

# 2011-2012 Social Work

## Section

## Document Name

### Mission

The mission of the IUSSW is excellence in education, research and service to promote health, well-being, and social and economic justice in a diverse world.

### Goals and Objectives

#### 1. Increase Research and Scholarly Productivity

##### 1. Facilitate faculty research and scholarship activity and foster a research culture in the school.

**Campus Planning Theme:** Research, Scholarship and Creative Activity, Best Practices, Collaboration

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** On-going

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#### Actions taken for 2011-2012:

The School of Social Work continues to partner with the Indiana Department of Child Services in a major training project that began in January 2007. In this partnership, social work colleagues collect evaluation data related to satisfaction of the training, knowledge, transfer of learning, and outcomes. During this reporting period, 392 courses of training were delivered and evaluated.

While funding for the Hartford Partnership Program for Aging Education ended on June 30, 2011, the School of Social Work endeavored to maintain the momentum begun by the program by establishing the Social Work and Aging Partnership (SWAP). While the group was not able to find additional funding for the student practicum stipends, students are still placed in agencies that work with older adults.

In the fall semester of 2011, 10 new full time students were accepted into the PhD program. This includes 4 international students (three students from Korea and one student from Ghana). Additionally, four students were accepted into the pre-doctoral program. For the current reporting period, PhD students in assistantships received a combined funding of \$211,523.00. This includes tuition remission, health insurance, and stipends.

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#### Evidence of Progress for 2011-2012:

During this reporting period, the School of Social Work received a 500,000.00 award from the Indiana Department of Child Services to establish a leadership academy for the development of leaders within the public child welfare system. Two faculty received notification funding for evaluating the waiver option in the Title IV-E program in Indiana. This award is for 6 years, beginning 7/1/2012, and is funded for 1,599,983.00. Several other faculty submitted grants that are still under review.

In the 2011-2012 academic year, faculty had 42 juried presentations at the regional, national or international level. Two social work faculty collaborated to edit one book, and labor studies faculty authored three books, two of which are being translated into other languages (Portuguese and Chinese). Together, social work and labor studies faculty had 51



publications in book chapters or scholarly journals.

In the 2011-2012 academic year, nineteen PhD students authored or co-authored 28 paper, poster and panel presentations; conducted five workshops, and published or have in press six journal articles, seven technical reports, four book chapters and one manual.

In addition to the number of publications and presentations, IUSSW faculty are recognized nationally for their work in other ways. For example, one IUSSW faculty member was selected to be a part of a research delegation of social work faculty from several US universities that traveled to Cuba in June 2012. The delegation met with Sociology and Social Work faculty and alumni from the Universidad de La Havana to discuss the history of social work practice and education in Cuba within the socio-political context of the Cuban society. Another faculty member whose research area is international development was invited to Moldova at the request of the United States Agency for International Development, to provide consultation regarding capacity development in community organizations. A senior faculty member received a Fulbright for research and teaching in Ethiopia. Another faculty member is collaborating with the History Graduate Program at the State University of Ceara - Brazil and as part of this collaboration he organized a labor history research group that provided the basis for joint activities and opportunities between IU Labor Studies and Brazilian scholars, including two international conferences, a joint book on labor and politics in Brazil, Argentina, and the US.

Two additional social work faculty were recognized this year as TRIP scholars.

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#### **Activities planned for 2012-2013:**

Faculty in the child welfare partnership will continue to gather data to evaluate the training program, in particular related to child welfare practice competencies.

The BSW Program will continue to recruit students to participate in research with faculty, including the McNair Scholars and the Summer Diversity Scholars Research Program.

Maintain current international collaborations and develop new ones.

Strengthen the child welfare collaboration in terms of its potential for scholarly products, particularly given the expansions

in our IV-E funding.

The School will continue to encourage its faculty to identify as TRIP scholars.

☑ 2. Provide incentives for faculty to engage in funded research.

