

# Executive Summary

## Blueprint for Academic Excellence College of Social Work AY2021-2022

### Introduction

The College offers a BSW, MSW, and PhD program, two graduate certificate programs, three non-credit continuing education courses, and four combination degree programs with other University of South Carolina graduate schools, including the School of Law, the College of Arts and Sciences and the Arnold School of Public Health. The College also has two institutes and two centers. In particular, the Center for Child and Family Studies and the Institute for Families and Society bring significant revenue into the College. The College has the largest MSW program in the state and the only doctoral program in social work in the state.

### Highlights

COVID-19 necessitated a pivot in our teaching, research and scholarship. Faculty productivity was high, including quality publications and external funding. Our lead institute (IFS) received a national \$29 million grant. We reestablished the research incentive program to motivate productive faculty with grant proposal submissions. COVID-19 caused disruptions in field internships. Our Field Education office responded, creating simulation labs for students to supplement required field hours. We had greater outreach to our alumni through alumni newsletters and an alumni board. We also hosted highly attended virtual social justice-oriented events with prominent speakers Ibram Kendi and Bakari Sellers. Our reputation is improving and our contributions to overall University goals are increasing.

Dr. Ronald Pitner Interim Dean  
College of Social Work



A handwritten signature in cursive script that reads "Ronald Pitner".



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# Foundation for Academic Excellence

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## **Mission Statement**

The mission of the College of Social Work is to promote social well-being and social justice with vulnerable populations through dynamic teaching, research, and service conducted in collaboration with diverse people of South Carolina, the nation, and the international community.

Updated: 03/06/2019

## **Vision Statement**

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

Updated: 03/06/2019

## **Values Statement**

The University of South Carolina Carolinian Creed provides guidelines for faculty, staff and students along with policies and procedures. <https://www.sa.sc.edu/creed/>.

Additionally, diversity, equity, and inclusion are central to the mission and values at the College of Social Work. Each faculty and staff member and students are expected to promote diversity, equity and inclusion through their research, teaching, professional, public service or student contributions. The values, and to do so over the next ten years, 2015–2025.

Updated: 03/06/2019

# Goals - Looking Back

Goals for the previous Academic Year.

## Goal 1 - Increase College capacity building and sustainability

<b>Goal Statement</b>	Increase College capacity building and sustainability
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>Assemble and cultivate a world-class faculty and staff.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	The College of Social Work onboarded two junior faculty members in the 2019-2020 academic year. Rather than launching a search process for the 2020-2021 academic year, noting that our full-time to part-time instructor ratio meets accrediting guidelines, we turned funds toward two endeavors. One is the new marketing and recruiting plan that emphasizes social media. The second is mounting online courses. We launched a new center in December 2019, the Center for Migration, Policy, Services, and Society. This important initiative features the work of three talented and productive faculty members. We anticipate that it will draw attention to the school and attract both talented undergraduate and graduate students.
<b>Achievements</b>	The two junior faculty members whom we hired last year have been highly productive. Professor Xu has published six peer-reviewed journal articles since her arrival in August of 2019 and submitted an ASPIRE application and an application from the Walker Institute. Professor Doering-White has published one peer-reviewed article and co-produced an important documentary on immigration that is receiving national attention. He has been instrumental in the development of COMPASS. Professor Grace has been charged with launching an online version of SW712 and SW716 and is leading the faculty in how to develop highly-interactive online courses.
<b>Resources Utilized</b>	We were able to obtain funding from the Sisters of Charity Foundation for COMPASS. We are partnering with the Department of Anthropology and the Walker Institute to premier Professor Doering-White's new documentary. We were also able to leverage his faculty appointment at the College of Social Work with a joint appointment in the Department of Anthropology.
<b>Goal Continuation</b>	We will continue, budget permitting, our "serenade" program to attract senior faculty members from other top schools to fill out senior ranks.

# Goals - Looking Back

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

# Goals - Looking Back

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

<b>Goal Statement</b>	Increase proportion of course sections taught by full-time faculty by hiring additional clinical faculty members
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Because we came into compliance with our accrediting body, the Council on Social Work Education (CSWE), we began to monitor the full-time and part-time ratio, but no longer urgently needed to hire new faculty. Instead we are vigilant in checking the ratio and will continue to do so. We are careful to orient and evaluate the teaching of part-time faculty.
<b>Achievements</b>	We now have only 33% part-time instructors in our BSW Program and 49% in our MSW Program. The Dean and Assistant Dean for Evaluation and Curriculum have determined that their student course evaluations are commensurate with those of full-time faculty.
<b>Resources Utilized</b>	By adjusting course sizes, we have saved resources.
<b>Goal Continuation</b>	We will continue to monitor as outlined above.
<b>Goal Upcoming Plans</b>	No change is anticipated.
<b>Resources Needed</b>	None
<b>Goal Notes</b>	



# Goals - Looking Back

## Goal 3 - Increase effectiveness and efficiency of administrative processes, including possible restructuring

<b>Goal Statement</b>	Increase effectiveness and efficiency of administrative processes, including possible restructuring
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Create new pathways to research excellence to become AAU eligible.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (single year goal)
<b>Action Plan</b>	We have built on and refined the new organizational structure that we developed in concert with the University's Division of Human Resources during the 2018-19 academic year. This refinement was based on an organized system of meetings with staff and faculty over the 2019-2020 academic year. We have elevated a staff position to Assistant Dean for External Affairs. This new position provides flexibility and helps us to coordinate four important functions: (1) marketing and recruitment, which involves a contract with Cyberwoven; (2) our school communications; (3) donor and alumni relations; and, (4) our conversion of face-to-face courses to online. All created positions are vetted through an internal search process in line with university standards.
<b>Achievements</b>	Our new Assistant Dean for External Affairs has been instrumental in brokering our contract with Cyberwoven and evaluating its progress. We have become much more interactive with our alumni and donor bases and our donations have increased. Our web site now reflects the needs and achievements of the school and represents a nice balance between teaching and research, when formerly it emphasized teaching.
<b>Resources Utilized</b>	Other than increasing staff positions, no additional resources were expended.
<b>Goal Continuation</b>	We will continue to meet with faculty and staff and incorporate feedback into administrative changes, as needed.
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	No additional resources are needed at this time.
<b>Goal Notes</b>	

# Goals - Looking Back

## Goal 4 - Increase and better coordinate external communication efforts

<b>Goal Statement</b>	Increase and better coordinate external communication efforts
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• 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.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	We remain in the process of improving marketing and communications through web updates, new social media messaging, and recruitment materials aimed at Generation Z culture. We are enlisting alumni well-known to faculty to assist in tracking contact information on members of their graduating classes. We are continuing to meet regularly with University of South Carolina Communications and Public Affairs staff to ensure that our web site is aligned with university efforts. We are also translating Cyberwoven advice into more appealing social media communications.
<b>Achievements</b>	Our new branding campaign ("Where Compassion Leads") has increased the number of potential students and visitors to our website and social media outlets. Over 8,000 of our alumni are now regularly sent materials and communications about the school.
<b>Resources Utilized</b>	No additional resources were expended. We propose that increasing communications will bring in new revenue for the school.
<b>Goal Continuation</b>	Our internal communications team will continue to meet regularly with recruiters, our development officer, Cyberwoven staff and University Communications and Public Affairs teams.
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	No additional resources are needed beyond those outlined in Goal 1.
<b>Goal Notes</b>	

# Goals - Looking Back

## Goal 5 - Enhance the student learning experience

<b>Goal Statement</b>	Enhance the student learning experience
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• 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.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal aligns with all mission, vision, and values. Status In progress (see achievements).
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Compared to other schools of social work, the college has few out-of-classroom activities for students. We surveyed current and prospective students to determine their needs for when classes are scheduled. The increasing number of students live at a distance and have work and family commitments that restrict their schedules. They have communicated their need for flexibility. The few students who must drop out of the program say that they do so because their work:life:school balance has become untenable. COVID-19 forced us to modify our plan. Thus, we are planning a future schedule that includes time blocked for outside speakers, peer and faculty - student mentoring and student life activities within the college. We will also permanently offer three courses in online form, to allow more flexibility. We are implementing course changes in the PhD Program curriculum, in accordance with our 2019 self-study.
<b>Achievements</b>	We now feel confident in our ability to open our schedule in the future for out-of-classroom learning experiences and to mount three online courses. Our donor-named lactation room will open in the coming weeks. We sponsored discounted tickets to "Just Mercy" at a local cinema with discussion about racial justice afterwards.
<b>Resources Utilized</b>	We expended resources to execute our PhD program review. We have given one faculty member with online teaching experience a course buyout to help plan our online instruction. She will teach one of the courses. We are implementing changes suggested by external reviewers of our PhD program.
<b>Goal Continuation</b>	We will continue to assess student needs and exigencies.
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	No additional resources are needed.
<b>Goal Notes</b>	

# Goals - Real Time

Goals for the current Academic Year.

## Goal 1 - Increase overall student enrollment

<b>Goal Statement</b>	Increase overall student enrollment
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• 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.</li> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	Newly Established Goal
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• Increase BSW student enrollment through:               <ul style="list-style-type: none"> <li>◦ Continued digital marketing to increase visibility of our program.</li> <li>◦ Creation of articulation agreement with South Carolina technical system, leading to an Associate degree/ BSW combination.</li> <li>◦ Creation of BSW/MSW (4+1) at UofSC.</li> </ul> </li> <li>• Increase MSW student enrollment through:               <ul style="list-style-type: none"> <li>◦ Continued digital marketing to increase visibility of our program.</li> <li>◦ Creation of BSW/MSW (4+1) at UofSC.</li> <li>◦ Creation of articulation agreement with other departments (e.g., psychology, criminology) on the UofSC campus, leading to a 3+2 combination.</li> <li>◦ Creation of interdisciplinary graduate certificate programs.</li> </ul> </li> <li>• Increase doctoral student enrollment through the creation of an online Doctorate of Social Work (DSW) degree.</li> </ul>
<b>Achievements</b>	<ul style="list-style-type: none"> <li>• We have created a draft of the articulation agreement for the SC Technical System.</li> <li>• 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.</li> </ul>
<b>Resources Utilized</b>	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.
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	We will continue to work on initiatives to increase enrollment.

# Goals - Real Time

<b>Resources Needed</b>	None.
<b>Goal Notes</b>	

# Goals - Real Time

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

<b>Goal Statement</b>	Increase proportion of course sections taught by full-time faculty by hiring additional clinical faculty members
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal fully aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Hire two additional clinical instructors by the end of the Spring 2021 semester.</li> <li>• Hiring more clinical faculty reduces the reliance on part-time faculty.</li> </ul>
<b>Achievements</b>	<ul style="list-style-type: none"> <li>• We now have only 22% part-time instructors in our BSW Program and 35% in our MSW Program.</li> <li>• We hired one PhD-level clinical instructor who will begin 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.</li> </ul>
<b>Resources Utilized</b>	None
<b>Goal Continuation</b>	We will continue to monitor as outlined above.
<b>Goal Upcoming Plans</b>	No change is anticipated.
<b>Resources Needed</b>	None
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 3 - Increase effectiveness and efficiency of administrative processes, including possible restructuring

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

# Goals - Real Time

## Goal 4 - Increase research productivity and scholarship within the College

<b>Goal Statement</b>	Increase research productivity and scholarship within the College
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Spur innovation and economic development through impactful community partnerships.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• The Director of the Center for Child and Family Studies (CCFS) will work to diversify their contract and funding partnerships.</li> </ul>
<b>Achievements</b>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• The CCFS received over 12 million dollars in grants and contracts, with the Department of Social Services (DSS) being their main partner.</li> <li>• Faculty publications and grant proposal submissions were very high.</li> </ul>
<b>Resources Utilized</b>	No additional resources were expended.
<b>Goal Continuation</b>	The Associate Dean for Research will continue to meet regularly with tenured and tenure-track faculty to discuss their research goals.
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	No additional resources are needed.
<b>Goal Notes</b>	No additional resources are needed.



# Goals - Looking Ahead

Goals for the next Academic Year.

## Goal 1 - Increase overall student enrollment

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

# Goals - Looking Ahead

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

# Goals - Looking Ahead

## Goal 2 - Prepare the College for reaccreditation and data collection.

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

# Goals - Looking Ahead

## Goal 3 - Increase research productivity and scholarship within the College

<b>Goal Statement</b>	Increase research productivity and scholarship within the College
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Spur innovation and economic development through impactful community partnerships.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The goal aligns with all mission, vision, and values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Achievements</b>	Higher grant proposal submissions, higher grants being received by faculty, and higher publication profile in higher tier journals.
<b>Resources Utilized</b>	No additional resources were expended.
<b>Goal Continuation</b>	The Associate Dean for Research will continue to meet regularly with tenured and tenure-track faculty to discuss their research goals.
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	No additional resources are needed.
<b>Goal Notes</b>	

# Academic Programs

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## Program Rankings

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

The last 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 puts 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 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 made several programmatic changes during the last academic year.

