association of Deans and Directors of Social Work are still redefining how future rankings will be conducted. If rankings include more objective measures of research productivity, the COSW will benefit greatly.

Instructional Modalities

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

The College continues to make programmatic updates to achieve renewed accreditation.

Certificates

The College offers two certificates to students with special interests.

1. The Graduate Certificate in Drug and Addiction Studies was revised and offered an updated curriculum in Fall 2020. To better align coursework with Substance Abuse and Mental Health Services Administration (SAMHSA) guidelines, the certificate requires 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 includes 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).
2. The Graduate Certificate in Social and Behavioral Health with Military Members, Veterans, and Military Families appointed a new program coordinator last year. The certificate continues to undergo evaluation and revision to be more responsive to prepare students to provide treatment and services.

Academic Programs

PhD Program

Following the external program review in 2019, our doctoral program has required four semesters of coursework. While the required coursework can be completed in four semesters, doctoral students beginning in 2019 and 2020 most commonly now receive six semesters of funding. We are working with students on how to best use this time post-coursework to complete the requirements for graduation more efficiently.

Program Launches

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

There were no new programs launched in the fall 2021 semester, although the College has several new proposals under discussion and in development.

Program Terminations

Academic Programs that were newly terminated or discontinued during the Academic Year.
There were no program terminations in AY20-21 or in AY21-22.

Academic Initiatives

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 education courses, service learning courses and study abroad opportunities.

FIELD INTERNSHIPS

The field education component of both BSW and MSW curricula is the signature pedagogy which prepares students for social work practice and the workforce through experiential learning.

INITIATIVES

This past year we:

1. Administered the final year of the \$1,679,592 training award from the Health Resources and Services Administration (HRSA) which is 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.
2. Administered the final year of 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.
3. Placed 350+ students in field placements across the state of SC.
4. Brokered new statewide community partnerships, established legal contracts for the practice of interns during a pandemic and to improve the workforce pipeline which is experiencing devastating shortages in SC. Currently we are working on state partnerships to fill workforce pipeline specifically in child welfare and mental health services.
5. Expanded employment-based field placement options to allow students working in human service state agencies to count work hours as field hours. This was codified by faculty during 2021.
6. Developed learning enhancement labs (LELs) to replace field hour requirements in field courses and to offset pandemic consequences. Many internships, particularly hospitals and

Academic Initiatives

behavioral health units across the state, halted internships or shifted to telehealth. These simulation labs kept students placed in organizations that could NOT offer enough of the required hours due to organizational furloughs, cutbacks and lack of enriching learning opportunities. As a way to manage host organization concerns, provide relief and sustain community partnerships as well as address the limited number of new internship opportunities, we continued to develop LELs in a COVID-19 era and with support from the Provost's Office , and we just secured funding to develop more labs due to a grant from the Center of Integrative and Experiential Learning, and another from HRSA for 1.7 million dollars.

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 300 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, UofSC BSW and MSW students participated in field education classes that required experiential learning, practice hours and community service hours that provided a total of 147, 350 hours of service. If compensated at 2021 minimum wage (\$7.25), College of Social Work students contributed a minimum of \$1,068,288 to the South Carolina economy.

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.

The College's Field Office has increasingly promoted employment-based field placements, especially for part-time students who are employed full time. Employment-based field placements allow students to obtain required field experience by working in another program or position with their current employer. These positions must meet several requirements to qualify as educationally sound and distinct from their current employment. This arrangement allows part-time students to gain new work experiences without either quitting their jobs or adding hours to their full time schedules.

We are also trying to assist students by increasing our part-time options so 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 posted directly to them, on our Blackboard student informational areas and our

Academic Initiatives

LinkedIn page. Beginning in summer 2022, we plan to offer additional courses in online format so that students can choose from a menu of online elective courses (e.g., Saturday, evening, asynchronous).

Additionally, we have procured scholarship funds for 26 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 for 2021-2022.

Innovation and Initiatives

Field education is a curricular component of any Master of Social Work (MSW) or Bachelor of Social Work (BSW) program and remains the signature pedagogy of social work education. In addition to other assignments, accruing field hours with quality supervisory oversight and demonstration of CSWE competencies is required. The challenges related to field education continued in 2021 due to COVID-19. In 2021 we experienced over 60 clinical practicum transitions.

Due to the funding from the Provost's office, we were able to offer Learning Enhancement Labs (LELs) without our students losing hours, or our community partners feeling more responsible to pause or terminate practicums for our students completing internships. We developed and provided 4 total LELs in 2022, and will continue to develop, implement and offer these options. We developed a total of six labs. Labs are focused in the areas of mindfulness, how to manage stress, how to regulate emotions, building rapport, neurobiology and Screening Brief Intervention and Referral to Treatment.

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 300 sites of community-based social service organizations throughout South Carolina. Our graduate and undergraduate students provided of 147,350 hours of service. If compensated at 2021 minimum wage (\$7.25), College of Social Work students contributed a minimum of \$1,068,288 to the South Carolina economy. Arguably, its intangible benefits are huge.

We have also enhanced our reputation through policy work. Professor Sue Levkoff has been increasingly sought out as an expert on gerontology and Alzheimer's disease. Interim Dean Teri Browne advises on state public health policy. Melissa Reitmeier is the lead on a \$1.7 grant to assist the state healthcare workforce address burnout. Breanne Grace, John Doering-White and Ben Roth are increasingly called upon for policy research and advice regarding immigration. Aidyn Iachini, through her research, has advised governmental entities regarding children and families. John Doering - White is also a producer of the nationally recognized documentary "Border South", which tells the story of non-documented immigrants entering the US. Jaeseung Kim has landed multiple grants to research childcare and the workforce.

Additionally, interim Dean Teri Browne received the lifetime achievement award from the

Academic Initiatives

National Kidney Foundation.

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.

College Challenges

- Growing the MSW program enrollment to bring more tuition income to the College
- Higher tuition than other social work programs
- Effort and resources must go to the preparation for reaccreditation
- Creation of full online programs must occur after reaccreditation
- Faculty must continue to seek more funding
- Long term lack of a Development Officer to assist in fundraising for program scholarships

Recruiting MSW students is the College's most pressing challenge. The College has been successful in attracting high-quality BSW, MSW and PhD applications. We received more applicants to the BSW program this year than the previous year. Nevertheless, our MSW enrollment slightly decreased from the previous year.

In addition to increasing our enrollment, another challenge entails online learning. Over half of MSW programs in the SEC have launched full online programs over the past five years, attracting prospective students who might otherwise be attending the University of South Carolina. We cannot add online programs until achieving reaccreditation in 2024, but we can increase the number of online courses in our current programs up to 49%. To increase flexibility and convenience for students and accommodate faculty members who need to teach remotely during the pandemic, we are seeking approval for online delivery of additional courses. Furthermore, by delivering some courses in either traditional or online formats, we will enable students to choose delivery methods for certain courses.

Student debt is also an issue. According to CSWE reports, nationally the average starting salary for MSW graduates is \$47K and the average debt is \$49K. In SC, by comparison, the average salary for all MSW social workers is \$47,685. Last year, 74% of COSW MSW graduates had loan debt and their average debt was \$39,756.

Currently, our faculty is devoting substantial attention to curriculum development and revision. The BSW and MSW programs are preparing for reaccreditation (self-study due in 2023). This involves curriculum mapping, updating syllabi for the new Educational Policy and Accreditation Standards, and devising the accompanying assessment strategies. The PhD program suspended admissions for one year to devote extra time to curriculum review and revision. At the same time, another faculty committee continues work on a proposal for an online DSW program.

Faculty Population

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.

	Fall 2021	Fall 2020	Fall 2019
Tenure-track Faculty		19	20
Professor, with tenure		2	2
Associate Professor, with tenure		13	14
Assistant Professor		4	4
Librarian, with tenure		0	0
Research Faculty		3	4
Research Professor		2	2
Research Associate Professor		1	1
Research Assistant Professor		0	1
Clinical/instructional Faculty		10	10
Clinical Professor		0	0
Clinical Associate Professor		3	4
Clinical Assistant Professor		4	4
Instructor		1	1
Lecturer		2	1
Visiting		0	0
Adjunct Faculty		30	23

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 this link: https://nces.ed.gov/ipeds/Section/collecting_re

Table 2. Faculty Diversity by Gender and Race/Ethnicity.

	Fall 2021	Fall 2020	Fall 2019
Gender		51	35
Male		15	12
Female		36	23
Race/Ethnicity		51	35
American Indian/Alaska Native		0	0
Asian		5	2
Black or African American		6	4
Hispanic or Latino		4	1
Native Hawaiian or Other Pacific Islander		0	0
Nonresident Alien		3	3
Two or More Races		0	0
Unknown Race/Ethnicity		0	0
White		33	25

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

Faculty Population

Illustration 1. Faculty Diversity by Gender

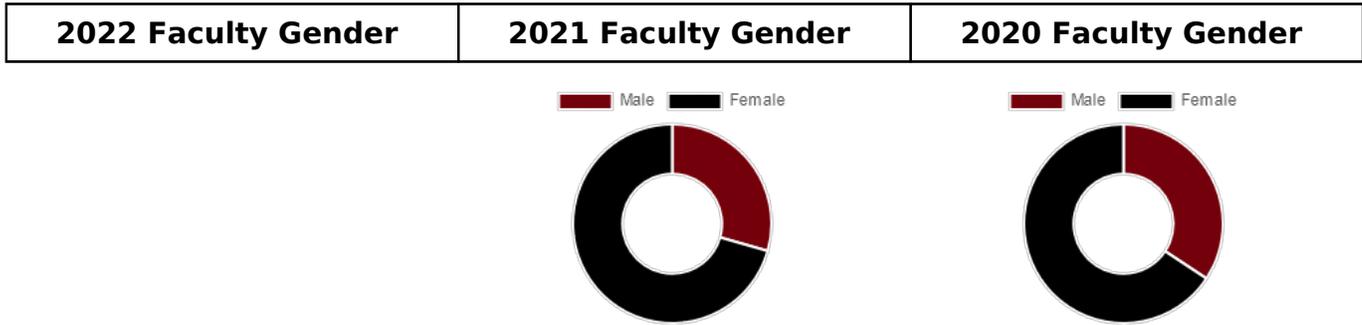
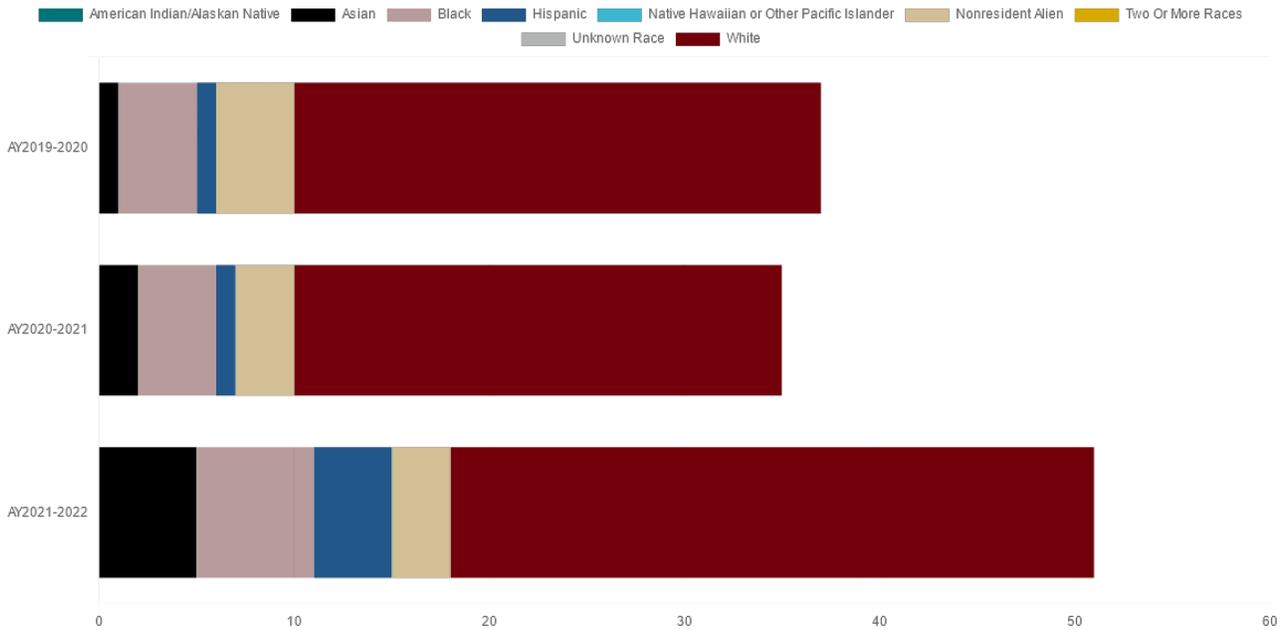


Illustration 2. Faculty Diversity by Race & Ethnicity



Faculty Information

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.*

Academic Analytics also produces measures of the College of Social Work research productivity. This index does not adjust for quality, however, so there is a bias toward high volume.