**Campus Planning Theme:** Research, Scholarship and Creative Activity, Best Practices

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** On-going

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**Actions taken for 2011-2012:**

**Indirect costs:** The School has a continuing policy of depositing a portion of the indirect costs recovered from sponsored projects into individual faculty accounts of Principal Investigators. These funds may be used by faculty to enhance their research and scholarship (e.g., attending conferences, upgrading equipment, etc.).

**Course release for new faculty:** Tenure track faculty in their first year of appointment have a course release for each of their first two semesters in order that they may have some focused time to establish their research agenda.

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**Evidence of Progress for 2011-2012:**

In FY2008-2009, the three year moving average for grant awards was \$3,558,554; in FY2009-2010, \$4,159,156; in FY2010-2011, 4,128,791 and in FY2011-2012 is 4,238,826. The amount of funding has been increasing consistently, with the exception of FY 2010.

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**Activities planned for 2012-2013:**

**Evaluation of current incentives:** The Dean's Office will continue to evaluate recommendations on salary incentives for grant development as part of its strategic imperative to improve research infrastructure.

☑ 3. Utilize the annual review process to enhance faculty research productivity.

**Campus Planning Theme:** Research, Scholarship and Creative Activity, Best Practices

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** Annually Completed

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**Actions taken for 2011-2012:**

**Annual Review:** The Dean met with every tenured and tenure track faculty member to discuss productivity in research, teaching, and service. Feedback is provided to the faculty in verbal and written form. Together, the Dean and the faculty member articulate plans for the upcoming year in light of faculty interests and the opportunities available. Contractually, research constitutes 12.5% of each tenured and tenure-track faculty member's annual evaluation.

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**Evidence of Progress for 2011-2012:**



Given the feedback from the Dean in the annual review process, faculty become aware of new opportunities and possibilities for collaboration.

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**Activities planned for 2012-2013:**

The Annual Review process for faculty with contractual obligations for research and scholarly productivity will continue in the manner designed and implemented in recent years.

The Associate Dean will participate in the consultative process to identify opportunities and resources for faculty, including the development of proposals for Signature Centers and other venues for seeking funding.

☑ 4. Host at least one annual research symposium.

**Campus Planning Theme:** Research, Scholarship and Creative Activity

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** Each Spring.

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**Actions taken for 2011-2012:**

The 16th Annual Spring PhD Symposium was held April 27, 2012. The event featured Dr. James Hall, new faculty member in IUSSW with a joint appointment in the School of Medicine, as the keynote speaker. Dr. Hall's keynote was on the topic of "Building a Research Career in Social Work: Linear or Matrix". Twenty two doctoral students presented research posters at the symposium. About 50 faculty, staff, and students attended the event. The event was supported, in part, with funding from the IUPUI Conference Fund.

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**Evidence of Progress for 2011-2012:**

Increased faculty, student, university (interdisciplinary) and community participation in the symposium and research-related events.

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**Activities planned for 2012-2013:**

The School will host an intensive SEM workshop in August of 2012, facilitated by Dr. Gregory Hancock.

The 17th annual Spring Research Symposium will be held on April 26th, 2013. The keynote speaker will be Pete Delany from SAMSA. Dr. Delany will speak on funded research and opportunities within SAMSA.

📌 2. Encourage and reinforce continuous quality improvement in teaching and related services

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1. maintain a highly qualified, diverse student body.

**Campus Planning Theme:** Campus Climate for Diversity, Civic Engagement, Collaboration

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** On-going

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**Actions taken for 2011-2012:**

The BSW Program continued to work with the IUPUI Passport initiative to admit transfer students from Ivy Tech into the social work program, and provided orientation and advising support to the students in advance of the transfer.

The BSW program actively participated with IUPUI units and initiatives, including Admissions, General Studies, University College, and others, to ensure all students have information about social work. Participation in community events, such as Fiesta, Latino Youth Promise and the International Festival, help provide information to prospective students from diverse backgrounds.

The BSW program continued to recruit and support students into the IV-E training partnership which provides tuition and expenses to a diverse group of students to prepare for child welfare practice.