### **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.

### **PhD Program**

# Academic Programs

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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 starting 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 program launches in AY 20-21, although the College has several new proposals under discussion.

## Program Terminations

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

There were no program terminations in AY20-21.

# Academic Initiatives

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## Experiential Learning For Undergraduates

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

**The College engages students in experiential learning through field 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 a \$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 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.
5. Expanded employment-based field placement options to allow students working in human service state agencies to count work hours as field hours.
6. Developed simulation labs to replace field hour requirements in field courses and to offset pandemic consequences. Many internships, particularly hospitals and 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 developed simulation labs in a COVID-19 era and with support from the Provost's Office.

### IMPROVEMENTS

# Academic Initiatives

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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 150,374 hours of service. If compensated at 2020 minimum wage (\$7.25), College of Social Work students contributed a minimum of \$1,090,212 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.*

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

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

## Reputation Enhancement

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

The college has enhanced its reputation and that of the University through considerable ventures and activities. Our most integral activity is our field internship program, which positions students in over 300 sites of community-based social service organizations throughout South Carolina. Our students provided 150,374 community service hours in 2020. Its economic impact alone, calculated at a conservative \$7.25 per hour, is a minimum of \$1,090,212 toward the South Carolina economy. Arguably, its intangible benefits are huge.

We have also enhanced our reputation through policy work. Professor Christina Andrews



# Academic Initiatives

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(Public Health, fall 2020) has been increasingly sought out as an expert on opioid policy. Faculty member Teri Browne advises on state public health policy. 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. Also of note, Iachini and Kirk Foster were named Fellows of the Society for Social Work and Research. 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.

Additionally, former Dean Sarah Gehlert was invited to present on her experiences with engaging community members in cancer prevention at the National Academy of Science, Engineering, and Medicine in Washington DC. Interim Dean Ronald Pitner serves on the Board of Trustees of the South Carolina charitable foundation Sisters of Charity.

## 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.*

- Must grow 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
- Loss of top faculty with high research funding
- Need to hire more clinical instructors

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 applications to the BSW and MSW 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 SEC MSW programs have launched full online programs over the past five years, attracting prospective students who might otherwise be attending the University of South Carolina. Student debt is also an issue. According to CSWE reports, the average salary MSW graduates is \$47K and the average debt is \$49K.

# Faculty Population

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## Faculty Employment by Track and Title

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

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

	Fall 2020	Fall 2019	Fall 2018
<b>Tenure-track Faculty</b>	20	21	21
Professor, with tenure	2	2	3
Associate Professor, with tenure	14	12	10
Assistant Professor	4	7	8
Librarian, with tenure	0	0	0
<b>Research Faculty</b>	4	4	2
Research Professor	2	2	1
Research Associate Professor	1	1	0
Research Assistant Professor	1	1	1
<b>Clinical/instructional Faculty</b>	10	10	12
Clinical Professor	0	0	0
Clinical Associate Professor	4	4	2
Clinical Assistant Professor	4	5	9
Instructor	1	0	0
Lecturer	1	1	1
Visiting	0	0	0
<b>Adjunct Faculty</b>	23	33	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](https://nces.ed.gov/ipeds/Section/collecting_re)

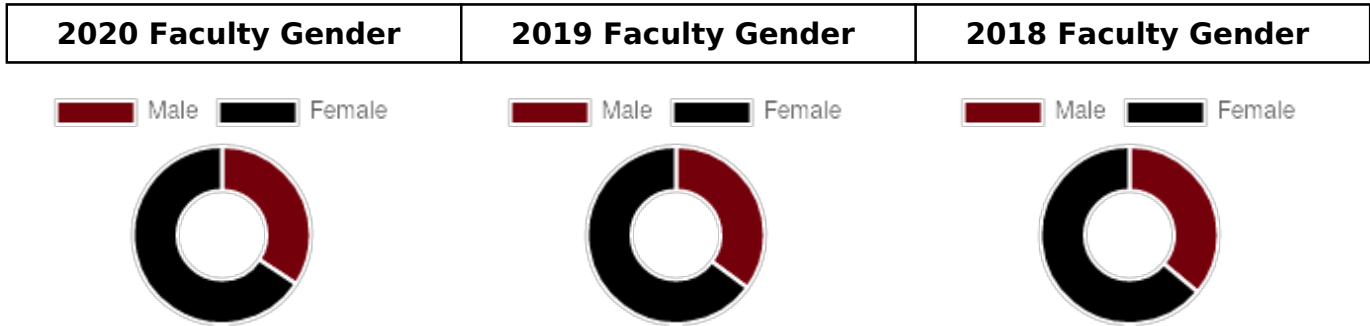
**Table 2. Faculty Diversity by Gender and Race/Ethnicity.**

	Fall 2020	Fall 2019	Fall 2018
<b>Gender</b>	35	37	36
Male	12	13	13
Female	23	24	23
<b>Race/Ethnicity</b>	35	37	36
American Indian/Alaska Native	0	0	0
Asian	2	1	2
Black or African American	4	4	5
Hispanic or Latino	1	1	0
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	3	4	2
Two or More Races	0	0	1
Unknown Race/Ethnicity	0	0	0
White	25	27	26

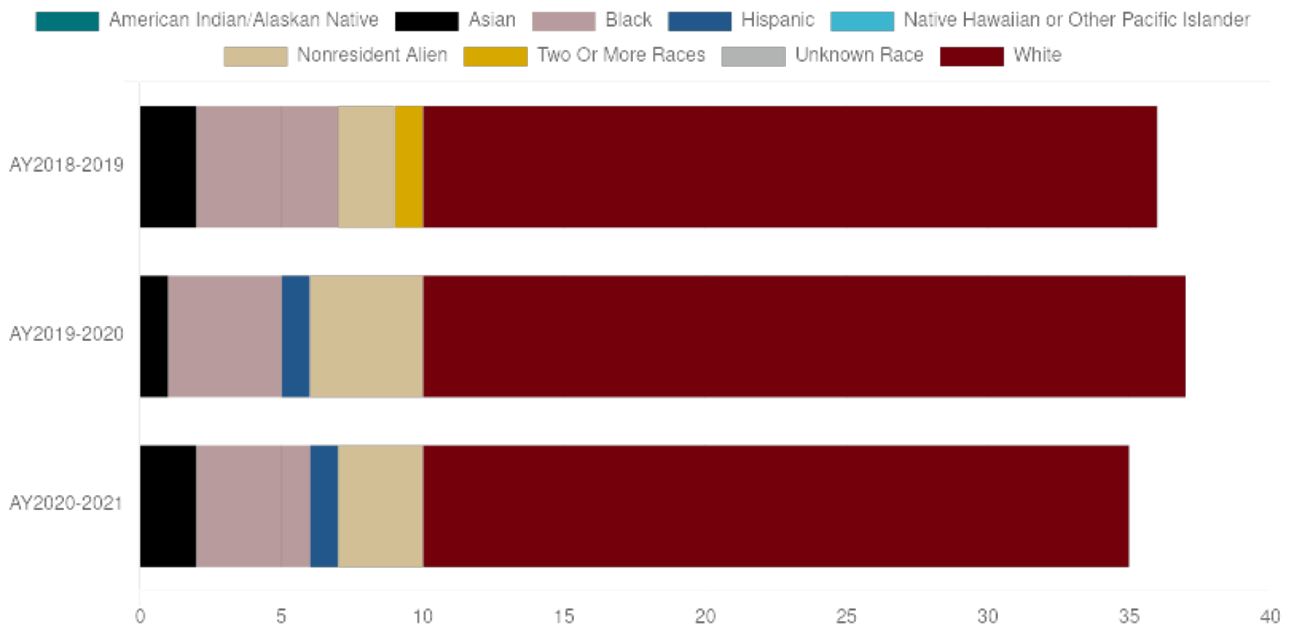
Illustrations 1 and 2 (below) portray this data visually.

# Faculty Population

**Illustration 1. Faculty Diversity by Gender**



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



# Faculty Information

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## Research and Scholarly Activity

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

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

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 2015 – AY 2019 (articles per faculty, percent of faculty with an article, citations per article, and citations per faculty), the school's percentiles were 10 articles, 95%, 6.8 citations per article, and 84 citations per faculty, respectively. The group was composed of 139 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 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 launched two major faculty development initiatives to promote and increase faculty and doctoral student research productivity. The first is a monthly series of Research Colloquia. These events are virtual and showcase College faculty and international experts to provide faculty and doctoral students with information on research techniques and innovations. These have been successful so far, with most of our faculty attending. The second faculty development activities are writing workshops and writing retreats. These virtual events involve faculty meeting to discuss barriers to academic writing, promote resources for academic writing and to provide a virtual space for faculty to co-write. These online writing workshops occurred throughout the Summer 2020, and Winter Break 2020/2021. All of our junior faculty participated in these events, along with senior faculty members and two clinical faculty members.

Faculty continue to be offered help, support and mentorship on grant-writing and grant submissions. Faculty also have taken advantage of many workshops and events from the

# Faculty Information

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Center for Teaching Excellence. The College Office for Research also distributes to faculty requests for funding, grant and award opportunities and training opportunities. Faculty submitting grant applications are provided support in preparing their budgets, assembling the grant package & submission through USCeRA by the College Grants Administrator and the Associate Dean for Research (ADR). To strengthen the competitiveness of grant submissions, the ADR also offers and encouraged faculty a mock review of their applications.

In addition, we offered virtual "Conversations on Teaching" during Friday lunch hours for the fall semester to assist and support faculty members with the transition to online instruction. These conversations each attracted more than 20 faculty participants for discussions about use of information technology, online expectations for students, promoting academic integrity, accommodating student stresses and available support resources for students. Participants reported that these conversations provided a significant type of support for faculty members themselves.

## **Supplemental Info - Faculty Information**

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

## **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.* In 2020, one clinical assistant professor (who also served as a program coordinator), one tenured associate professor, and one tenured professor (who also served as dean) left the COSW 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, three tenured faculty members were each on sabbatical for one semester in 2020. Because the COSW did not hire additional faculty in 2020, these departures and absences were absorbed by current faculty members and instructors.

After reduced enrollments during the previous two years, enrollment in the BSW and MSW programs began to rebound slightly. In the BSW program, this increase resulted in two partially full sections of required courses for the incoming cohort (rather than one over-full section for the previous cohort). Despite these enrollment increases and the faculty departures noted above, the COSW 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, and arranging for doctoral students to take two low enrollment courses in another department (re-deploying those faculty members elsewhere). A newly implemented one-semester reduction in required courses for the doctoral program also eliminated three low enrollment doctoral courses and allowed the COSW to re-deploy those faculty members as well.

# Teaching

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

	<b>Fall 2020</b>	<b>Fall 2019</b>	<b>Fall 2018</b>
<b>Analysis of Ratio</b>	01:11.5	01:10.6	01:12.0



# Student Recruiting and Retention

## Student Recruitment

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

### BSW Program

Covid-19 presented challenges to the BSW program. The admittance process into the Upper Division (juniors and seniors) began in March. Despite Covid issues, we still reviewed and admitted 53 students (greater than our target) to begin the major sequence in fall 2020. These students were contacted beginning with their admittance and throughout the summer to try to keep interest and engagement. All students admitted began in the Upper Division in August. Students attended a virtual orientation prior to the semester and were invited to several “Dean’s Roundtables” for open discussions on the program, the college and life at the University.

We focused on freshman recruitment and retention. The BSW program coordinator created a video posted by University Admissions accompanying other Uof SC programs. We had 15 freshmen who declared their major as social work. This year 48.8% more freshman applicants selected Social Work as a major at the time of application compared to last year. Three hundred and eleven prospects applied this year versus 209 last year for an increase of 102 total applicants. The increased applications also reflected an increase in SC freshman for this year in comparison. Additionally, social work minors have increased. While this takes additional resources from the college, we now have over 75 undergraduates with social work minors. We also ran a University 101 course with faculty member Lana Cook as instructor in the fall to retain these freshmen and attract more students to the major.

The program coordinator routinely visits classes in all pre-major courses each semester to remind students about the yearly application process to Upper Division, program requirements and to encourage questions. In 2020 this included visits to all sections of social work classes 201 and 222 both spring and fall. We expect the number of applications to Upper Division in spring 2021 to again be about 50.

A major advancement in the College’s undergraduate retention efforts in 2020 was the hiring of a full-time Undergraduate Academic Advisor who will remain with students as their academic advisor from the time of declaration of the major (or transfer) until graduation. In addition, the Undergraduate Social Work Student Association (USWSA) launched the new initiative of a peer mentoring program where more “veteran” majors are matched with new majors. As of fall 2020, 20 students were participating as mentors or mentees. The USWSA has plans to broaden and strengthen this program moving forward as a major retention effort, in addition to other activities of the Association, including guest speakers and community service projects.