Looking at four measures over the period of AY 2017 – AY 2020 (articles per faculty, percent of faculty with an article, citations per article, and citations per faculty), the school's percentiles were nine articles, 95%, 6.9 citations per article, and 79 citations per faculty, respectively. The group was composed of 133 institutions that published in recognized journals.

It should be noted that the College of Social Work performed better in citations per faculty than the University of Chicago, New York University, University of Houston and University of Buffalo, all programs with a much higher rank than that of University of South Carolina.

Faculty Development

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

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

This year, the College of Social Work initiated one major faculty development initiative and continued two faculty development initiatives from last year to promote and increase faculty and doctoral student research productivity. The new initiative resulted from two brainstorming sessions with faculty regarding what might best support their research and grant writing efforts and is the development of a Faculty Grant-Writing and Scholarship Toolbox using the channels feature on Microsoft Teams. Twelve faculty attended these two grant writing and research brainstorming sessions, and from these data, it was clear that having a central hub for information with templates, links and other important resources would help facilitate faculty grant writing efforts. Based on this information, the College's Office of Research has outlined the content for inclusion in the Toolbox with the hope to get this resource fully functional for faculty in just a few months.

Faculty Information

In addition, we continued the monthly virtual series of Research Colloquia that focus on bringing in faculty and international experts to provide faculty and doctoral students with information on research techniques and innovations. These have continued to be successful, drawing in large numbers of faculty, students and other collaborators across campus. The second faculty development activities we continued were the virtual writing workshops and writing retreats to discuss barriers to academic writing, promote resources for academic writing and at times, to provide a virtual space for faculty to co-write. These online writing workshops occurred throughout summer 2021 and winter break 2021.

Faculty continue to be offered help, support and mentorship on grant-writing and grant submissions, including receiving detailed feedback and suggestions on drafts of proposals when requested. The Office for Research in the College of Social Work also distributes requests for funding, grant and award opportunities and training opportunities to faculty. Faculty submitting grant applications are provided support in preparing their budgets, assembling the grant package and submission through USCeRA by the College Grants Administrator and the Associate Dean for Research (ADR).

Other Activity

In addition, faculty expressed interest in continuing to learn more about the research and teaching their peers are conducting. Another new initiative is the inclusion of two five-minute faculty highlight sessions during the faculty meeting each month where a tenure-track/tenured faculty member and a clinical faculty member share an innovation in their area of research and/or practice. The College Office for Research in collaboration with College Communications also has spent a significant time working to update faculty bios on the website and also create a faculty spotlight guide to help promote faculty research collaborations both inside and outside of the university.

Policies and practices for incentivizing and recognizing community engagement

- Faculty research posted to alumni newsletters, website, social media, national educational groups, UofSC media
- Faculty research and interests are marketed and advertised to incoming students and in recruiting brochures, recruiting social media and admissions sites
- Faculty, doctoral student, and staff awards, grants, and research and publications are distributed monthly to all members of the college
- The College is continuing a new publication/magazine that highlights faculty accomplishments in research, teaching, and service
- The College has a research page with faculty names and their interests and is creating a faculty “at-a-glance” book to share with community partners and other collaborators to showcase the interest areas and current projects in which faculty are engaged

Supplemental Info - Faculty Information

Any additional information on Faculty Information appears as 'Appendix 1. Faculty Information' (bottom).

Faculty Information

Supplemental Info - Faculty Information

Any additional information on Faculty Information appears as 'Appendix 2. Faculty Information' (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:

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

Analysis of Ratio

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

College of Social Work Faculty - Student Ratio: 1:11.8

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

It appears that our faculty student ratio remained constant from the previous year. In 2021, one clinical assistant professor (who also served as a program coordinator), one adjunct instructor (who also served as Greenville MSW site coordinator), one tenured associate professor (who also served as associate dean) and one tenured associate professor (who also served as interim dean) left the College for other positions. Because clinical professors have a 4/4 teaching load, his departure had the greatest effect on the faculty to student ratio.

In addition, two tenured faculty members were each on sabbatical for one semester in 2021. Another tenured associate professor is not teaching in the College while serving as Faculty Principal at Maxcy College. Because the College only hired one additional clinical faculty member in 2021, these departures and absences were absorbed by current faculty members and instructors.

After reduced enrollments during the previous two years, enrollment began to rebound in the BSW program but continued to decline in the MSW program. In the BSW program, this increase resulted in two nearly full sections of the required courses for the incoming cohort (rather than one overfull section previously). Despite these enrollment changes and the faculty departures noted above, the College was able to keep the faculty to student ratio steady with some slightly larger MSW course sections, scheduling fewer BSW and MSW elective courses to ensure full sections (i.e., eliminating low enrollment sections) and arranging for doctoral students to take two low enrollment courses in another department (re-deploying those faculty members elsewhere).

A recently implemented one-semester reduction in required courses for the doctoral program also eliminated three low enrollment doctoral courses and allowed the College to re-deploy those faculty members as well. If MSW enrollments rebound, we would like to hire another

Teaching

clinical faculty member.

Table 4. Faculty-to-Student Ratio.

	Fall 2021	Fall 2020	Fall 2019
Analysis of Ratio		01:11.8	01:11.5

Student Recruiting and Retention

Student Recruitment

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

BSW Program

The BSW admissions process for Upper Division (juniors and seniors) evolved into an early engagement and response effort that now begins in the fall semester. Review and consideration will now take place on a rolling basis to increase interest. Additional committee and college approvals were instituted to remove recommendation letters and essay requirements to mirror University-wide program admission processes. Marketing and advertising for the new cohort began early in the fall semester led by BSW advisor Anna May. To increase application submissions, students were invited to apply during fall advisement. This personalized, early engagement, along with removal of excessive application requirements saw 35% of eligible students submit applications prior to the end of the semester. Seventy-three (73%) of those who applied were accepted and confirmed before the start of the Spring.

As a result of these comprehensive efforts, a high volume of applications was received during the January application cycle with an additional 43% of eligible students submitting applications. With less than 22% of eligible students remaining, we aim to have eligible students submit applications ahead of the deadline.

The BSW program coordinator updated university admissions recruitment videos to include messaging from the Assistant Dean of Curriculum (Dr. Wolfer) and Director of Field Education (Dr. Reitmeier). Bi-weekly meetings with the College of Social Work Admissions Office (Steven Cote) provided updates and opportunities to further support recruitment efforts.

Additionally, a focus on recruitment and retention continued and was expanded to include active engagement efforts for all social work majors including incoming freshmen, sophomores, juniors and seniors. To increase cohesion and community between all social work majors, the Fall Orientation, previously scheduled only for Upper Division students (juniors and seniors), was expanded to include sophomores and incoming freshmen. This was a collaborative effort between the Program Coordinator (Dr. Nallo) and the Assistant Dean of Students (Sonya Singleton). We now have approximately 148 social work majors and 63 minors in the BSW program.

To grow retention of freshmen and attract more students to the major, two additional College staff (Rebecca Christopher and Adam Englert) ran University 101 courses, in addition to Lana Cook, for a total for three College of Social Work faculty and staff members interfacing with freshmen.

MSW Program

Recruiting efforts for the MSW Program came directly from the college's 2019 strategic plan to increase enrollment. The 2021-2022 targets for recruitment, admission and enrollment for each program are shown in the table below:

Program	Apply	Admit	Accept	Enroll	Actual (as of end of Fall)
---------	-------	-------	--------	--------	----------------------------

Student Recruiting and Retention

					2021)
ADST	166	131	100	75	33
Part-Time	113	90	67	50	58
Full-Time	257	218	155	116	66
Total	599	489	372	291	157

(*Average number of students enrolled across foundation courses)

The MSW Program carefully followed the recommendations of the strategic plan to achieve the above actual numbers. Specifically, through collaborative efforts, we were able to:

Hire Permanent Enrollment Management Staff: In August, two full-time enrollment management positions became permanent and were filled with experienced, qualified professionals. Mr. Steven Cote was hired as the Director of Enrollment Management and Ms. Jillian Eggerud was hired as the Enrollment Management Specialist. Ms. Lauren Knottek continued full-time as Recruiter.

Continue outreach to schools and organizations: Due to the continued COVID-19 pandemic and university emergency response, outreach recruiting efforts remained modified. Recruiters relied mostly on phone, email, videos, and livestreaming for outreach recruiting efforts to other universities.

Streamline the application process: The MSW Program continued to improve application processes that align with university admissions requirements and peer institutions. Specifically, we renamed the autobiographical statement to statement of purpose, and we improved the writing prompts. We continued to offer conditional admissions and ensured applicants received a decision and offer for admission within two weeks of their file review.

Leverage graduate assistantships and scholarships: We kept the number of graduate assistantships to 75 and notified all students regarding assistantship at the same time of their offer of admission to the program. Residency status was carefully considered when offering graduate assistantships to maximize in-state tuition waivers. Scholarships were also awarded concurrently with admission decisions to secure applicant commitments to the program.

PhD Program

Our PhD program focuses on preparing students to become leading social work scholars in their particular areas of interest; therefore, our typical recruiting efforts are highly individualized, using networking to identify applicants whose interests fit well with our faculty members' programs of research, our program's strengths and our approach to pedagogy and mentorship. Throughout the recruitment process we emphasize the student-centered, individualized and supportive approach that distinguishes our program as a top research-intensive doctoral program. This year a college-level budgetary decision was made to take a one-year break from admitting a new cohort, so regular recruitment activities were not conducted.

During this one-year break from admissions, we have worked to expand the pool of highly qualified future applicants by ensuring that information about current student successes has

Student Recruiting and Retention

been disseminated. For instance, we supported several students to present their scholarship at SSWR; we successfully nominated a student for the “Graduate Breakthrough Scholars Award”; we supported students to receive 4 SPARC grants; and we supported a student to contribute to an inter-disciplinary doctoral education proposal that resulted in a national award through GADE. Each of these accomplishments has been promoted widely through social media, and within both the College and the broader UofSC communities. We expect that the resulting expanded awareness of our program’s ability to support outstanding student accomplishment will help advance effective recruitment in the upcoming admissions cycle and in the years to come.