The MSW program began to offer courses using the part time cohort model at IU Southeast (New Albany) in January of 2012, which means that these students are considered Indianapolis students. This cohort was begun in order to meet the needs of students in the southern region of the state who do not have a nearby option for a public MSW program. This cohort will complete their degree by December of 2014. The students in this cohort further add to the diversity of the overall student body in the School.

In spring 2012, The Commission on Higher Education approved the proposal to begin the online MSW program (MSW Direct). This fully online program will meet the needs of students in remote regions of the US as well as US students living abroad and will also contribute to the diversity of the overall student body at the School.

The PhD program continues to work collaboratively with the Office of International Affairs in attracting and enrolling international students.

The School hosted the 2011 Danesh Institute "*Divided Families between the United States and Iran: Challenges and Promises*" and co-sponsored the 2012 conference "*Second Generation Iranian-Americans: Experience, Expectations, and Challenges.*"

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**Evidence of Progress for 2011-2012:**

In the fall semester of 2011, there were 754 total students in the School of Social Work. Of this number, there are 117 that are considered to be a member of a minority group. This number is consistent with reports in recent years.



In the summer of 2011, 11 students from social work went on an IUSSW sponsored study abroad trip to China, and 7 students went on an IUSSW sponsored study abroad trip to Croatia.

In the spring semester of 2012, one student completed a field placement in International Leadership at the Theodora Project in Jamaica, West Indies.

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**Activities planned for 2012-2013:**

The School will continue to actively recruit high-quality students from diverse backgrounds. This will include both in-person and online recruitment activities. The School has dedicated faculty members who travel around the state and to national, regional and state conferences to recruit.

The School will continue to develop and offer a variety of program formats (e.g. part-time, evening, Saturday, online, off-campus, etc.) to attract a diverse group of students.

The BSW program will build on existing opportunities for partnership with the Center for Research and Learning, especially those that are related to diversity. This includes the Summer Diversity Scholars Research Program (DSRP) and the McNair Scholars program.

The Chair of the Department of Labor Studies is the editor of the special issue on *The Impact of Socio-Economic, Cultural, Political, and International Factors on Latinos/Latinas in United States* to be published in Spring 2013 in our journal *Advances in Social Work*.

The School will continue hosting a website for the local chapter of the National Association of Black Social Workers; an email distribution list for the Indiana Association for Social Work Education; and, an email distribution list for the Association of Baccalaureate Social Work Program Directors. These collaborations boost recruitment potential by raising awareness of the School's programs.

The School will continue housing the Danesh Institute in 2013.

☑ 2. Support and enhance effective teaching

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** On-going

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**Actions taken for 2011-2012:**

PhD students who teach undergraduate or masters courses or who aspire to teach participate in the "Preparing Future Faculty" program offered through the Office for Professional Development.

Teaching awards are given to adjunct faculty and full time faculty each year, to recognize excellence in teaching.

The School actively promotes workshops and other activities sponsored by the Center for Teaching and Learning.



Program directors review course evaluations to ensure that all courses facilitate student learning, and with the advent of competency-based education, that student competence is identified and measured. Program directors meet with faculty as needed to address areas for improvement in teaching, student assessment, and course design.

The BSW program director had a session for adjunct faculty in order to promote effective teaching.

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#### **Evidence of Progress for 2011-2012:**

Full-time faculty continue to mentor new and associate faculty members as well as PhD students who teach. Student evaluations of teaching and anecdotal evidence suggest teaching quality has increased.

One of the senior Labor Studies faculty received the 2012 Alvin S. Bynum Mentor Award for Faculty.

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#### **Activities planned for 2012-2013:**

The School will reinstate the stipend for faculty members who serve as concentration leaders in the MSW program, with an expectation that concentration leaders will facilitate mentoring processes for adjunct faculty.

The Associate Dean will organize and facilitate a series of brown bag seminars related to teaching. Possible topics include "flipping classrooms", deep learning, and discussions of pedagogical books or articles.