### MSW Program

Recruiting efforts for the MSW Program came directly from the college’s 2019 strategic plan to increase enrollment. The 2020-2021 targets for recruitment, admission and enrollment for each program are shown in the table below:

Program	Apply	Admit	Accept	Enroll	Actual (as of
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# Student Recruiting and Retention

					end of Fall 2020)
ADST	111	94	67	50	43
Part-Time	113	90	67	50	79 *
Full-Time	199	169	120	90	95*
Total	423	353	254	190	217

(\*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:

*Launch a full-scale digital:* The college continued to contract with digital media contractor Cyberwoven, implementing digital advertising, geofencing, search engine optimization and social media ads. Our MSW pipeline enjoyed increase leads, clicks, page views, admits and deposits paid thanks to the partnership with Cyberwoven.

The college doubled its leads for this year and generated new leads for the next two years in addition to increasing the yield for all MSW program options. Cyberwoven assisted in the deployment of two additional landing pages, one for ad landing and one for campus visitation.

*Outreach to schools and organizations:* Due to the COVID-19 pandemic and university emergency response, outreach recruiting efforts were an adaptation. Traditional visits and in-person presentations (the staple of every recruiter) were unavailable strategies during the spring semester. Recruiters engaged in phone, email and video conference correspondence, hosting live video conference events and virtual class presentations. Recruiters maintained flexible availability, digitally responding to the needs of prospective students. Recruiters continued hosting on-campus prospective students and have been working on-campus full-time since September.

*Streamlining the application process:* the MSW Program removed unnecessary application requirements and updated admission policies to align with University admissions requirements and peer institutions. For the third year in a row, completion rate for completed applications was over 93%, and we updated the website to clarify the application submission instructions. We accepted unofficial transcripts and provided waivers for the GRE requirement. The faculty also passed policy allowing the college to drop the GRE requirement for students with less than a 3.0 GPA, extend the application due dates and streamline the submission of recommendation letters for next year's recruiting cycle. We increased the number of admissions offers with conditional acceptances and ensured applicants received a decision and offer for admission within two weeks of their file review.

*Leverage graduate assistantships and scholarships:* We also increased the number of graduate assistantships to 75 and notified all students regarding assistantships 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.

# Student Recruiting and Retention

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## PhD Program

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

The PhD web page serves as a primary method for disseminating information about the program, distribution of program information at top social work research conferences through our recruitment office and by ongoing outreach from faculty to identify highly qualified potential applicants. The program also recruits through an annual PhD Program open house. The open house typically hosts 10-15 prospective students in-person during a single day on-campus event. In response to the pandemic, a virtual Information Session was hosted this year instead. The Interim PhD Coordinator hosted a two-hour virtual webinar providing information about the program, tips for applying and introductions to faculty and current students. The Information Session was advertised on the webpage and through contacts with MSW directors at all schools of social work in the region. The virtual event was attended by 33 prospective students. Two additional research seminars were offered to prospective students. In each session, two faculty members discussed their ongoing research with students and provided more information about how to engage with faculty in research.

The Interim 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.

Due to the pandemic, the PhD committee decided to make the submission of GRE/MAT scores optional for the current admissions cycle. As part of the admissions process, the PhD Program Committee conducts phone interviews that include faculty members with similar research interests. This helps to make good admissions decisions while assisting the applicant in forming relationships with faculty. The admissions process also encourages students to visit the program, virtually "visit" classes, and to talk with current students. Those who are admitted are invited to "Accepted Students Day", at which they have the chance to see campus, meet in person, have dinner with current students and program faculty. Determinations about how "Accepted Students Day" will be conducted this year have not been made.

## Student Retention

# Student Recruiting and Retention

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

The MSW Program 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 created and 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 an admissions offer 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 college also held a summer book club, in which 50 new students engaged in small reading and discussion groups throughout June and July. In August, due to COVID-19 and the University's emergency response, the MSW Program orientation was online. 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.

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 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.

The MSW Program Coordinator, Associate Dean for Curriculum, Assistant Dean for Students and the academic advisors established a progression review schedule to implement early intervention strategies to assist high risk students. Below 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 are tracked and reviewed at the progression reviews:

# Student Recruiting and Retention

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- Students who were admitted conditionally
- Students who were last completed applications
- Students with Incompletes
- Students with GPA below 3.25
- Students with GPA below 3.0
- Students out of MPOS sequence
- Students who missed a semester of enrollment
- Students who have transferred from FT to PT
- Graduation rates for ADST, FT, and PT

To assist further with student retention, the MSW Program implemented an Instructor Referral Form for Absent or Disengaged MSW Students. In fall semester, the MSW Program Coordinator and Assistant Dean for Students received and responded to four referrals. Plans are now being made to develop and conduct an exit interview process for MSW students who drop out of the program prior to graduation.

# 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.

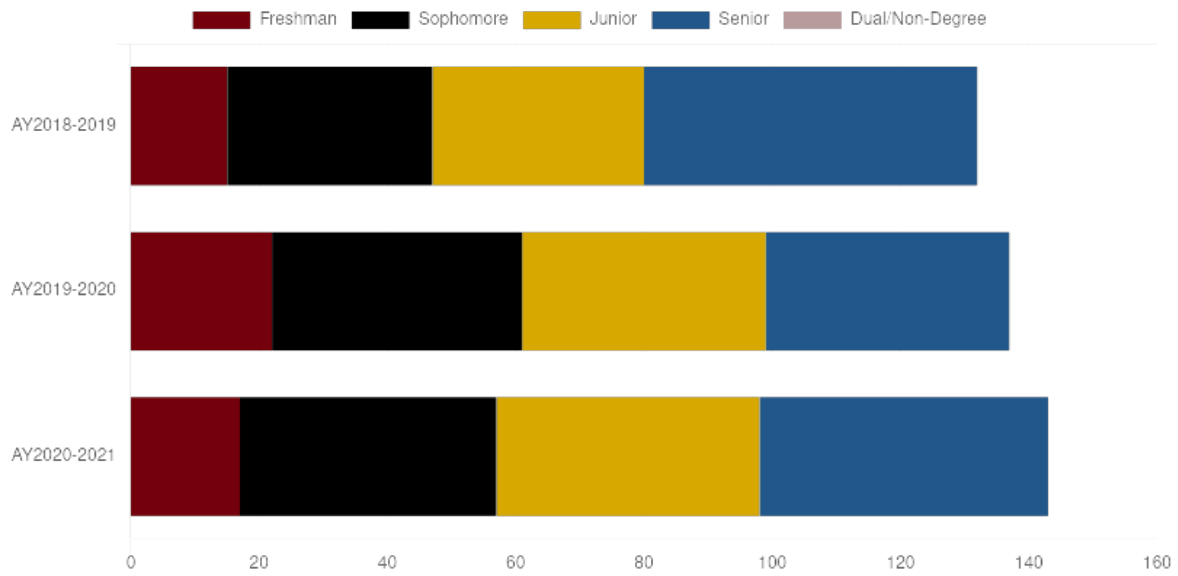
## Student Enrollment by Level & Classification

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

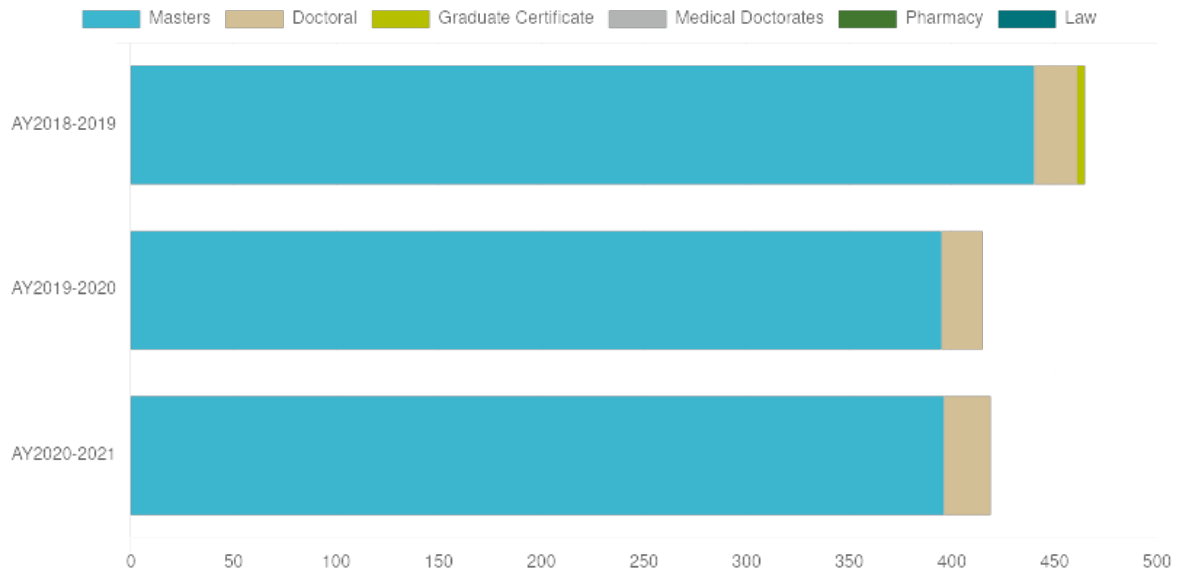
	Fall 2020	Fall 2019	Fall 2018
<b>Undergraduate Enrollment</b>			
Freshman	17	22	15
Sophomore	40	39	32
Junior	41	38	33
Senior	45	38	52
Dual/Non-Degree	0	0	0
<b>Sub Total</b>	143	137	132
<b>Graduate Enrollment</b>			
Masters	396	395	440
Doctoral	23	20	21
Graduate Certificate	0	0	4
<b>Sub Total</b>	419	415	465
<b>Professional Enrollment</b>			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
<b>Sub Total</b>	0	0	0
<b>Total Enrollment (All Levels)</b>	562	552	597

# Student Enrollment & Outcomes

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

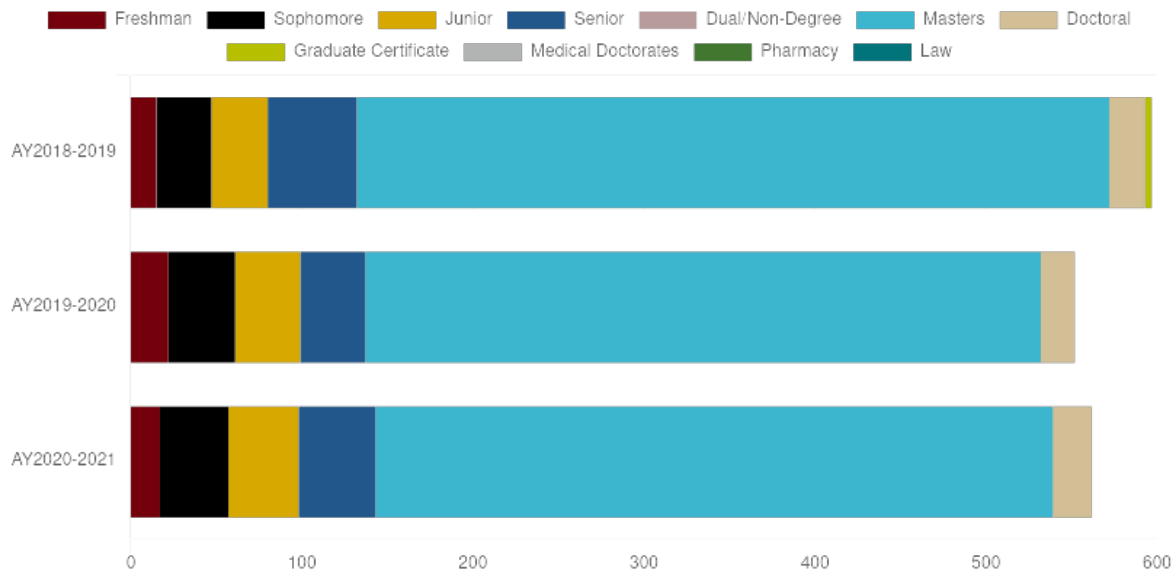


**Illustration 4. Graduate/Professional Student Enrollment by Classification**



# 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 2020	Fall 2019	Fall 2018
<b>Undergraduate</b>	143	137	132
Full-Time	137	131	128
Part-Time	6	6	4
<b>Graduate/Professional</b>	419	415	465
Full-Time	322	337	380
Part-Time	97	78	85
<b>Total - All Levels</b>	562	552	597
Full-Time	459	468	508
Part-Time	103	84	89



# Student Enrollment & Outcomes

## Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2020	Fall 2019	Fall 2018
<b>Undergraduate</b>	143	137	132
Female	123	123	120
Male	20	14	12
<b>Graduate/Professional</b>	419	415	465
Female	364	359	402
Male	55	56	63