Typically, the PhD web page serves as a primary method for disseminating information about the program, along with distribution of program information at top social work research conferences and 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. During this break from admissions, the Program Coordinator has continued to receive and respond to inquiries, encouraging application in next year’s cycle, and discussing how to strengthen preparation for application through research-orientated activities, efforts to clarify and hone specific research interests and outreach to develop relationships with faculty.

During this year without an admissions cycle, the PhD committee is engaged in an intensive curriculum review, and as part of this process will consider admissions standards and processes. For instance, due to the COVID pandemic, the PhD Program Committee decided to make the submission of GRE/MAT scores optional for the 2020/21 admissions cycle, and the committee will decide whether to continue with scores optional or return to requiring the GRE/MAT moving forward. Additionally, as the curriculum review and revision process unfolds, innovations in curriculum and/or the structure of student experiences/opportunities will be integrated into recruitment materials.

Student Retention

Efforts at retaining current students in College/School programs.

BSW Program

The Program Coordinator (Dr. Nallo) revived College collaborations with the NASW-SC chapter in Spring 2021. Through participation in the NASW-SC Legislative Day Planning Committee, alongside South Carolina colleges and universities at large, the College assisted in event planning and implementation which yielded participation from all South Carolina BSW programs. College BSW students attended virtually as part of class and two BSW students planned and participated in panels on social justice (Carolina Escobedo-Ramirez) and health disparities (Evelyn Morgan). College of Social Work faculty and staff representation was also present with the program coordinator serving as moderator for the health disparities panel alongside Research Professor and Associate Director of the Institute for Families in Society University of South Carolina (Ana Lòpez -De Fede) who served as a panelist, and Senior Lecturer (Mike Ottone) who served on a licensure preparation panel.

The Program Coordinator (Dr. Nallo) launched a new peer leadership initiative with student

Student Recruiting and Retention

representatives from each cohort working with peers along with college faculty/staff. This collaboration provided a holistic approach to the education process, keeping students motivated and active inside and outside the classroom through peer-to-peer supports. Representatives held a successful self-care event in the fall and successfully chartered the Undergraduate Social Work Student Association (USWSA) with the University and reactivated the Black Social Work Student Association (BSWSA) and the Alpha Phi service fraternity.

Efforts to offer Introduction to Social Work courses at satellite UofSC campuses took place under the leadership of the Assistant Dean of Curriculum (Dr. Wolfer) and College of Social Work faculty continued to teach at the Honors College (Dr. Owens) as additional efforts to recruit undergraduate students to the College. The Program Coordinator and Director of Field Education are part of a developing state-wide Child Welfare Scholars Program planning group that will launch in the fall of 2023 to provide one to three undergraduates with tuition assistance in exchange for committing to work with the Department of Social services post undergraduate completion.

MSW Program

The MSW Program also followed the recommendations of the strategic plan to retain students who enrolled into the program. Specifically, through collaborative efforts, we were able to:

Increase engagement with accepted applicants. The College disseminated several electronic communications designed to address student questions and get them excited about joining us in the fall. The recruitment and enrollment management team enlisted faculty to call students, introduce themselves, and engage them in their social work interests. The recruitment team also called applicants who did not accept our offer of admission to determine barriers.

Execute summer melt prevention plan. The College sent all incoming students an onboarding email with a checklist of to-do items and reminder emails regarding remaining enrollment items to complete. The MSW orientation was held online and recorded again this year, ensuring all incoming students had easy access to the information and instructions. The purpose of the MSW Program Orientation is to prepare students to be successful by 1) creating a *welcoming environment* that *builds community* and socializes students to staff, faculty and other students, 2) providing a framework for *academic success and professional preparation* by communicating important values, norms, standards and expectations, and 3) by providing information and resources about the University, the College of Social Work (COSW), the MSW Program and field placement so that students can make informed and appropriate academic and social choices.

Provide Advising. All MSW students were assigned both an academic and 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. Academic advisers help students assess their academic progress, prepare them for course registration and conduct clearance checks for graduation application.

Track Progression each Semester. The MSW Program Coordinator, Associate Dean for Curriculum, Assistant Dean for Students and the academic advisors followed the progression review schedule to implement early intervention strategies to assist high risk students. Below

Student Recruiting and Retention

is the schedule:

Semester	Generate and Distribute Report (Student Services)	Meet to Review Report (Student Services, MSW Coordinator, Assistant Dean for Curriculum)	Follow Up Action (Student Services, MSW Coordinator, Assistant Dean for Curriculum)
Fall	January 4th	January 11th	Spring (January -May)
Spring	May 7th	May 14th	Summer (May-August)
Summer	August 5th	August 12th	Fall (August-December)

The following data points were tracked and reviewed at the progression reviews:

- Students who were admitted conditionally
- Students who were last completed applications
- Students with Incompletes
- Students with GPA below 3.25 (yellow)
- Students with GPA below 3.0 (red)
- Students out of MPOS sequence
- Students who missed a semester of enrollment
- Students who have transferred from FT to PT
- Comprehensive Assessment Pass/Fail Rates
- Graduation Rates for ADST, FT, and PT

Implement Efforts to Improve Retention Rates. Through regular progression reviews, our team was able to identify that graduation rates for part-time students were lower than graduation rates for full-time and Advanced Standing students. This may be due to the competing demands (employment, families, etc.) that part-time students are challenged with. The MSW Committee and Field Office have been exploring strategies to provide increased flexibility and support to these students. Specifically, the Field Office has implemented employment-based field options, and the MSW Committee has made efforts to increase elective options and have more electives approved for online delivery.

Follow up with all At-Risk Students. The MSW Program continued to receive and follow up on all referrals via the Instructor Referral Form for Absent or Disengaged MSW Students. Also, the Assistant Dean for Students developed and implemented with Student Serves an exit interview process for MSW students who drop out of the program prior to graduation.

PhD Program

We are particularly excited for the new Connor Fellows program, which will provide financial

Student Recruiting and Retention

support for one or more PhD students who are interested in research on aging and older adults. A work group has been convened consisting of the PhD Program Coordinator, the Interim Associate Dean for Research and our key faculty with expertise on aging/older adults. This work group is developing specific plans for the Connor Fellows Program, including use of funds and faculty resources for student support, and processes for national recruitment as well as application and selection of fellows. We expect to begin supporting doctoral student research on aging and older adults among current students in summer 2022, and that this program will significantly strengthen our ability to recruit highly qualified PhD students specializing in aging/older adults.

Student Services Retention for 2021 - 2022

1. Student Engagement - Assisting students with connecting and building important relationships with peers, student leaders, staff, faculty and advisors
 - Reactivate Black Social Work Student Organization with BSW student leader Kennedy Lann
 - BSW & MSW CoSW First Day Welcome Back event Friday, August 13
 - Arlo Hour, Social Inclusion event, Monday, February 14
 - Timber Time, bi-weekly stress management sessions with Timber for students, faculty and staff (community engagement)
 - Student Social (sponsored by the Wellness Committee - Dec. 3, 3:30 - 5:00 pm, Hamilton patio (faculty and staff attended)
 - CoSW Food Pantry - Collection for the College Social Work's own Student Food Pantry.
 - PhD Orientation, August 11 from 11:15-11:40, facilitated by Graduate Advisors for new PhD students
 - Objectives and topics covered
 - Ensure these students know and understand the role of their Graduate Advisor
 - Inform students about key information they need about registration and other processes that the College supports/manages
 - Provide information about resources on campus (e.g. mental health, ombuds, DEI, bursar, student organizations)
 - Conversations with the Dean with BSW, MSW and PHD students
2. Enhanced Graduate Assistant (GA) process for all new and continuing GAs (Currently have 48 GAs in the CoSW)
 - (NEW) Spring GA orientation with ten new Spring only GAs
 - (NEW) Conducted Mid-semester Check in with GA supervisors
3. Implemented new exit interview process for all students (see attachment)
4. Improved processes in Student Services
 - BSW, Formalized Conditional readmit process
 - BSW, Formalized conditional acceptance process
 - Advised students for Fall 2021 classes; signed Alternate Plan of Study, uploaded, signed Alternate Plan of Study to EAB Navigate in the "Notes" section for each student
 - BSW Upper Division processes
 1. Online website (BSW Upper Division Progression Application - My Social Work | University of South Carolina (sc.edu)
 2. Waived BSW Upper Division application requirement in upcoming academic year:

Student Recruiting and Retention

3. Students are not required to obtain three letters of recommendation
4. Students are not required to write a personal statement

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 2021	Fall 2020	Fall 2019
Undergraduate Enrollment			
Freshman	24	17	22
Sophomore	23	40	39
Junior	45	41	38
Senior	51	45	38
Dual/Non-Degree	0	0	0
Sub Total	143	143	137
Graduate Enrollment			
Masters	361	396	395
Doctoral	23	23	20
Graduate Certificate	1	0	0
Sub Total	385	419	415
Professional Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
Sub Total	0	0	0
Total Enrollment (All Levels)	528	562	552