- ☑ 3. Provide BSW, MSW and Ph.D. curricula that meet the current needs of the social work profession, and provide Labor Studies curricula that prepares students for work in labor related fields.

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** Ongoing

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#### **Actions taken for 2011-2012:**

The BSW and MSW programs were engaged in almost continuous assessment during this reporting period, as faculty and administrators finalized the writing of the self-study for our re-affirmation of our accreditation visit, scheduled to occur in fall 2012. As such, both programs utilized assessment measures to determine the extent to which students were mastering professional competencies outlined by our accrediting body, the Council on Social Work Education. The BSW program utilized e-portfolios and a Learning Evaluation Tool in the field. The MSW program utilized various means of assessment (such as case presentations, comprehensive exams, and narratives) depending upon the concentration, in addition to the Learning Evaluation Tool in the field. In both programs, the Learning Evaluation Tool provides opportunities for two points of data collection on the competencies, one from the perspective of the student and one from the perspective of a field instructor. Assessment in the BSW program indicated challenges with critical thinking, research, and human behavior and the social environment (theory). Assessment in the MSW program revealed unmet benchmarks for demonstrating competency in some areas in the Schools, Mental Health and Addictions, and Health concentrations. There were also significant challenges with response rates and other aspects of the measurement process.

Assessment has been ongoing in the PhD program as well, and three areas have been identified as needing to be



addressed. First, the Ph.D. student representatives to the Ph.D. Curriculum Committee conducted a survey of their peers about their perceptions of their qualitative methods coursework. The results from this survey was that students, in general, did not believe they were receiving sufficient course content in qualitative methods and found it difficult to identify additional qualitative methods courses in other IUPUI academic units where they would not duplicate knowledge and skills already attained and would further their knowledge and skills in qualitative research. Students' agreed that the one course that we had was insufficient to allow for completion of an actual qualitative study. Upon learning of students' concerns, the Ph.D. Curriculum Committee decided to make the qualitative methods a 2-course sequence, as was the case with the quantitative methods 2-course sequence that was already in place.

Second, the Ph.D. Director conducted a focus group with students at the end of spring, 2012, in relation to two Ph.D. practice theory courses. Students believed that there was a great deal of overlap between the two courses. The Ph.D. faculty reviewed the syllabi from these two courses and agreed that there was extensive overlap in course content. This overlap likely had resulted from changes in the instructors assigned to teach these two courses, potentially resulting in content 'drift' across the two courses. As a result, the Ph.D. Curriculum Committee voted to combine the content from both theory courses and drop the requirement that students take both courses.

Third, a review of student progress during spring, 2012 revealed that students' progress toward their academic goals tends to slow when they reach the point of completing the qualifying exam and dissertation proposals. Currently there are 19 students at the point of the qualifying exam who have not yet completed their exams. Of these students, only 2 students have failed in their first attempt to complete the qualifying exam. The remaining students have not yet submitted a qualifying exam. Many of these students seem to be 'on track', given the substantially greater amount of time that is needed to prepare and submit these two products. Similar to those who have not yet submitted the qualifying exam, 11 students are 'ABD'. These students have successfully completed their qualifying exams and have been admitted to Candidacy but have not completed the Ph.D. dissertation.

The Department of Labor Studies has engaged in a thorough review and revision of its educational goals and objectives and how they are reflected in the curriculum.

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#### **Evidence of Progress for 2011-2012:**

In 2011, the Association of Social Work Boards (ASWB) reported a first time pass rate of 78% for the Bachelors' exam. During this same time period, 9 IU graduates took the exam and achieved a pass rate of 89%. In 2011 the ASWB reported a first time pass rate of 83% for the Masters' exam. During this same time period, 139 IU graduates took the exam and achieved a pass rate of 89%. These scores indicate that our graduates exit their programs of study with the content knowledge that is needed to meet the current needs of the profession.

The Labor Studies faculty developed an inventory of the type of knowledge, values, and skills that should be integrated



The Labor Studies faculty developed an inventory of all type of knowledge, values, and skills that should be integrated in the curriculum to meet the educational goals and objectives.