Illustration 6. Undergraduate Student Diversity by Gender

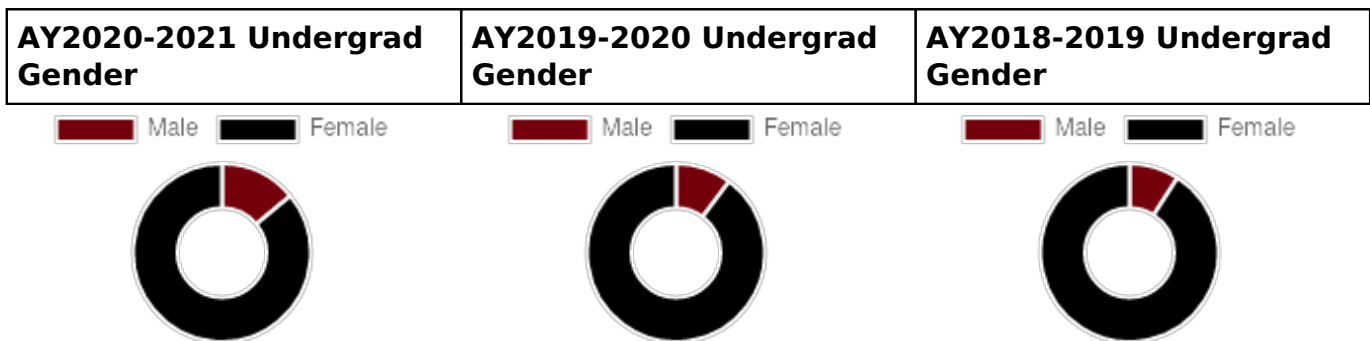
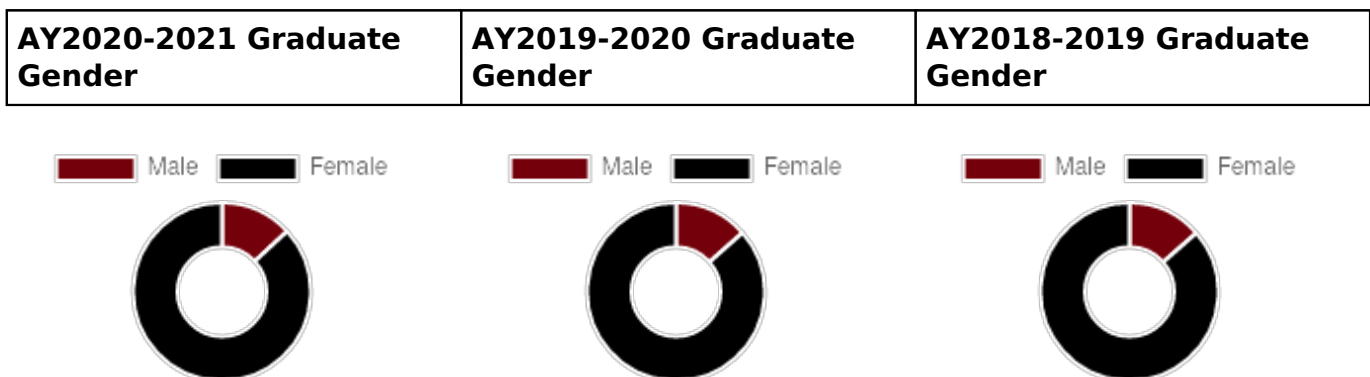


Illustration 7. Graduate/Professional Student Diversity by Gender



# Student Enrollment & Outcomes

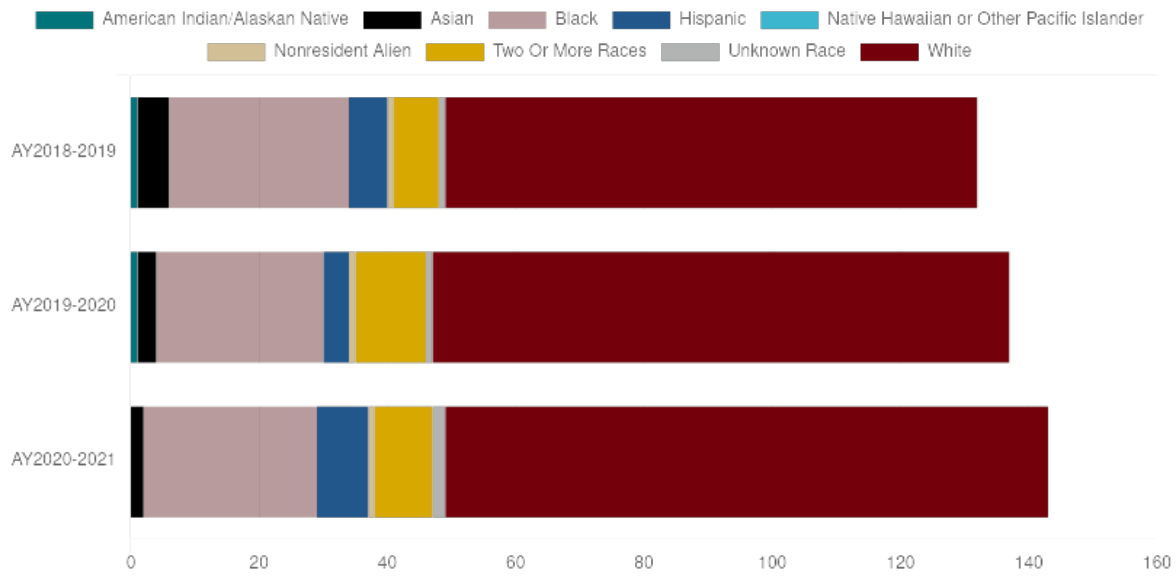
## Student Diversity by Race/Ethnicity

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

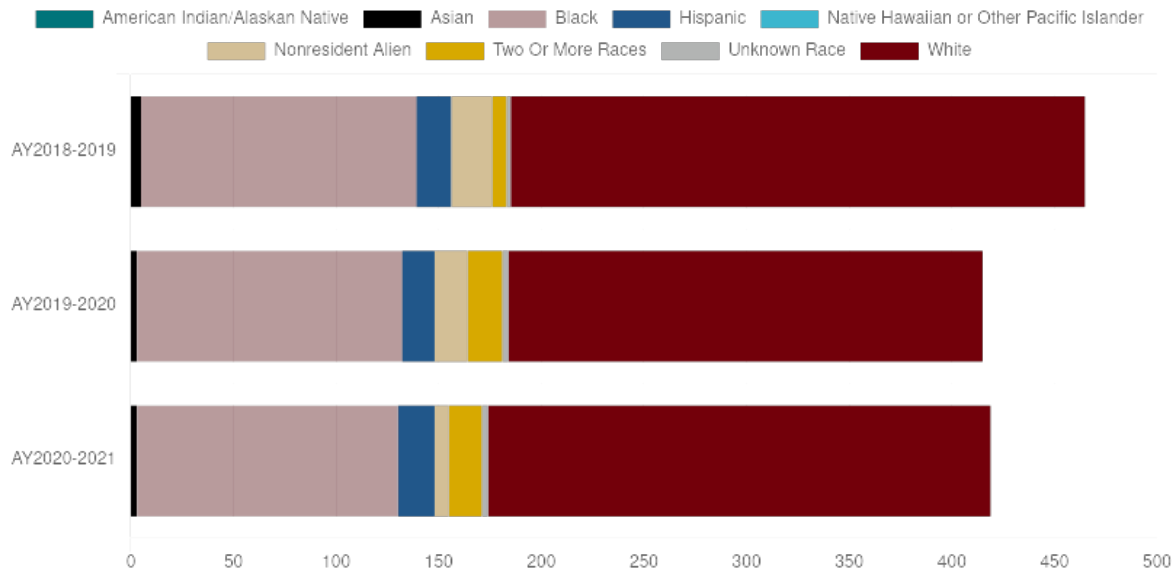
	<b>Fall 2020</b>	<b>Fall 2019</b>	<b>Fall 2018</b>
<b>Undergraduate</b>	143	137	132
American Indian/Alaska Native	0	1	1
Asian	2	3	5
Black or African	27	26	28
Hispanic or Latino	8	4	6
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	1	1	1
Two or More Races	9	11	7
Unknown Race/Ethnicity	2	1	1
White	94	90	83
<b>Graduate/Professional</b>	419	415	465
American Indian/Alaska Native	0	0	0
Asian	3	3	5
Black or African	127	129	134
Hispanic or Latino	18	16	17
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	7	16	20
Two or More Races	16	17	7
Unknown Race/Ethnicity	3	3	2
White	245	231	280

# Student Enrollment & Outcomes

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



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



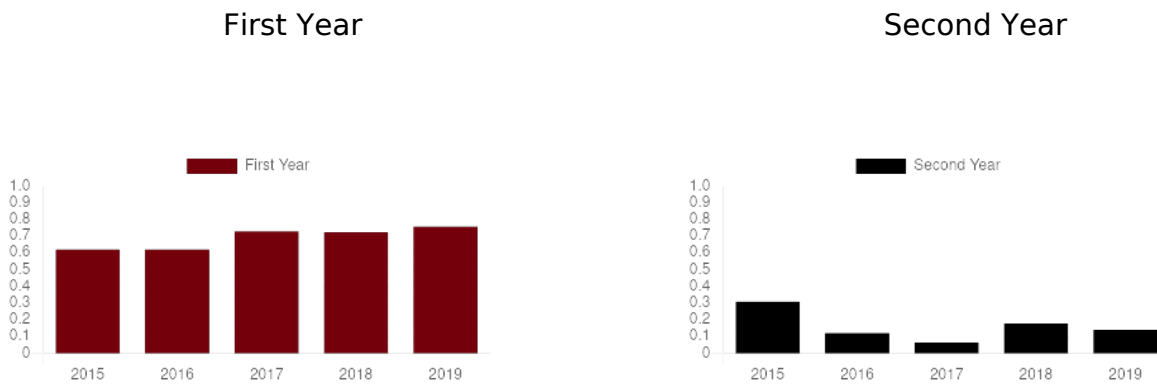
# Student Enrollment & Outcomes

## Undergraduate Retention

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

	<b>First Year</b>	<b>Second Year</b>
<b>Fall 2019 Cohort</b>	76.2%	14.3%
<b>Fall 2018 Cohort</b>	72.7%	18.2%
<b>Fall 2017 Cohort</b>	73.3%	6.7%

Illustration 10. Undergraduate Retention, First and Second Year



## Student Completions

### Graduation Rate - Undergraduate

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

	<b>Fall 2020</b>	<b>Fall 2019</b>	<b>Fall 2018</b>
<b>4-Year Same Cohort</b>	66.7%	54.5%	50%
<b>4-Year Diff Cohort</b>	0%	0%	12.5%
<b>4-Year Total Cohort</b>	66.7%	54.5%	62.5%
<b>5-Year Same Cohort</b>	66.7%	63.6%	50%
<b>5-Year Diff Cohort</b>	0%	9.1%	12.5%
<b>5-Year Total Cohort</b>	66.7%	72.7%	62.5%
<b>6-Year Same Cohort</b>	66.7%	63.6%	50%

# Student Enrollment & Outcomes

<b>6-Year Diff Cohort</b>	0%	27.3%	12.5%
<b>6-Year Total Cohort</b>	66.7%	90.9%	62.5%

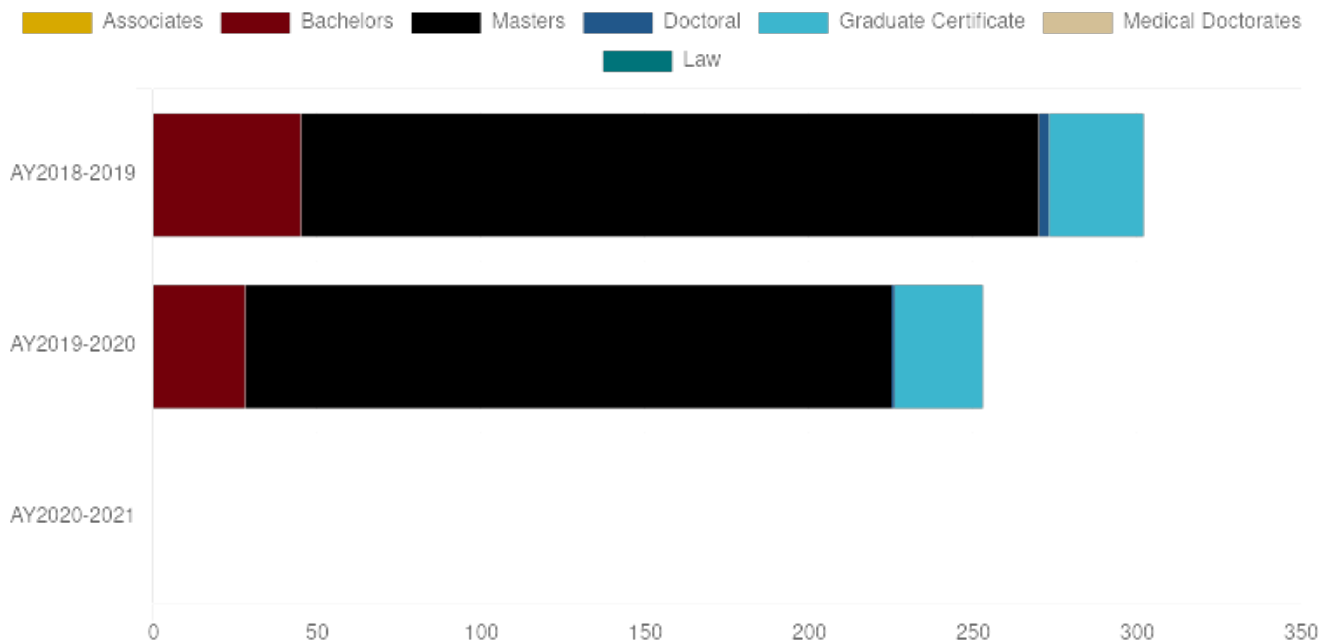
# Student Enrollment & Outcomes

## Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	Fall 2020	Fall 2019	Fall 2018
<b>Associates Degree</b>		0	0
<b>Bachelors</b>		28	45
<b>Masters</b>		197	225
<b>Doctoral</b>		1	3
<b>Medical</b>		0	0
<b>Law</b>		0	0
<b>Pharmacy Doctorate</b>		27	29
<b>Graduate Certificate</b>			