Student Enrollment & Outcomes

Illustration 3. Undergraduate Student Enrollment by Classification

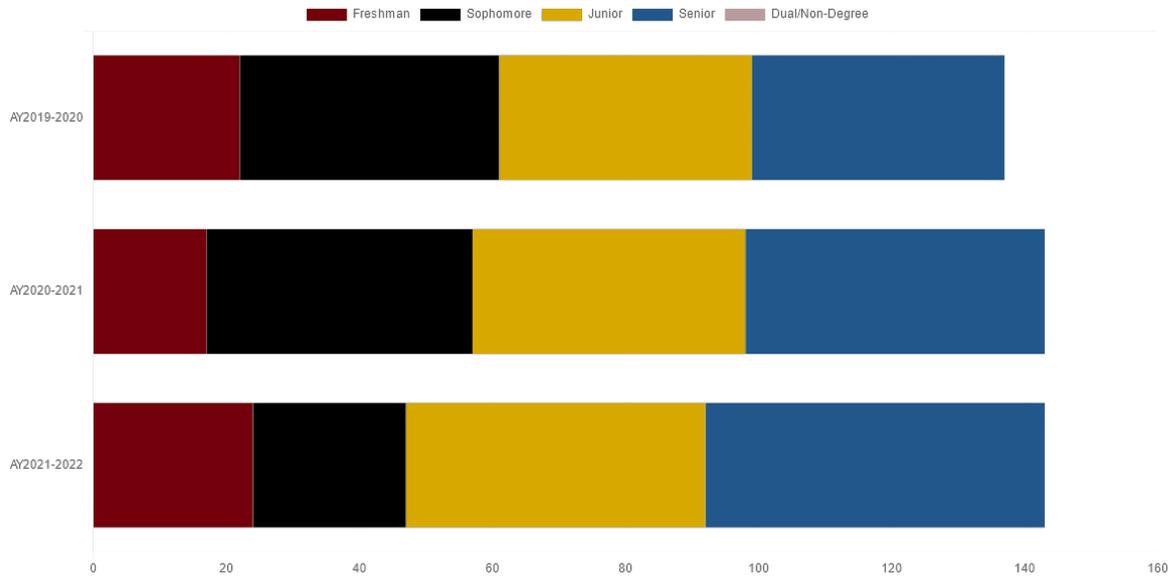
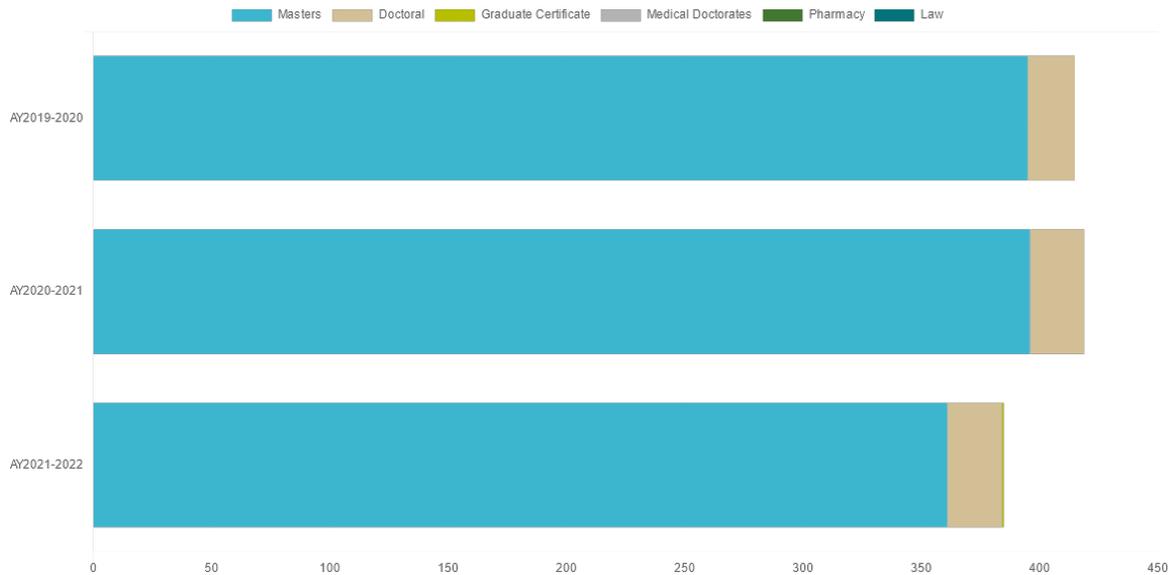
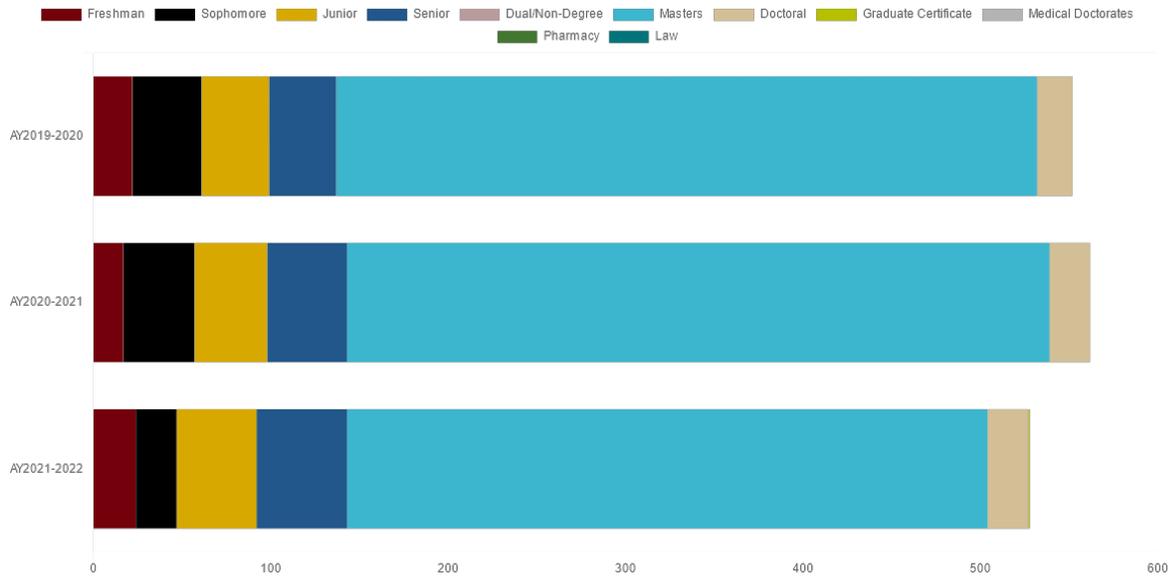


Illustration 4. Graduate/Professional Student Enrollment by Classification



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 2021	Fall 2020	Fall 2019
Undergraduate	143	143	137
Full-Time	139	137	131
Part-Time	4	6	6
Graduate/Professional	384	419	415
Full-Time	325	322	337
Part-Time	59	97	78
Total - All Levels	527	562	552
Full-Time	464	459	468
Part-Time	63	103	84

Student Enrollment & Outcomes

Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2021	Fall 2020	Fall 2019
Undergraduate	143	143	137
Female	130	123	123
Male	13	20	14
Graduate/Professional	384	419	415
Female	337	364	359
Male	47	55	56

Illustration 6. Undergraduate Student Diversity by Gender

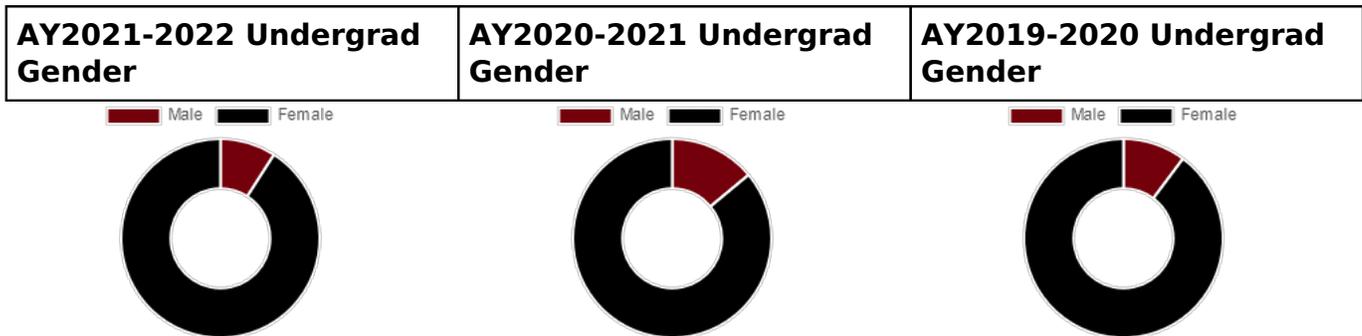
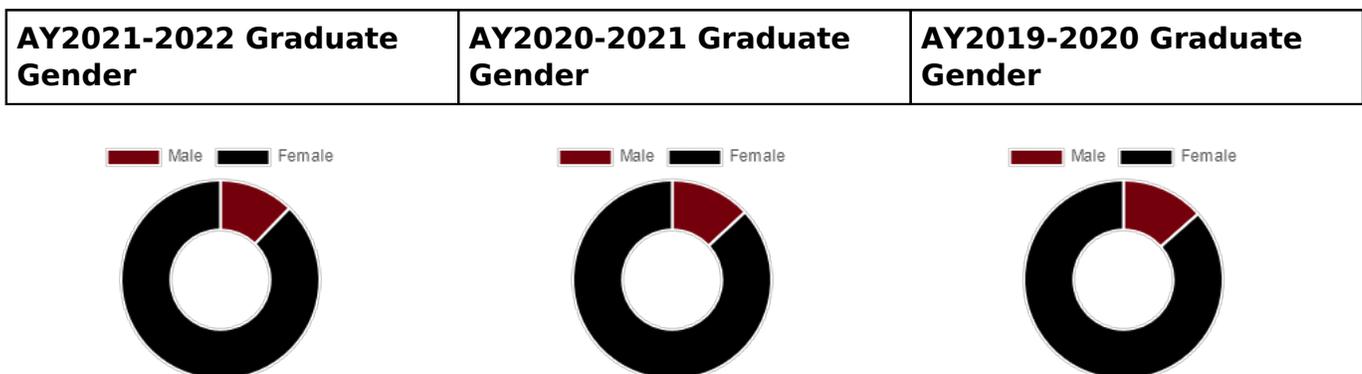


Illustration 7. Graduate/Professional Student Diversity by Gender



Student Enrollment & Outcomes

Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity

	Fall 2021	Fall 2020	Fall 2019
Undergraduate	143	143	137
American Indian/Alaska Native	0	0	1
Asian	1	2	3
Black or African	23	27	26
Hispanic or Latino	15	8	4
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	1	1	1
Two or More Races	10	9	11
Unknown Race/Ethnicity	3	2	1
White	90	94	90
Graduate/Professional	384	419	415
American Indian/Alaska Native	2	0	0
Asian	2	3	3
Black or African	100	127	129
Hispanic or Latino	26	18	16
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	11	7	16
Two or More Races	15	16	17
Unknown Race/Ethnicity	3	3	3
White	225	245	231

Student Enrollment & Outcomes

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity

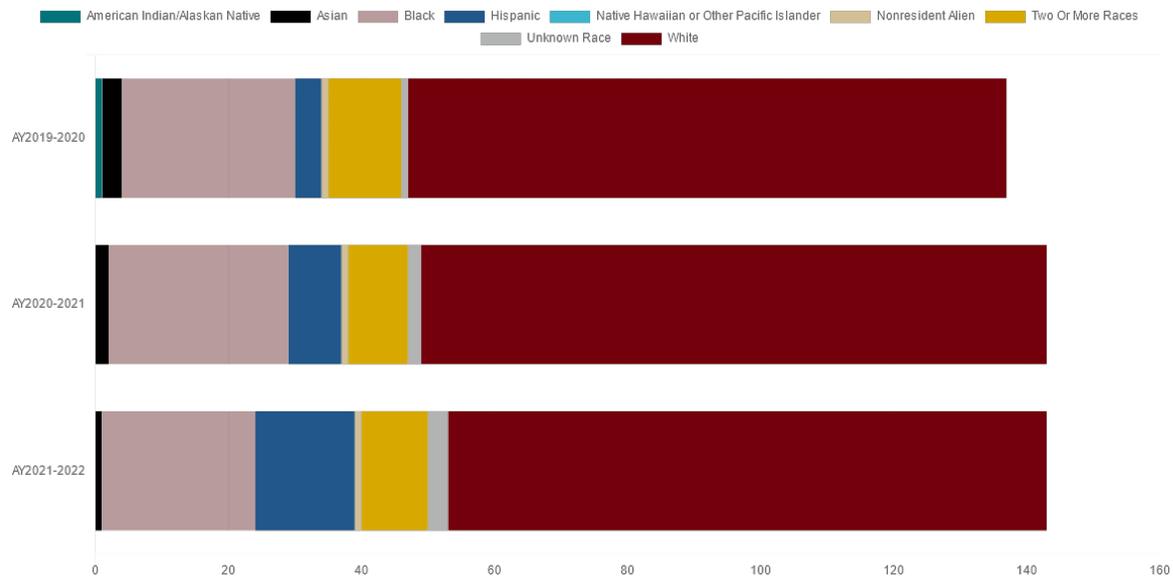
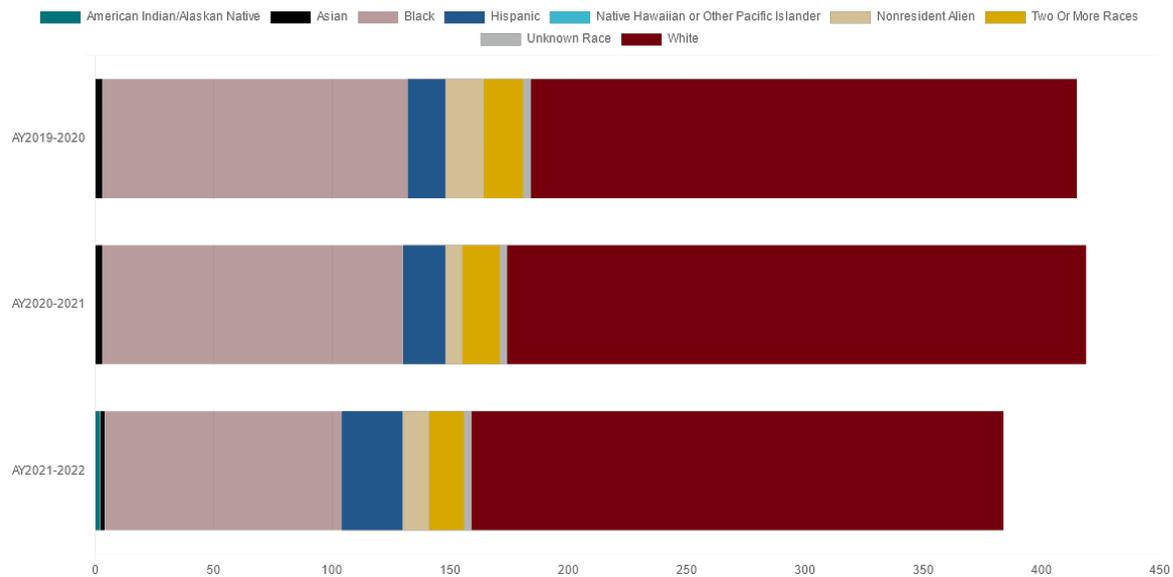


Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity



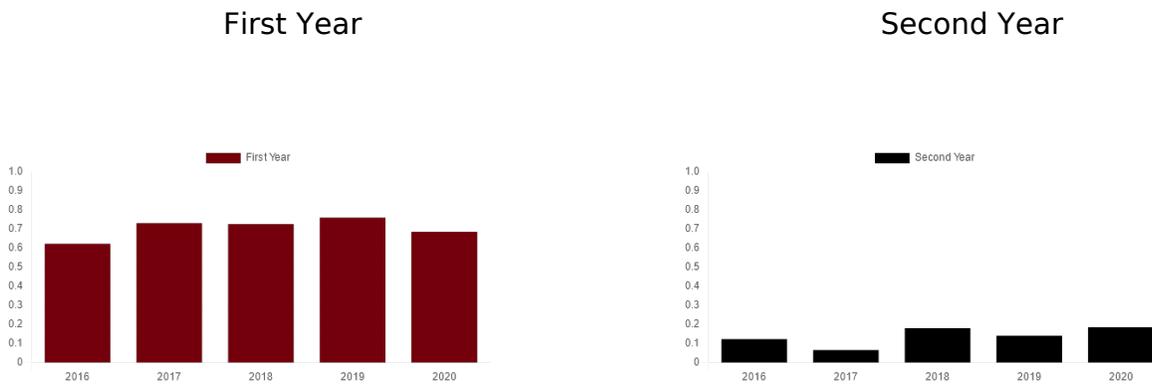
Student Enrollment & Outcomes

Undergraduate Retention

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

	First Year	Second Year
Fall 2021 Cohort	0%	N/A
Fall 2020 Cohort	68.75%	18.75%
Fall 2019 Cohort	76.2%	14.3%

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 2021	Fall 2020	Fall 2019
4-Year Same Cohort	50%	0%	56.25%
4-Year Diff Cohort	12.5%	0%	25%
4-Year Total Cohort	62.5%	0%	81.25%
5-Year Same Cohort	50%	0%	56.25%
5-Year Diff Cohort	12.5%	0%	25%
5-Year Total Cohort	62.5%	0%	81.25%
6-Year Same Cohort	50%	0%	56.25%

Student Enrollment & Outcomes

6-Year Diff Cohort	12.5%	0%	25%
6-Year Total Cohort	62.5%	0%	81.25%

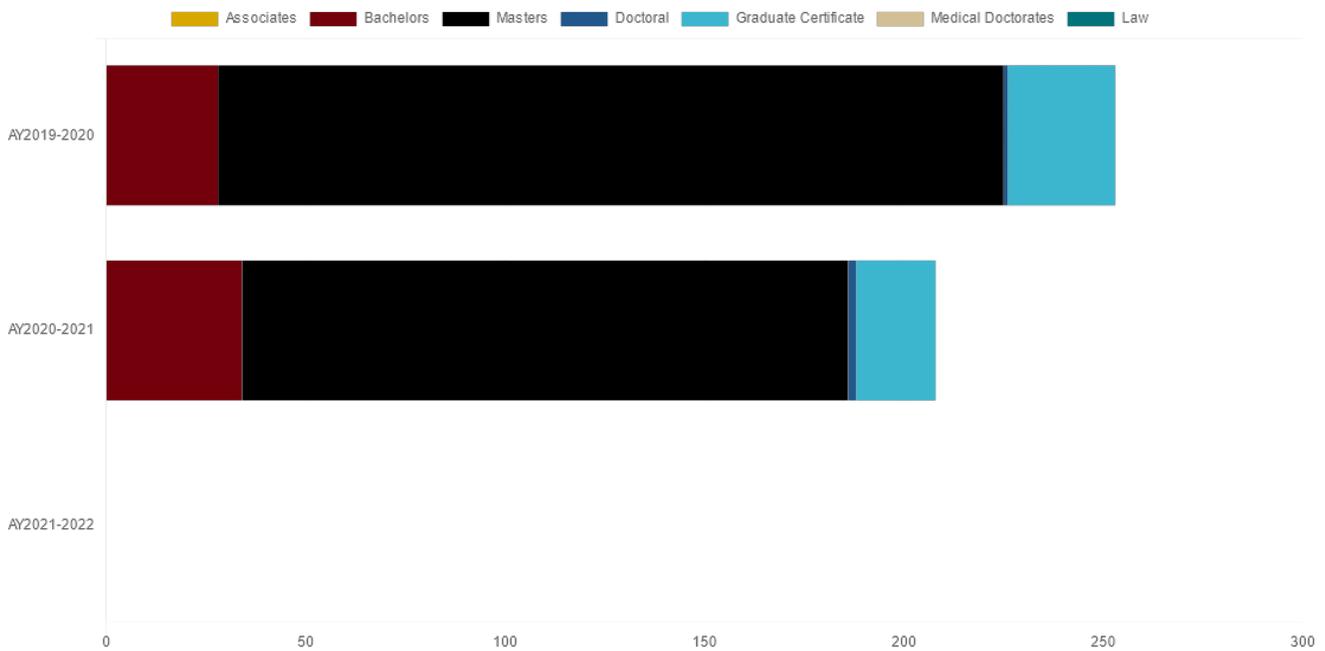
Student Enrollment & Outcomes

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	Fall 2021	Fall 2020	Fall 2019
Associates Degree		0	0
Bachelors		34	28
Masters		152	197
Doctoral		2	1
Medical		0	0
Law		0	0
Pharmacy Doctorate		20	27
Graduate Certificate			

Illustration 11. Degrees Awarded by Level



Faculty Awards Nominations

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

Research Award Nominations

Recipient(s)	Award	Organization
Grace, Breanne	Propel Research Mentorship Program	UofSC Office of the Vice President for Research
Doering-White, John	Propel Research Mentorship Program	UofSC Office of the Vice President for Research
Wooten, Nikki	Propel Research Mentorship Program	UofSC Office of the Vice President for Research
Seay, Kristen	Breakthrough Research Award	UofSC Office of the Vice President for Research
Wilson, Betty	Breakthrough Graduate Scholar	UofSC Office of the Vice President for Research

Faculty Service Awards Nominations

No Award Nominations have been entered for this section.

Faculty Teaching Awards Nominations

No Award Nominations have been entered for this section.

Faculty Other Awards Nominations

No Award Nominations have been entered for this section.

Faculty Awards Received

Faculty were recognized for their professional accomplishments in the categories of Research, Service, Teaching, or Other.

Research Awards

Recipient(s)	Award	Organization
Kim, Jaeseung	Early Career Fellowship	Work Family Research Networks
Grace, Breanne	Propel Research Mentorship Program	UofSC Office of the Vice President for Research
Doering-White, John	Propel Research Mentorship Program	UofSC Office of the Vice President for Research
Wooten, Nikki	Propel Research Mentorship Program	UofSC Office of the Vice President for Research
Seay, Kristen	Breakthrough Research Award	UofSC Office of the Vice President for Research
Levkoff, Sue	South Carolina - Advancing Diversity in Aging Research Undergraduate Program	National Institute on Aging (NIA)/NIH \$
Wilson, Betty	Breakthrough Graduate Scholar	UofSC Office of the Vice President for Research
Nzomene Kahouo Foda, Agnes N.	GADE Initiative for Cross-Institutional Student Collaboration	Group for the Advancement of Doctoral Education in Social Work
Reitmeier, Melissa	Health And Public Safety Workforce Resiliency Training Program Grant	Health Resources & Services Administration
Iachini, Aidyn	Health And Public Safety Workforce Resiliency Training Program Grant	Health Resources & Services Administration
Browne, Teri	Health And Public Safety Workforce Resiliency Training Program Grant	Health Resources & Services Administration
DeHart, Dana	Health And Public Safety Workforce Resiliency Training Program Grant	Health Resources & Services Administration

Faculty Awards Received

Service Awards

Recipient(s)	Award	Organization
Browne, Teri	Robert W. Whitlock Lifetime Achievement Award	National Kidney Foundation
Farber, Naomi	Columbia Jewish Federation 2021 Distinguished Service Award	Columbia Jewish Federation

Faculty Awards Received

Teaching Awards

Recipient(s)	Award	Organization
Farber, Naomi	MSW Instructor of the Year	College of Social Work
Johnson, Vanesia	MSW Field Instructor of the Year	College of Social Work
Cagle, Brent	BSW Instructor of the Year	College of Social Work
Roth, Leslie	BSW Field Instructor of the Year	College of Social Work

Faculty Awards Received

Faculty Other Awards Nominations

No Awards have been entered for this section.

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 efforts to increase its alumni engagement through personal dialogues, invitations to events, an alumni newsletter, social media postings and news features on our website. We share research and scholarship produced by faculty. We increased communications with our 8000 graduates and have implemented plans via social media and the university's BBIS program to further engage. We have surveyed alumni to learn the areas of engagement in which they are most interested and will continue to program in those areas. To reach our goals, we are establishing an alumni advisory group, encouraging alumni to serve as facilitators for CEU opportunities for their peers and are hosting virtual alumni socials. We continue to collaborate with other units to engage alumni and participated in the all-college young alumni event in fall of 2021 in Charlotte.

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 a book club and community talks. Our alumni frequently give student talks regarding employment with our Career Connections series. We are also establishing a pilot professional mentoring program to virtually connect current BSW and MSW students with alumni for one-on-one advice for entering the profession. Additionally, a quarterly newsletter is sent to alumni to keep them informed on the accomplishments of fellow alumni, faculty, staff and students.

Over the academic year, we have continued to fully integrate use of the Blackbaud CRM platform to update our alumni data base to ensure that all available records are up-to-date. We are also using the Blackbaud Information System (BBIS) for communication with alumni and donors. Additionally, we served as the pilot unit utilizing these systems to send donation acknowledgments and birthday greetings to alumni and donors. We have also begun utilizing Blackbaud Awards Management (BBAM) for awarding scholarships and fellowships to students.

The alumni section of our website includes sub-menu options for giving, alumni spotlights and class notes submission. Alumni also receive College updates, employment postings and class notes via our website and social media platforms including Facebook, Twitter, Instagram and LinkedIn, with at least one social media page solely devoted to alumni.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes, including Fundraising and Gifts.

Development Initiatives

The College of Social Work has been without a Director of Development since June, 2020. A new Director of Development has been interviewed and selected- no start date yet.