Illustration 11. Degrees Awarded by Level



# Faculty Awards Nominations

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

## **Faculty Research Awards Nominations**

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

## **Faculty Service Awards Nominations**

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



# Faculty Awards Nominations

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## Teaching Award Nominations

Recipient(s)	Award	Organization
Cook, Lana	M. Stuart Hunter Award for Outstanding Teaching in University 101	University of SC

## **Faculty Other Awards Nominations**

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

# Faculty Awards Received

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

## Research Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Lopez-De Fede, Ana	Avedis Donabedian Award	American Public Health Association
Lopez-De Fede, Ana	Top Ten UofSC Funding Award: \$29M Grant	federal and state departments of Health and Human Services
Wooten, Nikki	Senior Fellow	Summer Faculty Research Program, Office of Naval Research
Browne, Teri	Member, Technical Expert Panel	Centers for Medicare and Medicaid Services Practitioner Level Measurement of Effective Access to Kidney Transplantation

# Faculty Awards Received

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## Service Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Owens, Shaun	40 Under 40 Leaders in Health	National Minority Quality Forum
Reitmeier, Melissa	Chair, CSWE Council on Field Education (COFE)	Council of Social Work Education
Owens, Shaun	2020 Emerging Leaders Program cohort	American Association of State Colleges and Universities
Webber, Krysti	Community Partner Honoree	Richland School District Two
Browne, Teri	Invited Member	American Society of Nephrology Health Care Justice Committee

# Faculty Awards Received

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## Teaching Awards

Recipient(s)	Award	Organization
Penney, Patrice	2020 Teacher of the Year - College of Social Work	University of South Carolina

# Faculty Awards Received

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## **Faculty Other Awards Nominations**

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

# Alumni Engagement & Fundraising

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## Alumni

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

### **Alumni Engagement**

The College of Social Work has continued its 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 to engage them further. We surveyed alumni to learn the areas of engagement in which they are most interested and will initiate programming in those areas. To reach that goal, we are establishing an alumni advisory group and hosting virtual alumni socials.

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 talk by Dr. Ibram Kendi on anti-racism and a voter suppression forum featuring an interdisciplinary group of faculty from across our campus. We also hosted a book club and community talk featuring CNN Commentator Bakari Sellers on the needs of rural South Carolina communities in the 21st Century and mental health advocacy for the African American community. 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 worked tirelessly 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 will also begin utilizing Blackbaud Awards Management (BBAM) for awarding scholarships and fellowships to students.

Our communications manager led a web site redesign project that was launched in 2018 that has been effective and aligned our site with the university. The alumni section includes sub-menu options for giving, alumni spotlights, class notes submission and social work job openings.

The college's internal communications manager has expanded college communications to students, faculty, staff and alumni. He led the website redesign project and served as the liaison to University Communications and Public Relations. With his assistance, the development office increased the college's social media engagement and recognition of alumni through updates about the college, students and alumni. Via the website and social media platforms including Facebook alumni pages, Twitter, Instagram and LinkedIn, these updates have been very well received. The communications manager has also shifted current print and digital efforts to engage more alumni to begin rekindling their connection with the

# Alumni Engagement & Fundraising

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College of Social Work and consider becoming annual donors.

## Development, Fundraising and Gifts

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

### Development Initiatives

- Major gift to name a lactation room on the first floor
- Formal office naming (Hanner) on the third floor
- Establishment of the Ruth Faison Shaw Memorial Endowed Fellowship
- Establishment of the Elizabeth Todd Heckel Endowed Fellowship
- Establishment of the Laura Lynn Lacey Memorial Endowed Fellowship
- Establishment of the College of Social Work Anniversary Fellowship
- Establishment of the Aiken Foundation Student Access Fund
- Moved alumni and donor communications to BBIS
- Cleaned alumni and donor records for transfer to Blackbaud CRM
- Moved scholarship and fellowship management to BBAM
- Initiated electronic Thank You notes and Birthday cards for all alumni and donors through BBIS



# Community Engagement

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## Community Engagements and Community - Based Activities

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

The College of Social Work began a number of new initiatives this year, including community outreach for voting and a series of talks and panelists on topical issues.

- Townhall discussion with Ibram X. Kendi, collaboration with the DEI Office
- Townhall discussion with Bakari Sellers (both with national audiences)
- Voter Suppression Panel and live discussion (national audience)
- Student leadership group: voter outreach page, voting information dissemination and voter t-shirt sales
- Book club discussion of "How to Be an Anti-Racist"
- Book club discussion of "My Vanishing Country: A Memoir"
- I. DeQuincey Newman Institute for Peace and Social Justice Annual Lecture
- DEI/social justice podcasts
- Newly established alumni awards
- DSS - College of Social Work joint colloquium on child and family well-being
- CSWE (national event) sponsorship of "Silence Is Complicity" (Anti-Racist Virtual Summit - national audience)
- Induction event assistance (national) - American Academy of Social Work and Social Welfare
- Feminine hygiene product drive - local
- NASW-SC event sponsorship

## 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

- Semi annual surveys of new graduates
- Annual surveys of all alumni
- Information gathering from newly founded alumni board
- Analytics from all communications to include website, newsletters, social media, events
- Field Education survey program for participants
- Community engagement assessment in the Faculty Annual Performance Review
- Response to "virtual yearbook"

### Impact

# Community Engagement

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- Increased student attendance and interaction in social justice oriented events (voter suppression event)
- Increased community and national attendance in virtual events (Johnson C. Smith students in Charlotte, community groups in the Midlands attended both the Sellers and Kendi events; registration from over 10 states for Kendi event)
- Registration over 1,000 for Kendi event sponsored by the DEI Office and the Newman Institute
- Record numbers for Bakari Sellers live event from alumni members
- Over 75% increase in readership for alumni newsletters beginning June, 2020
- Large percentage increases in social media profiling alumni
- Analytics track event attendees, demographics
- Data tracking via BBIS as to open rates, clicks for alumni and student newsletters
- Data tracking on all social media platforms -- social media engagements have risen - some platforms more than others
- Comments via social media and email - our outreach and efforts have been positively supported
- Majority of 2020 graduates responded to the "virtual yearbook"
- First undergraduate student newsletter 50% open rate
- Attendance quadrupled from fall 2019 to fall 2020 for student virtual "Career Connections" event
- Numbers of alumni registered to mentor students outpaced student signups

## Incentivizing Faculty Engagement

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

- Faculty research posted to alumni newsletter, 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 and staff awards, research and publications are distributed monthly to all members of the college
- 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

## Supplemental Info - Community Engagement

*Any additional information on Community Engagement appears as 'Appendix 3. Community Engagement' (bottom).*

# Collaborations

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## Internal Collaborations

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

- Dr. Bongki Woo is working with the Arnold School, Department of Women's and Gender Studies, and Department of Sociology on their project "Transforming UofSC into a National Leader in Health, Inequalities, and Population Research"
- Dr. Kirk Foster is collaborating with the Law School on their Rule of Law Collaborative
- Dr. Aidyn Iachini collaborates with Psychology on a NIH-funded award "Connect Through Play: A staff-based physical activity intervention for middle school youth"
- Dr. Ben Roth collaborates with the Department of Criminology and Criminal Justice on an ASPIRE-funded research project "Measuring the impact of criminal victimization on the intent to migrate"
- Drs. Reitmeier, Iachini and Browne are the awardees of a HRSA-funded project that delivered substance use disorder training, working with faculty from the School of Medicine and College of Nursing
- Dr. Teri Browne collaborated with faculty from Colleges of Nursing and Pharmacy on a Duke Endowment-funded project to deliver tele-health interventions
- 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
- Drs. Christina Andrews (Public Health, fall 2020) and Nikki Wooten collaborate with the School of Medicine, College of Nursing, and the Arnold School in their NIH-funded K01 awards
- Interim Dean, Ronald Pitner is the director of the University's I. DeQuincy Newman Institute, an organization that works collaboratively with units across campus to bring programming on racial justice to campus
- Dr. Kristen Seay collaborates with the College of Engineering and Computing on a Duke Endowment-funded project "Developing a Health and Education Information Exchange for Children & Youth in Foster Care in South Carolina"

## External Collaborations

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

Faculty in the college participate in numerous collaborations outside of the University on local, national and global research. Every tenure-track faculty collaborates with external partners. John Doering-White is a producer of an international film *Border South* ([bordersouthfilm.com](http://bordersouthfilm.com)). Associate Dean for Faculty and Research Teri Browne has two major external collaborations on kidney disease practice in the United States. One is a PCORI-funded project and a NIH R01 study with Geisinger Health System, Johns Hopkins University, and Duke University and the other is a NIH U01 project with Emory University. The Emory University collaboration, "Reducing Racial Disparities in Access to Kidney Transplantation: The RaDIANT Regional Study", resulted in a project publication in *JAMA* last year. Dr. Browne also is a board member of the End Stage Renal Disease Network and collaborates with the National Kidney Foundation on PCORI-funded engagement collaborations.

Dr. Bethany Bell served within the local community on the Richland Memorial Hospital Board of Trustees and Dr. Ronald Pitner serves on the Board of Trustees of the Sisters of Charity

# Collaborations

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Foundation of SC. Dr. Kristen Seay collaborates with the South Carolina Department of Social Services on her Duke Endowment-funded project "Developing a Health and Education Information Exchange for Children and Youth in Foster Care in South Carolina". She also works with the Children's Trust of South Carolina and Blue Cross Blue Shield of South Carolina Foundation on research to improve children's welfare in South Carolina. Dr. Christina Andrews collaborated with Brandeis University on research related to opioid use disorder treatment. Dr. Wooten's NIH K01 award is collaborative with the U.S. Department of Defense, Brandeis University, Duke University, and Walter Reed National Military Medical Center. Dr. Sue Levkoff collaborates with Brigham and Women's Hospital on a NIH-funded award Partnership in Implementation Science for Geriatric Mental Health. Ben Roth is collaborating with Harvard scholar Roberto G. Gonzales, director of the newly formed Immigration Initiative at Harvard (IIH), a university-wide effort aimed at advancing and promoting interdisciplinary scholarship on intellectual exchange around issues of immigration policy and immigrant communities.

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 Services and the Department of Health and Human Services. The Center works closely with the South Carolina Department of Social Services to develop and train its employees and to serve children and families across the state. The Institute works with numerous state partners on its Engaging and Training with Compassion project, training SC school mental health professionals in evidence-based mental health interventions within a trauma-responsive framework for elementary school educators and its South Carolina Center of Excellence in Evidence-Based Intervention, examining workforce uptake and use of evidence-based interventions serving children, youth and families across our state. The Institute also provides technical assistance and research partnership with the state's Medicaid agency (SCDHHS), is the 4th oldest University-Medicaid Partnership in the country, and is responsible for SC HealthViz.

## Other Collaborations

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

Professor Sue Levkoff helped establish an undergraduate program in 2015 with the goal of addressing the lack of diversity among scientific experts by increasing the number of qualified underrepresented racial and ethnic minority students from South Carolina's Historically Black Colleges and Universities. Six years later, 30 students have participated in the South Carolina Advancing Diversity in Aging Research program, which provides research opportunities for students who do not have access to the same resources as larger schools. The program prepares each student for graduate studies in science or aging.