College Gifts

Alumni Engagement & Fundraising

- Maturation of a \$1.4M planned gift to support PhD students through scholarships
- Donation of over 100 books on grant writing for student utilization
- Donations to the Carolina Fund to support faculty/staff development by the Interim Dean
- Donation to support student employment for autism research
- Establishment of \$100,000 planned gift to support diversity and immigration research
- Meetings between the Interim Dean and prospective donor to establish a \$250,000 endowed scholarship for BSW students

Community Engagement

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 of Social Work hosted some ongoing initiatives this year and began a number of new ones, including community outreach for a new food pantry and a series of symposiums and panelists on topical issues.

- Virtual social party and breakout sessions for all alumni during homecoming, including faculty and staff
- Monthly town hall meetings for all faculty, including adjunct, and staff
- All college event at the new Anne Frank Center
- All college flu shot clinic (students were included)
- Student headshots to promote better career outcomes
- Student leadership group for Black Social Work students reestablished
- All UofSC Teach-In for Black History Month, sponsored by the UofSC DEI office and College of Social Work
- I. DeQuincey Newman Institute for Peace and Social Justice Annual Lecture with Bernie Mazyck
- Center for Migration Conference held for regional participants
- LatinX conference to highlight a quickly increasing minority in both our state and within the university
- DEI/social justice podcasts
- Newly established alumni awards for fall, 2022
- College Student Food Pantry established
- Participation in the Great Race -- the Gamecock Food Pantry for Students
- Participation in the Young Alumni all-college fall event, hosted by DMBS
- Prisma clothing drive
- MLK leadership day for students through the UofSC leadership Center
- Mission Lexington clothing and food drive
- NASW-SC event sponsorship and participation in events and communications
- National Social Work month with student engagement both in person and on social media
- Speakers at NASW-SC
- News articles and announcements for NASW-SC
- Alumni and community outreach for National Black History Month
- Participation in UofSC's Garnet and Vaxxed campaign
- Faculty and staff fall strategic planning retreat
- Graduate Parade for 2021 BSW and MSW students
- Live feed of graduate parade, open to the community
- State-wide community forum on SC's Latin-X population with participation speakers and organizations
- "Timber Time", a weekly wellness hour for the Social Work community on the Hamilton patio
- Monthly faculty meetings are now including speakers from other units and organizations at UofSC
- Open access restrooms as a pilot in Hamilton

Community Engagement

- Prayer room open for all faiths as a wellness/DEI project
- Monthly health and wellness activities from the newly established Wellness Committee
- Participation in several community "walks" and events
- Student activities and events including a Welcome Back event and monthly lobby activities

Community Perceptions

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

Assessments of community engagement include

- Annual surveys of all alumni
- Semi-annual surveys of new graduates
- Information gathering from alumni virtual meetings
- Analytics from all communications to include website, newsletters, social media, events
- Field Education survey program for participants
- Field Education program for alumni
- Community engagement assessment in the Faculty Annual Performance Review
- Response to "virtual yearbook" from classes of 2021
- Periodic surveys of students from the DEI office and the Wellness Committee

Impact

- Increased student attendance and interaction in social justice oriented events (Teach-In event)
- Increased community and national attendance in virtual events (HBCU attendance for Teach-In, HBCU attendance at social justice speaking events including our Migration Conference and the Latin-X event)
- Registration over 200 for Teach-In event sponsored by the DEI Office and the Newman Institute
- Over 75% increase in readership for alumni newsletters for 2021
- Large percentage increases in social media profiling alumni
- Data tracking via BBIS as to open rates, clicks for alumni and student newsletters
- Data tracking on all social media platforms -- social media engagements increased on all platforms
- Comments via social media and email - our outreach and efforts have been positively supported
- Majority of 2021 graduates responded to the "virtual yearbook"
- Continued undergraduate student newsletter greater than 60% open rate
- Attendance increased for the spring 2021 for student virtual "Career Connections" event

Incentivizing Faculty Engagement

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

New and Current Incentives

Community Engagement

- Faculty seminar on social media usage for research promotion
- Faculty seminar with UofSC Communications on media and UofSC outlets for research and awards promotions
- Faculty research posted to alumni newsletter, website, social media, national educational groups, UofSC media
- Faculty research and interests marketed and advertised to incoming students and in recruiting brochures, recruiting social media and admissions sites
- Faculty and staff awards, research and publications are distributed monthly to all members of the college, highlighted on social media
- The College is beginning a new publication/magazine that highlights faculty accomplishments in research, teaching, and service
- The College has a research page with faculty names and their interests
- External faculty presentations are highlighted on social media

Collaborations

Internal Collaborations

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

- Dr. Kim is working with the Sociology Department on exploring whether parents' use of flexible work arrangements promoted quality time with their children using the American Time Use Survey.
- Dr. Iachini is working with three faculty members from the College of Education on an ASPIRE II project "ReadySET: School Readiness for Teaching Social-Emotional Learning Skills"
- Drs. Teri Browne, Dana DeHart, Melissa Reitmeier and Aidyn Iachini collaborate closely with the School of Medicine as awardees of the South Carolina Center for Rural and Primary Healthcare
- Dr. Owens was a Co-Principal Investigator on a grant with Karen McDonnell from Nursing titled "Advancing Quality Lung Cancer Survivorship in South Carolina"
- Dr. Ben Roth, Breanne Grace, and John Doering-White are planning a Migration Conference in March 2022
- Dr. Cheri Shapiro and Dr. Maryah Fram were funded for First Steps external evaluation
- Dr. Bongki Woo and Dr. Jun from the School of Journalism and Mass Communications collaborated and published three articles on anti-Asian racism and COVID-19
- Dr. Xu is collaborating with the Department of Psychology and the Center for Child and Family Studies on an ASPIRE I grant "Racial/ethnic disparities in mental health service utilization and placement stability among foster children before and during COVID-19 in South Carolina"
- Dr. DeHart is part of the Big Data Health Science Core Team
- Dr. Seay is working with the Center for Child and Family Studies on a funded Duke Endowment grant "Assessing the Role of Social Determinants in Foster Care Entry and Exit"

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. Every tenure-track faculty collaborates with external partners. Drs. Roth, Grace and Doering-White are working with faculty from the University of Chicago on Mapping Systems of Care Impacting Unaccompanied Minors. Dr. Roth is also collaborating with faculty at the University of Maryland and Dominican University on a multi-phase research project focused on school social workers in immigrant serving schools. Dr. Iachini is collaborating with faculty at George Mason and Loyola University to understand teachers' experiences with student wellness needs during the COVID-19 pandemic. Dr. Owens working with faculty at the Wake Forest School of Medicine on a funded Department of Defense grant titled "Influence of Prostate Cancer on Work Experience with Focus on Race and Income: A Qualitative Study." Dr. DeHart is funded by DAODAS and SCDC, and collaborating on research in partnership with SHSU and the University of Cleveland.

College faculty in the Institute for Families in Society and the Center for Child and Family Studies collaborate extensively with SC state agencies including the Department of Social

Collaborations

Services and the Department of Health and Human Services. The Institute works with numerous partners on funded projects including South Carolina First Steps, the SC Department of Mental Health and the Blue Cross Blue Shield Foundation of SC, SC Infant Mental Health Association and Resilient Richland funded by United Way of the Midlands.

Other Collaborations

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

- Dr. John Doering-White served as a Coordinator for Hostile Terrain 94 public exhibition on immigration enforcement along the U.S.-Mexico border, in partnership with the Undocumented Migration Project (UCLA) and the Richland County Public Library.
- Dr. Shapiro is part of the Research Committee for the national Alliance for the Advancement of Infant Mental Health.
- Dr. Woo has collaborated with social work scholars from different universities to write a concept paper for the recently launched 13th Grand Challenges for Social Work, titled "Eliminate Racism".
- MSW Program Coordinator Rhonda DiNovo serves as the Director of the West Columbia Outreach Initiative which is a partnership between the college and the West Columbia Police Department.

Equity and Diversity Plan

Improve Under-Represented Minority (URM) Student Enrollment

In Fall 2021, minority students represented 39% of overall enrollment at the College's undergraduate and graduate programs, and 23% were African- American. Asian students (1%) and Latinx students (8%) remain a small but growing share of COSW students. In particular, the number of Latinx students at the College increased by 58% from Fall 2020 to Fall 2021. The share of Latinx students at the College exceeds their share of the larger state population, where they were 6.0% of the total state population in 2020. International students (Nonresident Aliens) also increased significantly over the previous year, jumping by 50% from eight students to 12. The gender balance among students reflects national trends in our profession. According to the Council on Social Work Education, social work is predominantly female (86%). Combined, our BSW and MSW programs have a female enrollment of 89%, roughly equivalent to the national average.

The diversity of our programs reflects on-going efforts to recruit and retain URM students. We recruit at schools and programs with typically high levels of URM enrollment, and maintain active relationships with HBCUs in Georgia, South Carolina, North Carolina and Virginia. In 2020, our Academic Affairs Office began an articulation agreement with the SC Technical College system to provide a clearer pathway for future transfer students to enter our BSW program. We continue to create scholarship and fellowship opportunities in the BSW and MSW programs and direct them to URM-focused scholarships available through the National Association of Social Workers.

We recognize that our program's social media presence shapes whether students choose to apply and enroll. One aspect of our social media presence that students look for is attention to diversity, equity and inclusion. With this in mind, we continue to expand our social media presence to focus on URM student experiences and how the College advances race-related social justice issues. For example, we highlight faculty research that impacts minority populations to demonstrate ways in which students can become involved in community level change-making activities while they are students, and we feature graduates of our program who are engaged in social and racial justice concerns.

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

Our current minority faculty composition is 10% Asian, 12% Black and 8% Latinx. Female representation is higher than the state at 71%. The College has not hired in the past two years, but we have instituted procedures to ensure equity at all stages of the search and hiring process as we look toward hiring in the future. The College also sees its PhD program as building a pipeline for URM faculty into the academy. Over one third (35%) of our PhD students are URM, and 26% are African-American.

The College introduced a DEI component to the APR which was optional for 2020. This component allowed faculty to demonstrate how their teaching, research and/or service advances the DEI mission of the College and the profession of social work. It also served as a mechanism to recognize specific work faculty undertake that promotes DEI that might

Equity and Diversity Plan

otherwise go unrecognized.

Enhance Outcomes For URM Undergraduate and Graduate/Professional Students

The College has developed advising practices which give more personalized attention to students who are statistically more likely to experience roadblocks to degree completion. Undergraduate students are assigned 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. 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 time points 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 are referred to appropriate resources on campus to ensure timely completion of degree. In Spring 2021, we developed a mentoring program that matches BSW and MSW students with College alumni for career advisement and to build robust job connection networks. Over 20 alumni are committed to mentoring BSW and MSW students. The program, to be instituted during a future academic year, will also support students at-risk of not matriculating. The program is currently on hold because of the pandemic, but the groundwork is laid for a promising mentoring program in the future.

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

The College’s DEI focus in AY2021-2022 has continued to advance inclusion, education, awareness and a call to action. In response to the killing of George Floyd, Ahmaud Arbery and Breonna Taylor and in support of our community’s desire to engage in issues of racial justice, the College hosted several events to educate and train students, faculty and staff.

In 2021, our AD for DEI launched a podcast focused on social justice issues. In Fall 2021, the AD for DEI participated in a virtual panel focused on growth of the Latinx population in the state and its relevance to higher education. On-going collaboration with the DEI Workgroup—comprised of students, staff and faculty—have developed a pilot program for all-gender restrooms in Hamilton College. A group of students at the College presented a report

Equity and Diversity Plan

to the Dean which the DEI Workgroup then translated into an action plan. This included piloting the all-gender restrooms, raising awareness about their importance and gathering data from members of our College community regarding the impact of this change. A group of three PhD students started a DEI Task Force and Advisory Team that has been working closely with the AD for DEI to design and implement a climate survey. Over 250 students responded to the survey—nearly a 50% response rate—and the data will be a valuable starting point for developing a five-year strategic plan for DEI at the College.

The DEI Task Force and Advisory Team has also collaborated with the AD for DEI to plan an all-College event on the topic of racism and anti-racism. The goal of the event is to orient social work students to core elements of the social work profession, as articulated in our profession's code of ethics. The event will build on the diversity course that all BSW and MSW students are required to take, and incorporate findings from the survey to identify and address barriers to DEI in our College. Momentum from this event will lead to the creation of student affinity groups in Fall 2022. These groups will be an additional vehicle for dialogue, support, and action—all with the goal of improving the engagement of faculty, staff and students in equity and inclusion.

Improve The Sense Of Inclusion Amongst All University Community Members

Social work is a leader in justice and equity. As such, we are amplifying our social media presence with a particular focus on diversity, equity and inclusion. The College instituted a preferred name policy in Fall 2021, allowing students to indicate the name and pronouns they prefer be used in the classroom. This initiative has been successful at creating a climate of inclusion and respect. We are also working to update the content and resources on our DEI website. The College is also piloting two all-gender bathrooms in Hamilton College beginning January 2022. The university has several dozen all-gender or single-user bathrooms across campus, but none of them are in Hamilton or neighboring Barnwell. Therefore, we expect this change will benefit a large number of students within and outside of the College. Many of our students are nontraditional, requiring us to think differently about student services. In 2020, we opened a federally compliant, dedicated lactation room for nursing mothers. We have also opened a Quiet Room for university community members who require a place for ritual prayer or meditation.

Dashboard Metrics and Narrative

Metrics

Student Information Narrative

Student Trends

- Student enrollment declined from 2015 – 2019. Nationally, social work programs declined during this same period. This was the case for SEC schools as well unless their programs contained an online component.
- Undergraduate student numbers fell as tuition costs rose. However, college undergraduate enrollment is on the rise again.
- The College made concerted efforts to have PhD students complete the program more quickly; thus, the average time to degree completion decreased. This led to decreased enrollment because the college graduated candidates more quickly than in previous years (i.e., fewer years ABD). We also extended and provided greater funding for students, which led to less students being admitted into the program. This was done to make our program more competitive with peer schools.
- More recently, applications for the MSW program were adversely affected by Covid -19. Nevertheless, applications were up from the previous year.

Impact

- Student tuition is our top revenue generator. Thus, lack of students has affected the financial health of the entire college, leading to budget cuts.
- The college also lost its UofSC supported development officer, leading to less scholarship opportunities, with potential impact upon student applications.

Reversing the impact

- The College held an AY 20-21 contract with Cyberwoven, a professional marketing company, to increase MSW program enrollment with secondary impacts on BSW program enrollment. That allowed us to develop a baseline for recruitment data at multiple points in the process (e.g., prospects, applicants, admits), which assisted in assessing future recruitment efforts. Our branding and digital impressions have improved. So far, our application prospects are better for 2021 compared to 2020.
- We are making concerted efforts to increase enrollment of SC residents. Current recruitment efforts include establishing articulation agreements with all SC technical colleges, as well as plans for an articulation agreement with an in-state HBCU.
- Because our PhD program is not revenue-generating, the College is seeking scholarships that help reduce the overall funding from our general fund.
- Despite lack of a development officer, staff are establishing new scholarships and revenue sources to attract more students.

Contribution (Per Student) Narrative

Dashboard Metrics and Narrative

- The College of Social Work contribution per student currently is negative. This is due to a steady decline in graduate level student enrollment, therefore causing a decrease in tuition and fee revenues. This decline in student enrollment mirrors a national trend in social work programs, although there was a national increase in enrollment this academic year.
- State budget cuts, a decline in student enrollment and a decrease in research funds has affected revenue, which limits any increase in contribution per student.
- In 2019, we hired a consulting firm to create strategies to attract potential students which would lead them to apply to our MSW program. This high-level marketing helped increase future graduate program enrollment numbers with a secondary impact on our undergraduate level program. We were pleased with this investment and we hope that its assistance will help us become producers.
- With the strategies we have planned to increase revenues, the cost per student will decrease (i.e., with less overhead per student, contribution per student will increase and the college will be less of a consumer).
- Planning online degree options will assist us in becoming nationally and regionally competitive with other schools of social work.
- Faculty are emphasizing state and foundation grants, along with federal, and elevating the faculty research incentive program that should bring in more base revenue.

Model Allocations (Per Student) Narrative

- The College of Social Work model allocation per student is on track to become a producer as we strengthen our resources and enrollment.
- Tuition and fee revenues are the College's top revenue generator. The decline in student enrollment has affected the financial health of the College. We are working hard to create and implement strategies to increase enrollment and position ourselves as a producer.
- The College is taking action to establish articulation agreements with in-state technical colleges and HBCUs to increase student enrollment in our undergraduate program. We are also working on joint collaborations with our Center, Institute and outside entities.

Faculty Information Narrative

Faculty numbers

- Faculty numbers remain flat; this includes tenure/ tenure-track, clinical, adjuncts, and part-time faculty. This is intentional, as we have not been hiring new faculty.
- Last spring we lost a dean and replaced with an internal tenure-track faculty member. We also lost several tenure-track faculty members and a clinical faculty member/BSW program coordinator last year. We did not replace the tenure-track faculty and replaced the coordinator with an internal clinical faculty member. This spring we lost another tenure-track faculty and do not plan to replace. These faculty reductions correspond with reduced enrollment and help to balance our budget.
- In January 2020 we lost a clinical faculty member/program coordinator (Freedman) and replaced with an internal clinical professor.

Student/ Faculty Ratios

Dashboard Metrics and Narrative

- Despite decreased student enrollment, the ratio of students/faculty increased. Some faculty also left, and others retired. However, most of the decrease in the ratio was due to lower student enrollment.

Short-term plans

- As our student enrollment increases because of improved recruitment strategies, the ratios will again change. We plan to hire additional clinical faculty, which will decrease our use of adjunct instructors, and also maintain a favorable student/ faculty ratio.
- We are discussing possible re-organization of the MSW program to reduce the number of distinct courses. Recently, the MSW Program Committee obtained faculty approval to streamline the MSW curriculum, eliminating the three current "specializations" that each include three specialized courses. The current program requires that the College offer each of the nine courses required for these specializations but fluctuating student preferences make it impossible to consistently fill all of these sections. Reorganizing the curriculum with fewer courses should enable increased efficiencies and reduce occurrence of low enrollment sections. Furthermore, we are exploring ways to consolidate selected low enrollment BSW and MSW courses by using 500/600 numbers that enable us to continue offering multiple elective courses but with higher enrollments.

Long-term plans

- The College will continue working on innovative ways to improve the quality of student education.
- We will increase student/ faculty ratio as a cost-saving strategy.

Credit Hours Taught Narrative

- MSW enrollment declined slightly. However, credit hours taught remained the same unless faculty had reduced teaching because of a grant.
- Faculty continue to teach while they seek grant funding.
- Four new tenure-track faculty had reduced course loads for their first year.
- Faculty will be encouraged to seek grant opportunities. If their grant funding is large, they will be allowed to buy out of three of their four classes within an academic year.

College/School Financial Information Narrative

- Cost: Student enrollment is our largest revenue generator, and enrollment declined.
- Revenue-generating/Cost: Cyberwoven assisted with digital marketing in order to boost student enrollment. However, their services were expensive and discontinued.
- Cost-savings: New scholarships will assist with student funding.
- Cost-savings: Sponsorships will offset expenditures. We will seek funding for the PhD program.
- Cost-savings: MSW hooding was now a virtual yearbook. In 2020 we did not spend any money on a graduation hooding ceremony, allowing the College significant savings. In 2021 we had a "graduate recognition parade" within Hamilton that did not affect budget. In 2022, we will hold a small hooding ceremony on campus.
- Cost-savings: Less travel will assist with budget and we are encouraging more virtual

Dashboard Metrics and Narrative

attendance of conferences to save money.

- Cost-savings: The college ended the MSW program in Korea.
- Financial pride: IFS received a \$29 million five-year contract, and the College of Social Work faculty are submitting an increase number of grant proposals to a wider variety of funding sources (e.g., state, foundation).
- Concerns - our continued low in enrollment is a top priority.

Student Outcomes Narrative

- Nationally, 46% of MSW students are first-generation students.
- Median salary for MSW graduates is \$47k and the mean debt is 49\$K. Thus, the debt load is high.

Actions taken to improve post-graduate experience

- Continue to strengthen students' field education experience and their connections to the practice community.
- Continue to strengthen relationships with state organizations to increase opportunities for student employment at state agencies.
- Increasing in-state student graduate enrollments to increase employment within the state.
- BSW graduates working with career services with portfolio of activities to develop employment.
- Peer mentoring program for BSW graduates.
- New mentoring program rolling out for increasing employment opportunities.
- Alumni career connections program.
- Produced multiple new scholarships this year for students.
- The Field Education Office provides stipends for training grants to assist student in student debts.
- Increased graduate students in the College to assist with student debt.
- Seeking more foundation funding and stipends for fellowships that will help with student tuition and reduce debt.

HERD Research Expenditures Narrative

- Most of our research expenditures are contributed to research staff salaries at the Center for Child and Family Studies and the Institute for Families and Society.
- We anticipate our research expenditures will increase. IFS received a \$29 million five-year contract, and the College of Social Work faculty are submitting an increase number of grant proposals. We are anticipating more grant awards in 2022.
- We also re-introduced our faculty research incentive program to encourage faculty to seek out research funds. These research dollars will help offset faculty salaries and generate indirect recovery revenue.
- Our Associate Dean for Faculty and Research continues to work with faculty to find funding in their areas of expertise.

Dashboard Metrics and Narrative

Other Information Narrative

- The College of Social Work's goal is to provide a great educational experience; therefore, we strive to embody a strong strategic mission and goals. We are designing a plan to help the organization monitor our analytics to track and achieve these goals.
- Monitoring our costs can help to determine if our objectives and goals are being met.

Concluding Remarks

Quantitative Outcomes

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

While each unit within the University has faced its own Covid-19 and financial challenges, the College of Social Work has moved forward.

Our enrollment numbers for the MSW program in 2020-2021 declined, which was no surprise given the country-wide decline in applications to in-person MSW programs. However, we have faced other challenges throughout this year. We successfully adjusted with changes to syllabi, faculty adjustments to online instruction and moved smoothly to hybrid (online and in-person) recruitment. We are successfully navigating reaccreditation and continue to plan and develop new programs.

More notably, we also have an Interim Dean, an Interim Associate Dean for Curriculum and have a critical need for Clinical faculty. We replaced our BSW program director, our Dean for Diversity, Equity and Inclusion, and currently are without a permanent Newman Institute Director. We are in process of hiring our new development officer.

That we have been able to continually produce high quality graduates with promising social work careers, make accommodations and corrections while beginning new programs, adjusting curricula, improving minority enrollment and increasing our scholarly productivity was the biggest surprise out of the data.