# Equity and Diversity Plan

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

Our Fall 2020 enrollment was 40% minority students with 30.4% African American, up over 2% from Fall 2019. Research shows that prospective URM students examine a program's social media as a primary decision-making factor to ensure the program represents them. To this end, we diversified our social media presence to focus on URM student experiences and how the College advances race-related social justice issues. We continue to highlight faculty research that impacts minority populations to demonstrate ways in which students can become involved in community-level changemaking activities while they are students.

We are broadening our recruitment efforts into schools and programs with typically high levels of URM enrollment such as recruiting undergraduate students from Gamecock Connection into our BSW program. Our recruiters are strengthening relationships with HBCUs in Georgia, South Carolina, North Carolina and Virginia to recruit students into our MSW program, and our Academic Affairs Office is finalizing an articulation agreement with the SC Technical College system to provide a clearer pathway for transfer students to enter our BSW program. The College is intentionally broadening scholarship and fellowship opportunities in the BSW and MSW programs to be more mindful of the types of experiences URM students hold.

We celebrate that our PhD program is 26% African American and plan to continue this trend that builds a pipeline for URM in the program, drawing high-performing URM students from our MSW program. According to the Council on Social Work Education, social work is predominantly female (83%). Our BSW and MSW programs both have female enrollment of 87.5%, roughly equivalent to the national average.

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

Our current minority faculty composition is 12.9% Asian, 12.9% Black and 3.2% Latinx. Female representation is higher than the state at 61.3%. Because the College has not hired in the past two years, our recruitment efforts have focused on building relationships with URM doctoral students at top PhD programs as potential future applicants. We recognize bias can be built into the search process; this year we instituted procedures to ensure equity at all stages of the search and hiring process as we look toward hiring in the coming years. The College also sees its PhD program as building a pipeline for URM faculty into the academy.

The College has undertaken two initiatives this year to ensure more equitable outcomes among faculty. The first is an ongoing formal review of tenure and promotion criteria to assess for institutional bias and provide clearly articulated pathways to full professor. These efforts specifically address understood racialized disparities in career progression and opens new opportunities for faculty to build a tenure and promotion case that recognizes, and rewards service and leadership often asked of underrepresented faculty. We introduced a DEI component to the APR which is optional for 2020 and required for 2021. This requirement allows faculty to articulate clearly how their teaching, research or service advances the DEI

# Equity and Diversity Plan

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mission of the College and the profession of social work. It serves as a mechanism to recognize specific work faculty undertake (e.g. NSF REU for minority students) that promotes DEI that might otherwise go unrecognized.

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

The College has made changes to its advising practices that impact all students but in particular we aim to give more personalized attention to students who are statistically more likely to experience roadblocks to degree completion. Undergraduate students are now assigned to a single advisor from the time they enter the BSW program until they graduate. This has reduced the caseload for all student academic advisors by redistributing the caseload across program levels. This strategy has also created consistencies in advising outcomes with respect to student matriculation. With respect to MSW students, the student advising team created a set of online academic advising modules to address common student questions and concerns at timepoints most relevant to student need and interest. We are also monitoring more closely BSW and MSW student progression to identify students most at risk of not completing their degree. "At risk" students are invited to develop an academic success plan with their academic advisor and referred to appropriate resources on campus to ensure timely completion of degree. In Spring 2021, we launched a mentor program that matches BSW and MSW students with College alumni for career advisement and to build robust job connection networks. The program also supports students at-risk of not matriculating.

### Enhanced Outcomes from Student Services

#### BSW

- Collaborated with BSW Program Coordinator and Undergraduate Social Work Student Association (USWSA) to develop and execute a formal student lead peer mentoring program where they matched lower division BSW students with a peer mentor in upper division (Junior or Senior)
- Contact all transfer students (new and continuing) to ensure they have all support needed, credit review, etc.
- Collaboration with Career Center to present resume writing workshop to Junior and Senior BSW students in Capstone
- Undergraduate Advisor Trainings Completed
  - Advising Related: Completed levels I, II, III, IV, and 3 part-Transfer training
  - TRIO/OSP (TRiO is a federal program for low-income first-generation students)
  - Recovery Ally
  - Green Zone
  - "Difficult Conversations with Race and Racism"
  - "Financial aid consideration of academic decisions"
- (NEW) Facilitated Virtual Drop-in sessions during the week of registration via Black Board Collaborate Ultra
- 1:1 Senior check meetings with all perspective graduates to ensure track to graduation during the Fall semester

#### MSW

- (NEW) Developed and Facilitated Virtual Orientation for incoming Advanced Standing students via Black Board Collaborate Ultra
- (NEW) Developed and Facilitated Virtual Orientation for incoming Full-Time & Part-Time



# Equity and Diversity Plan

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- students via Black Board Collaborate Ultra
- (NEW) Developed and Facilitated Virtual Advising Sessions for all new and continuing students
  - the week before registration in the morning, evening, and Saturday to accommodate working students
- Expanded our semester Progression Report to track student attrition and to implement early intervention strategies to increase student retention which includes the following data points
  - Students who were admitted conditionally
  - Students who were last completed applications (maybe last 10% in- to test LIFO- last in, first out)
  - Students with Incompletes
  - Students with GPA below 3.25
  - Students with GPA below 3.0
  - Students out of MPOS sequence
  - Students who missed a semester of enrollment
  - Students who have transferred from FT to PT
  - Graduation rates for ADST, FT, and PT
- Developed and executed an “Instructor Referral Form for Absent or Disengaged MSW Students”
  - Faculty submits referral
  - Referrals go to Assistant Dean for Student and MSW Program Coordinator for next steps
- Opened Prayer/Quiet room (DEI did this but we collaborated)
- Collaborated with DEI to develop preferred name policy and process
- Collaboration with DEI, Anti-Racism book club with Dr. Kendi, Bakari Sellers
- MSW program - Summer book club 1979, Perlman, “Relationship: The heart of helping people”

## All students

- Dean’s Roundtable, 6 held over the Summer - open conversations about the college and the program with the Dean, program coordinators, Student Services and the Assistant Dean of Curriculum

## 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

# Equity and Diversity Plan

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

The College's DEI focus in AY2020-2021 has been on 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. We hosted a talkback forum, direct action training, and de-escalation training in Summer 2020. We launched a voter mobilization and education campaign in July with a public panel on voter suppression and race in September. In October we launched a book club and speaker series to engage the students, faculty, staff, alumni and the community on matters of racial justice. We hosted two book club panels featuring thought leaders from across South Carolina followed by author town halls. Renowned scholar Ibram X. Kendi and UofSC alumnus and CNN political commentator Bakari Sellers were our first guests. These events engaged over 1200 people from across South Carolina and the United States. Our AD for DEI will launch a podcast in 2021 focused on social justice issues.

The College requires a course on diversity and social justice in the BSW and MSW programs and infuses equity and inclusion throughout the curriculum in accordance with social work values evidenced in our code of ethics. We engaged faculty in thinking critically about equity and inclusion in the classroom through a two half-day retreat focused on welcome and inclusion; Dr. Jennifer Gunter hosted the retreat.

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

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

Social work is a leader in justice and equity. As such, we have revamped our social media presence to increase our focus on diversity, equity and inclusion. The College instituted a preferred name policy for AY2020-2021, 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.

The College considers diversity broadly. The AD for DEI hosted affinity group meetings for African American, LGBTQ+, Latinx, and First-Generation students. These will continue through the spring semester.

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

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## Metrics

### Student Information Narrative

#### Students Information Narrative

*Directions: Provide context for student trends. Are your populations increasing or decreasing? Explain. What impact do changes in these metrics have on other metrics and the financial health of your college?*

#### 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 has a contract with Cyberwoven, a professional marketing company, to increase MSW program enrollment, with secondary impacts on BSW program enrollment. This has allowed us to develop a baseline for recruitment data at multiple points in the process (e.g., prospects, applicants, admits), which will assist in assessing future recruitment efforts. Our branding and digital impressions are much better. So far, our application prospects are three times higher 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

# Dashboard Metrics and Narrative

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sources to attract more students.

## Contribution (Per Student) Narrative

### Contributions Per Student Narrative

*Directions: Provide context for your contribution per student and related trends. What is driving the increase or decrease? Are you taking actions within your college to influence this metric? Explain.*

- 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 will increase our graduate program enrollment numbers with a secondary impact on our undergraduate level program. We are pleased with this investment that we anticipate 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

### Model Allocations (Per Student) Narrative

*Provide context for your model allocation (per student) and related trends. What is driving the increase or decrease? Are you taking actions within your college to influence this metric? Explain.*

- 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 revenue are the College's top revenue generator. The decline in student enrollment has affected the financial health of the College. The College is 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

# Dashboard Metrics and Narrative

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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 Information Narrative

*Directions: Provide context for your faculty information. Are faculty numbers increasing or decreasing? Are these changes planned/intentional or a result of other factors? What changes are you seeing to student/faculty ratio? What are your short and long term plans related to faculty and student/faculty ratio.*

### 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 a tenure-track faculty member and a clinical faculty member/BSW program coordinator last spring. We did not replace the tenure-track faculty and replaced the coordinator with an internal clinical faculty. 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

- 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 COSW 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

# Dashboard Metrics and Narrative

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- 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

### Credit Hours Taught Narrative

*Directions: Provide context for your credit hours taught. Are your hours taught and hours taught/faculty increasing or decreasing? Explain. What trends or changes are you seeing regarding your credit hours taught? What are your short and long terms plans related to credit hour generation and hours taught/faculty?*

- 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

### College/School Financial Information Narrative

*Directions: Provide context for your financial performance for the last fiscal year. Were there any unique revenue or cost factors that impacted your college? What new revenue generating or cost savings initiatives have been put in place or are planned? What is your greatest area of financial pride and what financial area causes you the greatest concern?*

- Cost: Student enrollment is our largest revenue generator, and enrollment declined.
- Revenue-generating/Cost: Cyberwoven is assisting with digital marketing in order to boost student enrollment. However, their services are expensive. We continue to seek significant enrollment increases.
- 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 is now a virtual yearbook. This is more engaging for students and has more impact upon students. In 2020 we did not spend any money on a graduation hooding ceremony, allowing the College significant savings. In 2021 we have planned a "graduate recognition parade" within Hamilton that will not affect budget.
- Cost-savings: Less travel will assist with budget and we are encouraging more virtual 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).

# Dashboard Metrics and Narrative

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- Concerns - our continued low in enrollment is a top priority.

## Student Outcomes Narrative

### Student Outcome Narratives

*Directions: Provide context your undergraduate student outcomes data. What actions are you undertaking to improve placement post graduation? How do you help your students control debt? What are actions is your college taking to enhance student success and maximize employability of your graduates?*

- 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

### HERD Research Expenditures Narrative

*Directions : Provide context for your research expenditure levels. Why have your expenditures increased or decreased? Do you expect significant changes to your research expenditures in the future? Explain.*

- Most of our research expenditures are contributed to research staff salaries at the Center

# Dashboard Metrics and Narrative

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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 2021.
- 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.

## Other Information Narrative

### Other Information Narrative

*Use the space below to provide any other important information you would like to convey about the metrics above or other aspects of your college.*

- 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

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## 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 challenges, the College of Social Work had to greatly pivot to move forward successfully.

Our enrollment numbers for the MSW program in 2019-2020 were down, which was no surprise. However, we have faced other challenges throughout year. We successfully adjusted with changes to syllabi, faculty adjustments to online instruction and moved smoothly to online recruitment. More notably, we also have an Interim Dean, an Interim Associate Dean for Curriculum, an Interim PhD Program Director and an Interim BSW Program Director. We lost our full time development officer and two highly regarded professors who managed thousands of dollars in research funding.

That we have been able to successfully move forward, make accommodations and corrections while beginning new programs, adjusting curricula, improving 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 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.
- Our College admits a high percentage of in-state students, which shows our commitment to educating South Carolinians. We also have one of the largest proportion of African American students (among all UofSC units) enrolled in our programs.
- 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.
- We made concerted efforts to have greater outreach to our alumni this academic year. Alumni engage in mentoring programs for our at-risk new students, engage in alumni socials and have donated funding for new student scholarships in the 2020-2021. We also reestablished our alumni awards. Our ultimate goal is to have alumni be our College's greatest champion.
- New communications include heavily branded newsletters, an active video channel and we are a UofSC leader in implementing digital accessibility for communications.
- Disrupting social injustice and oppressive systems are core tenets of social work practice. Our DEI events (our voter suppression panel and on race and antiracism -- Ibram Kendi and Bakari Sellers) 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.
- Before the election last year, a College student group engaged in voter mobilization drives.

# Concluding Remarks

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- We have strategized 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.