Cool Stuff

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

Highlights

- Our Field Education Office responded to continued disruptions in field placement due to COVID-19 by creating a series of simulation labs. Students can supplement their field hours by participating in these labs. We are also exploring scholarly outlets for this work. In addition to the simulations, we placed students back in the field under carefully controlled situations in light of the pandemic.
- Our College admits a high percentage of in-state students, which shows our commitment to educating South Carolinians. We also continue the trend of one of the largest proportion of African American students (among all UofSC units) enrolled in our programs. Our other minority enrollments are also trending upward.
- Social workers are the leading mental health provider in the nation. During this COVID-19 period, our alumni mental health care providers have done exemplary work and led the state in numbers of providers.
- We made concerted efforts to have greater outreach to our alumni this academic year. We hope to have alumni engage in mentoring programs for our proposed at-risk new students, engage in more well-attended alumni socials and have donated funding for new student scholarships in 2022-2023. We also reestablished our alumni awards, to award at

Concluding Remarks

Homecoming, 2022. Our ultimate goal continues to have alumni be our College's greatest champions.

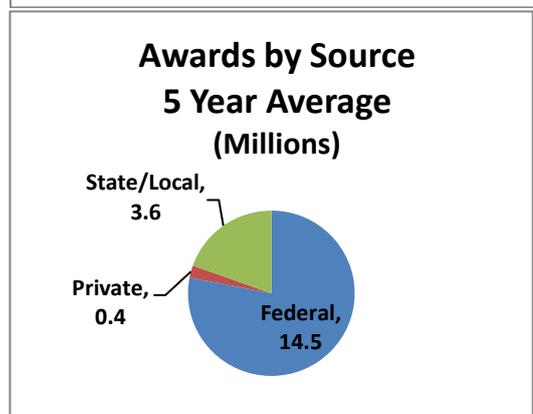
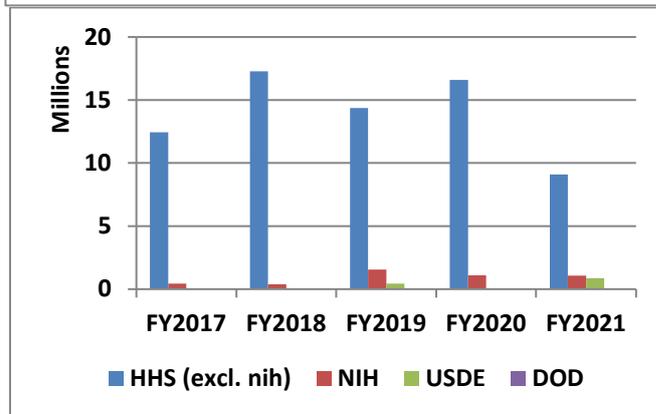
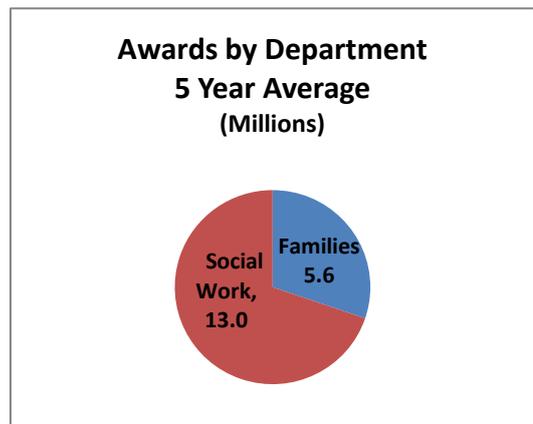
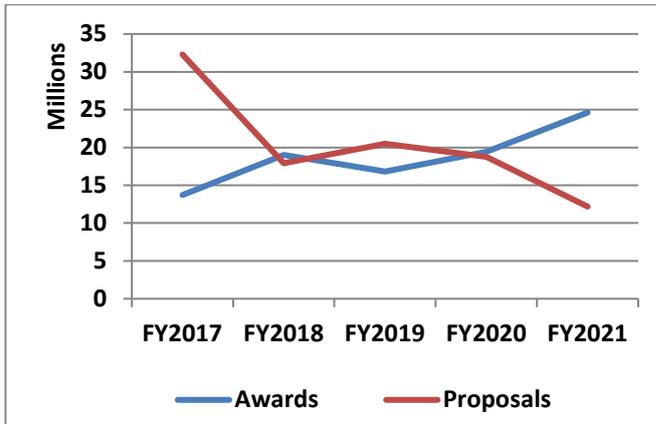
- Communications include continuing heavily branded newsletters, consistent contact with our alumni and students, posting employment positions for alumni and an increased focus on social media to boost enrollment.
- Disrupting social injustice and oppressive systems are core tenets of social work practice. Our DEI events, including the Teach-In and the Migration conference, provided an opportunity for the College, the University community and the broader community to be inspired and to critically reflect on these social-justice oriented panels.
- We continue to strategize ways to make our programs more flexible, where students will have more routes to getting a BSW, MSW and doctorate degree in social work. Exciting programming is in the planning stages for 4+1 and 3+2 programs that will attract more students. Moreover, we are in the planning stages of working toward creating a doctorate in social work (DSW) degree.
- We greatly expanded our connections to state health care providers organizations and other non-profits with renewed relationships through the Dean's office.
- Our open access restroom pilot program has been appreciated by our students.
- The Latin-X fall forum was greatly attended by members of the Latin-X community throughout the state.
- Our BSW students not only revived several student organizations but held monthly events for the Social Work community.
- Our BSW students established a social media group to assist in the promotion and enrollment of the College.
- We hosted National Association of Social Workers president Mit Joyner in a forum for students as a part of National Social Work Month.
- Our newly established Summer Connor Fellows program for PhD students will include:
 - A \$6000 stipend to a current PhD student in the College of Social Work to support 8 weeks of half-time (20 hours/week) Graduate Research Assistantship activity on a faculty-lead project related to aging or older adults;
 - Tuition supplement and fees for 3 credit hours for the selected student, to be used for a course or independent study aimed at advancing the student's knowledge and skills on older adults/aging or specific research methods involved in the summer project.
 - \$500 to help cover research costs (e.g. software, participant incentives, transcription, travel, conferences fees - to be spent within the fiscal year).
 - A fall colloquium for the student/faculty to share their project accomplishments within our College and University community, as well as with any community stakeholders, and with an invitation to the funder.

Appendix A. Research & Scholarly Activity

Office of Research IT and Data Management Office

College of Social Work Summary of Awards

SAM ACTIVITY	FY2017	FY2018	FY2019	FY2020	FY2021	%Change Avg. (17-20) & 2021
Division Award Totals	13,487,687	18,757,362	16,678,044	19,426,575	24,616,622	44.1
Unit Totals						
Families in Society, Institute for	1,369,886	7,689,177	4,269,772	7,266,162	7,490,664	45.5
Social Work, College of	12,117,801	11,068,185	12,408,272	12,160,413	17,125,958	43.4
Source						
Federal	12,879,280	17,673,323	16,362,284	14,499,796	11,132,968	(27.5)
Private	194,527	883,589	279,861	257,331	617,083	52.8
State/Local	413,880	200,450	35,899	4,669,448	12,866,571	867.5
Proposals						
Submissions	50	32	33	35	31	(17.3)
Dollars Requested	32,288,967	17,927,571	20,498,699	18,762,910	12,182,489	(45.5)

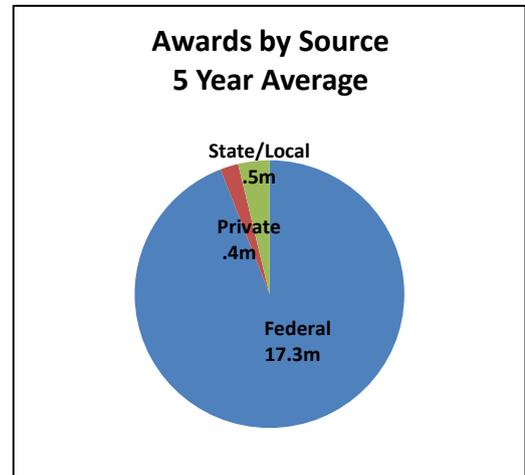
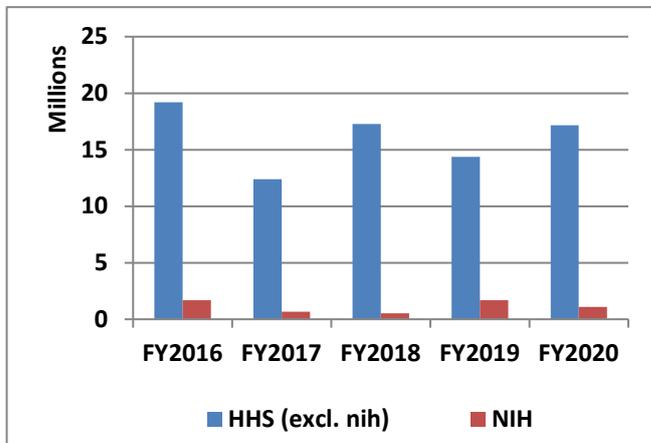
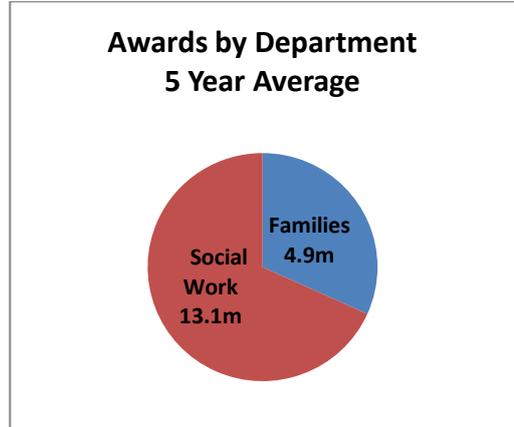
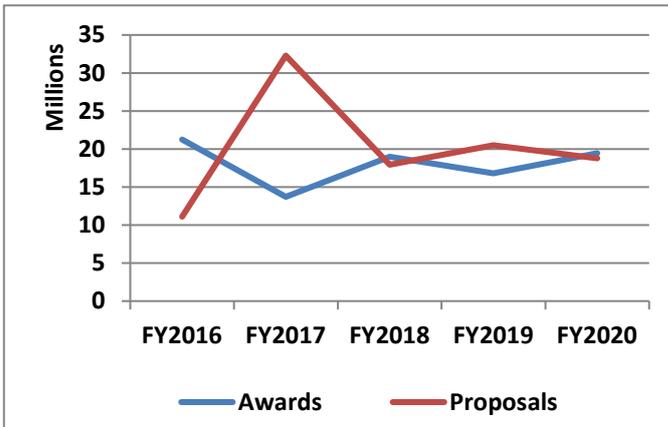


Appendix 1. Faculty Information

Office of Research IT and Data Management Office

College of Social Work Summary of Awards

SAM ACTIVITY	FY2016	FY2017	FY2018	FY2019	FY2020	%Change Avg. (16-19) & 2020
Division Award Totals	21,246,276	13,710,740	18,991,756	16,808,161	19,426,575	9.8
Unit Totals						
Families in Society, Institute for	4,080,648	1,369,886	7,689,177	4,269,772	7,266,162	66.9
Social Work, College of	17,165,628	12,340,854	11,302,579	12,538,389	12,160,413	(8.8)
Source						
Federal	20,907,694	13,102,333	17,907,717	16,492,401	17,856,081	4.4
Private	165,964	194,527	883,589	279,861	257,331	(32.5)
State/Local	172,618	413,880	200,450	35,899	1,442,740	601.3
Proposals						
Submissions	75	50	32	33	35	(26.3)
Dollars Requested	11,103,175	32,288,967	17,927,571	20,498,699	18,762,910	(8.3)



Appendix 2. Academic Analytics Report