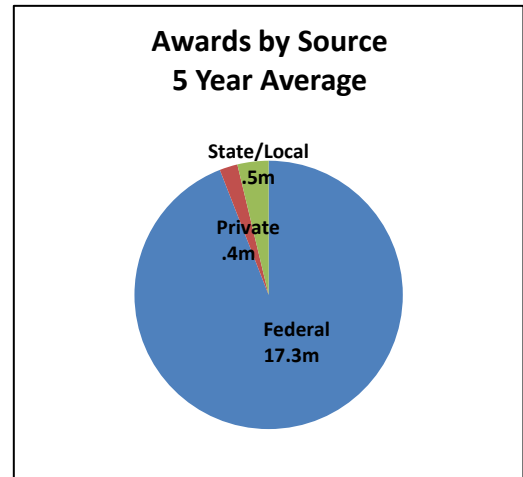
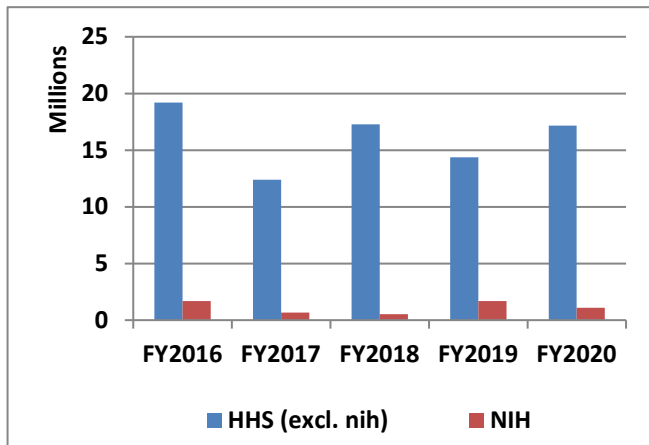
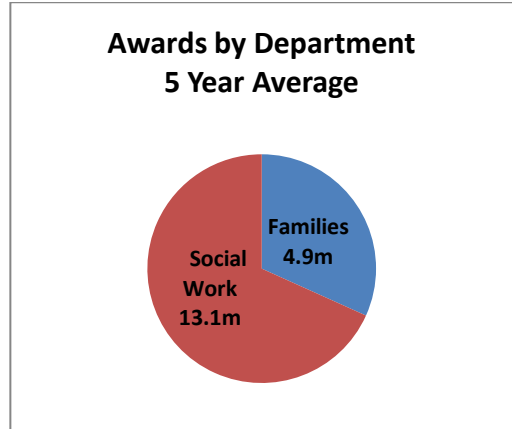
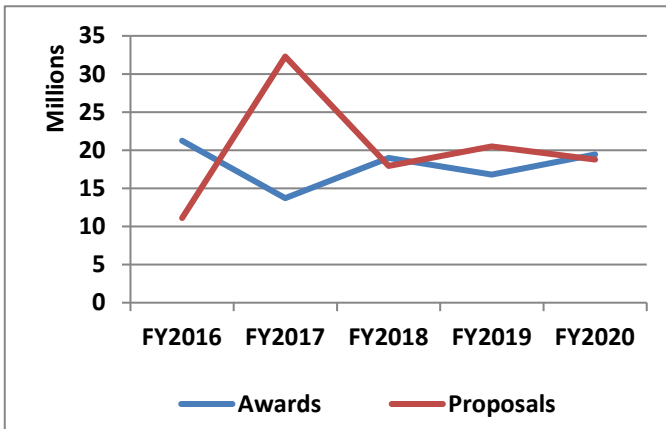


## Appendix A. Research & Scholarly Activity

# 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
<b>Division Award Totals</b>	<b>21,246,276</b>	<b>13,710,740</b>	<b>18,991,756</b>	<b>16,808,161</b>	<b>19,426,575</b>	<b>9.8</b>
<b>Unit Totals</b>						
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)
<b>Source</b>						
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
<b>Proposals</b>						
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)

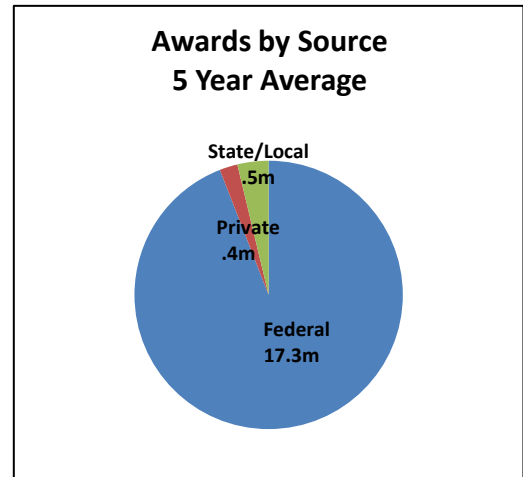
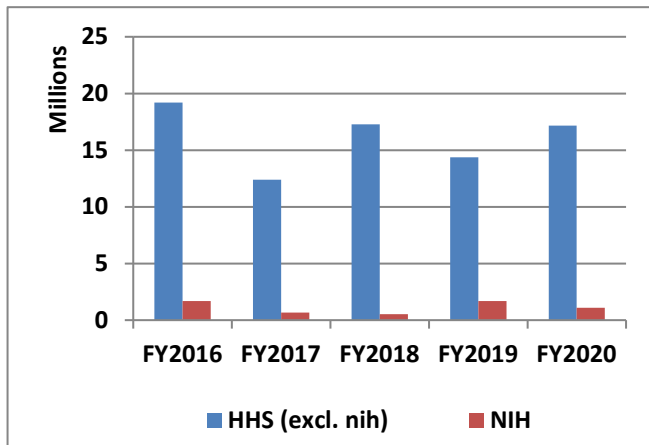
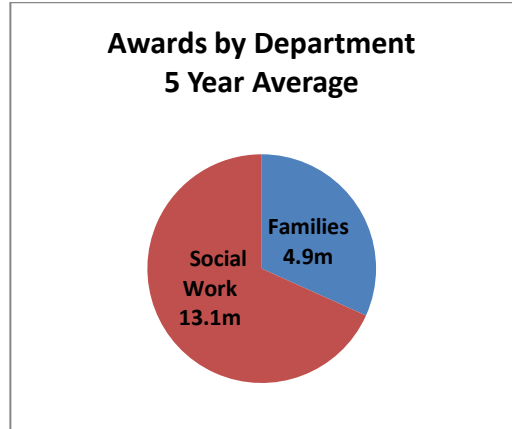
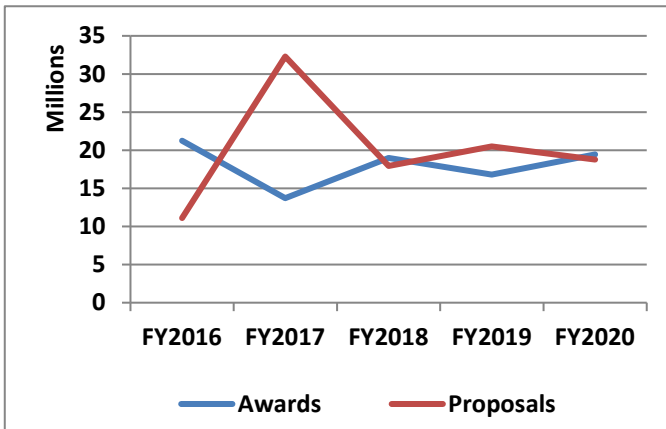


# **Appendix 1. Faculty Information**

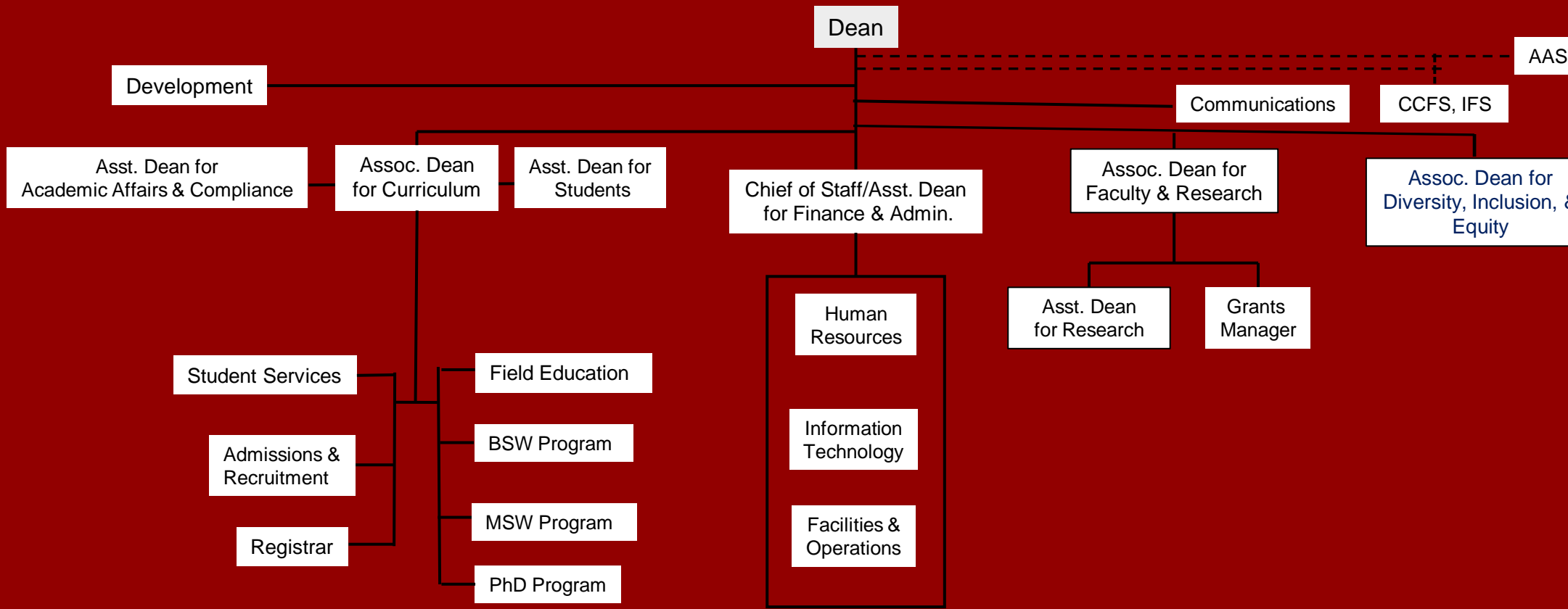
# Office of Research IT and Data Management Office

## College of Social Work Summary of Awards

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# **Appendix 2. Academic Analytics Report**



# **Appendix 3. Community Engagement**

**Social Media Dashboard**

**Twitter Metrics**

887 fo

tweets  
**121**  
↓ -65 from previous year

impressions  
**145.5K**  
↓ -22.4% from previous year

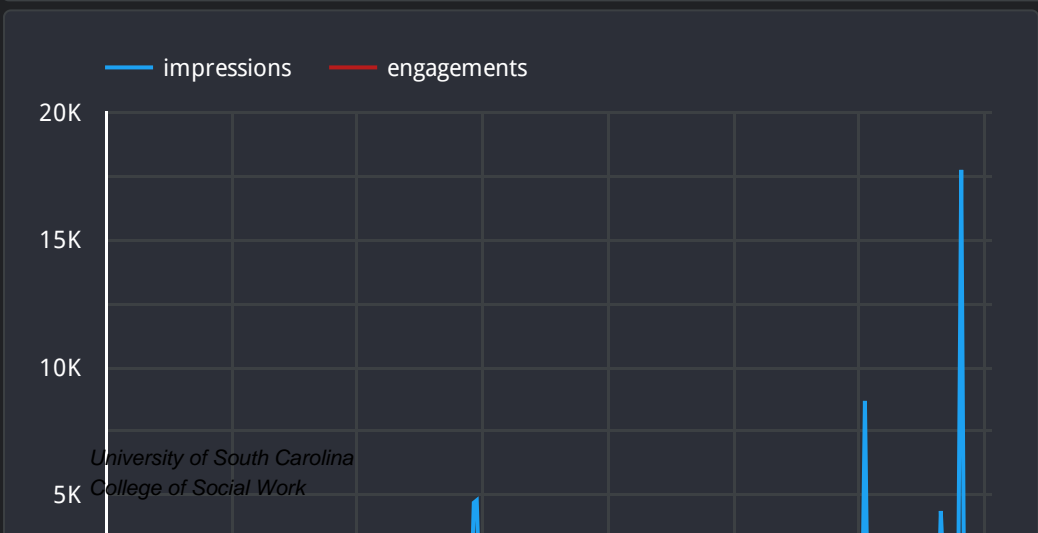
impressions per tweet  
**1K**  
↑ 19.3% from previous year

engagements  
**6.4K**  
↑ 48.4% from previous year

engagement rate (calculated)  
**4.4%**  
↑ 91.2% from previous year

	Tweet text	impressions ▾	retweets	engagements	engagement rate
1.	#Election2020 is only two weeks from today. But since this past summer, some College of Social Work students h...	17,748	9	1,295	
2.	Junior Samantha Chang and her women's soccer teammates have been using their platform to make sure peo...	8,692	10	510	
3.	Friendships have been made among this year's #MSW cohort. But Caroline Ambrose and Erin Woods friendship d...	4,793	6	251	
4.	How it started 🤔 How it's going... 51 years of the College of Social Work. #howitstartedvshowitsgoing https://t...	4,377	2	345	
5.	Associate Professor Robert Hock had the opportunity to see #autism research and service delivery systems from ...	3,353	1	164	
6.	#MSW Student of the Year Amirah Cotton has succeeded in the classroom and at her field placement while active-...	3,203	3	65	
7.	As part of the @UofSC Leadership Week, please join us for Assistant Professor Shaun Owens' presentation, "So...	3,040	3	39	
8.	I chose a career in #socialwork because I believe in meeting the needs of the whole person. Everyone's life experi...	2,923	3	52	
9.	Dual degree #socialwork and #publichealth student Allie Silverman gained experience in interprofessional healthc...	2,757	3	81	
10.	Julie Smithwick, LMSW, CHW, MSW '05, Exec. Dir., Center for Community Health Alignment "I'm supporting na...	2,492	3	51	

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	month year ^	tweets	retweets	replies	hashtag c...
1.	Jan 2020	9	10	0	5
2.	Feb 2020	10	19	2	7
3.	Mar 2020	14	23	3	8
4.	Apr 2020	7	9	0	0
5.	May 2020	17	29	3	9
6.	Jun 2020	13	7	0	0
7.	Jul 2020	10	13	2	0
8.	Aug 2020	12	19	2	7



**Social Media Dashboard**

**Facebook Metrics**

3,357 fo

Posts  
**281**  
↓ -146 from previous year

Lifetime Post Total Impressions  
**352.9K**  
↓ -49.8% from previous year

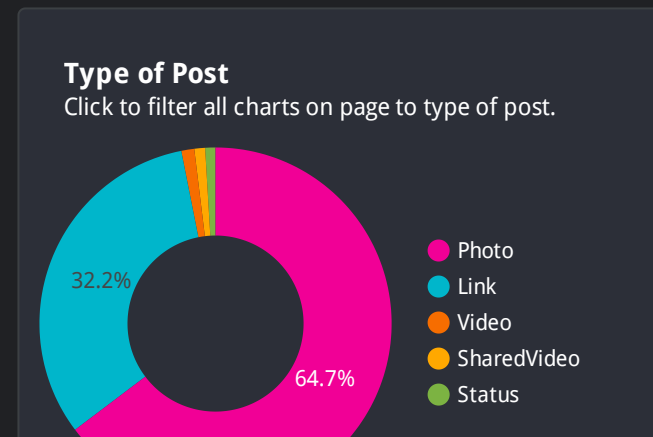
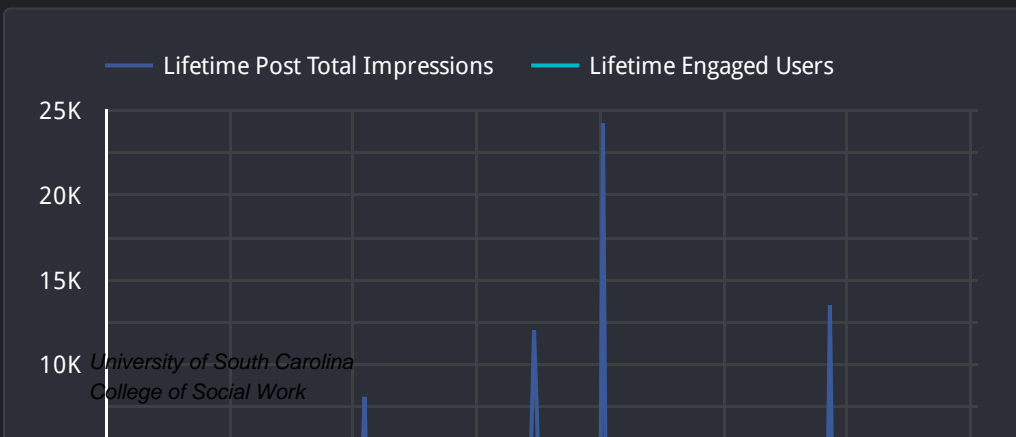
Impressions per Post  
**1.3K**  
↓ -23.7% from previous year

Lifetime Engaged Users  
**35.7K**  
↓ -36.3% from previous year

Engagement Rate (Eng. U  
**11.9%**  
↓ -2.6% from previous year

	Post Message	Lifetime Post Total Impressions	Lifetime Post Total Reach	Lifetime Post Impressions by people who have liked your Page	Lifetime
1.	Ph.D. candidates Amanda Stafford McRell and Betty Wilson were recently recogni...	23,491	19,106	1,566	
2.	null	13,675	11,760	12,339	
3.	Ph.D. candidate Betty Wilson was recently named the recipient of a State Doctora...	13,506	11,146	1,294	
4.	It is time we speak truth to power, root out social injustices, ensure all people hav...	10,784	8,976	2,018	
5.	Joire Abernathy, MSW '18 "I decided to pursue a social work career because of th...	8,120	5,744	1,078	
6.	In today's environment, it's always good to read words of wisdom from the past ...	5,321	4,694	1,487	
7.	Alumna Margaret Carnes, MSW '20, was recently contacted to design a Black Live...	4,388	3,510	1,421	
8.	As the month of May concludes, we want to wish all of our undergraduates and g...	3,952	2,888	1,560	
9.	Class of 2020 Shout Out Lynette Johnson, MSW '20 Hometown: Columbia, South ...	3,472	2,859	1,402	
10.	Class of 2020 Shout Out Ndopu Fiah, MSW '20 (Part-time program) Hometown: ...	3,349	2,800	1,278	

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	Month ^	Posts
1.	January	19
2.	February	23
3.	March	33
4.	April	24
5.	May	35

**Social Media Dashboard**

**LinkedIn Metrics**

346 fol

Posts

**22**

No data from previous year

Impressions

**2.4K**

No data from previous year

Impressions per Post

**110**

No data from previous year

Engagements

**184.0**

No data from previous year

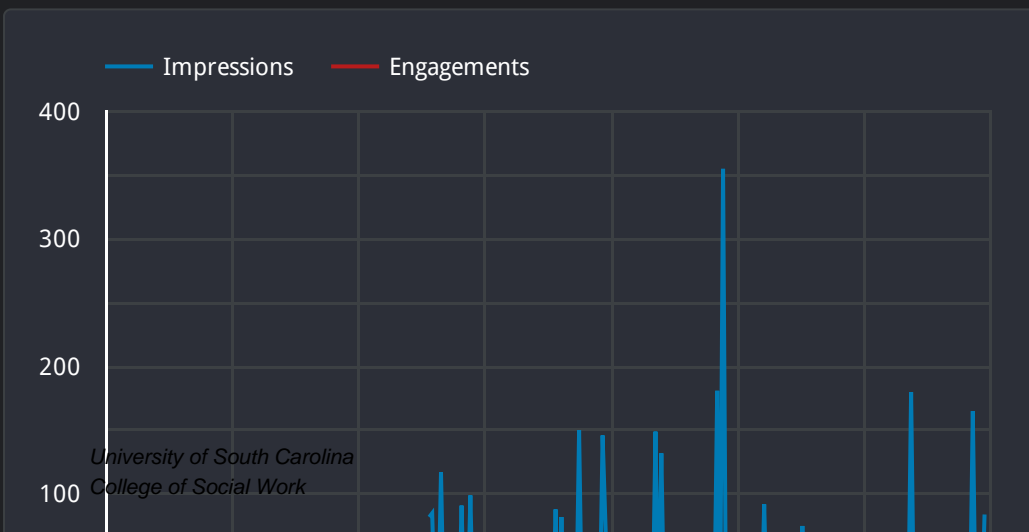
Engagement rate (cal

**7.6%**

No data from previous year

	Update title	Impressions	Clicks	Comments	Likes
1.	null	363	0	0	21
2.	College of Social Work instructor Candice Morgan, Ph.D., MSW, LMSW, has been named the new Greenville ...	183	8	0	8
3.	The College of Social Work's Ph.D. program at UofSC is a rigorous program that combines two and one-half...	180	12	0	2
4.	Congratulations to College of Social Work Assistant Professor Shaun Owens, recently named 40 Under 40 L...	172	6	0	10
5.	The College of Social Work is delighted to host Professor Ibram X. Kendi for a virtual talk on November 9. C...	165	3	0	6
6.	UofSC Social Work grads -- interested?	150	11	0	3
7.	Congratulations to the College of Social Work's faculty members who recently earned tenure promotion. B...	149	3	0	12
8.	The College of Social Work is delighted to welcome Interim Dean Ronald Pitner. The I. DeQuincey Newman ...	117	7	0	9
9.	Meet two students from the College of Social Work's first class who became lifelong friends and share a lov...	99	4	0	8
10.	#socialchange	93	1	0	3

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	Month ^	Posts	Clicks	Likes	Comments
1.	April	3	13	14	0
2.	May	2	6	10	0
3.	June	6	13	21	0
4.	July	6	20	41	0
5.	August	2	11	4	0
6.	October	3	17	11	0

**Social Media Dashboard**

**Instagram Metrics**

1,201 fol

Posts  
**110**  
↓ -67 from previous year

Impressions  
**73.5K**  
↓ -23.3% from previous year

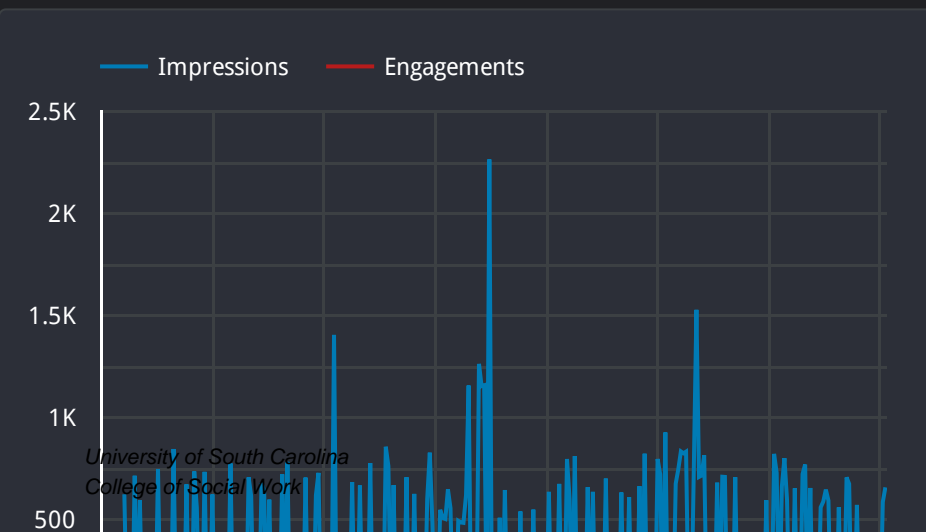
Impressions per Post  
**668**  
↑ 23.4% from previous year

Engagements  
**7.5K**  
↑ 1.0% from previous year

Engagement Rate (calculated)  
**10.2%**  
↑ 31.8% from previous year

	Post Message	Impressions	Reach	Engagements	Engagement Rate
1.	Welcome MSW Cohort Class of 2022!... Brenis Napoli... Hometown: Lake Mary, Florida... Undergraduate...	927	794	70	
2.	Our faculty and staff had a good time on Friday virtually celebrating our new interim dean Ron Pitner. T...	857	623	101	
3.	The faces of future #socialworkers in Clinical Associate Professor Brent Cagle's #BSW class, Generalist Pr...	846	640	60	
4.	Welcoming more of our #MSW Class of 2022 cohort to the College of Social Work. Only one week until ...	834	714	64	
5.	Help welcome Master of Social Work foundation year student Samantha Fant!... Hometown: West Colum...	833	726	90	
6.	Friendships have been made among this year's #BSW and #MSW cohorts. But Caroline Ambrose and Eri...	828	651	115	
7.	Help us welcome incoming freshman Candy Avila from Summerville, South Carolina... "I'm excited to m...	825	703	91	
8.	As the month of May concludes, we want to wish all of our undergraduates and graduates the best in the...	823	615	80	
9.	If you have an 8 a.m. class for the fall semester, it's only three weeks until you can enjoy a view of Hamilt...	823	699	116	
10.	Junior Samantha Chang and her women's soccer teammates have been using their platform to make sur...	822	631	78	

1 - 10 / 110



	Month	Posts	Likes	Comments	Shares	Video Vi...	We
1.	January	5	262	9	8	0	
2.	February	8	467	5	23	0	
3.	March	10	399	11	20	300	
4.	April	7	367	17	15	371	
5.	May	24	1,130	33	33	0	
6.	June	9	399	1	40	300	
7.	July	8	561	17	15	0	
8.	August	17	961	33	51	0	