Two faculty in the child welfare concentration participated in a nationwide educational collaborative on childhood trauma that served to inform the re-design of one of the practice classes offered to students in the child welfare concentration. The material they gleaned from this summer long online collaborative is based on findings from research and best practices in child welfare.

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#### **Activities planned for 2012-2013:**

Regarding actions planned from last year, faculty development related to understanding the role of the PULs in the university assessment strategy, how they relate to the new social work competencies, and how to assess these through course products did not occur, due to the emphasis in the School related to our re-accreditation process. Work in this area of PUL assessment will be planned for fall semester 2012 or spring semester 2013.

The BSW and MSW curriculum committees will examine areas where students are not meeting benchmarks for the defined competencies and determine changes that may need to be made to the curriculum. The curriculum committees will work with the School's Director of Assessment to determine ways in which to strengthen the measurement process.

The PhD curriculum committee will continue to discuss some possible reasons why student progress slows down at predictable points, and will examine strategies for facilitating students' completion.

Faculty members in the child welfare concentration plan to conduct focus groups with community practitioners to ensure that the curriculum in this area is providing students in this concentration with the preparation needed to enter the profession.

The Labor Studies faculty will review the current courses offered for the various degrees and make the necessary revisions to integrate the identified knowledge, values and skills.

#### **4. Maintain a presence of the School on the regional campuses and enhance relationships with them.**

**Campus Planning Theme:** Teaching and Learning, Collaboration

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** On-going

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#### **Actions taken for 2011-2012:**

Directors and faculty from all campuses actively participate in the School's Faculty Senate and on standing committees.

The Dean and the Chair of Labor Studies travel to off-campus sites to meet Labor Studies faculty in residence. The Dean and the Associate Dean travel to off-campus sites to meet with Social Work faculty from the partner campuses.

Many full-time faculty members taught across program sites. The majority of Labor Studies courses were taught on all campuses via online delivery.

The IUN campus began its BSW program, and the IUSB campus received approval from all necessary parties to begin the BSW program.

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**Evidence of Progress for 2011-2012:**

The School has seen growth in enrollments in the social work programs on the partner campuses and stability in the Labor Studies programs on the partner campuses.

There has been an increase in collaborative teaching, research, presentations, and service among faculty members across campuses.

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**Activities planned for 2012-2013:**

Hold an all-School retreat for faculty and staff from all campuses.

5. Students will be actively engaged in service learning in conjunction with their academic programs.

**Campus Planning Theme:** Teaching and Learning, Civic Engagement

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** On-going

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**Actions taken for 2011-2012:**

The BSW Program continued to offer opportunities for service learning, primarily in the freshman and sophomore years. Field Placement experiences are often considered part of the service-learning continuum and were a required component of the social work curriculum in the junior and senior years.

Social Work faculty made presentations related to service learning, including scholarship related to reflective activities and critical thinking.

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**Evidence of Progress for 2011-2012:**

BSW students produced approximately 500 hours of service learning. The courses were S100 Understanding Diversity in a Pluralistic Society; S141 Introduction to Social Work; S180 Exploring Child Welfare in Indiana; S200 Introduction to Case Management.

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**Activities planned for 2012-2013:**

Continue offering service-learning experiences in the BSW curriculum as part of selected S100 – S300 level courses. The goal will be to have every BSW student participate in service learning prior to entering the practicum in their junior year. This will mean expanding service-learning courses and faculty development to implement this pedagogy.

Explore potential for service learning in MSW courses, particularly with respect to the Student Outreach Clinic.

Continue to develop the scholarship of service learning through assessment, publication and presentation, including students in all of these.

Continue the development of new partnerships with social service agencies and labor organizations at the local, state,



Continue the development of new partnerships with social service agencies and labor organizations at the local, state, national, and international levels which can provide service-learning and practicum experiences.

### ▶ 3. Engage in Faculty Development

#### ☑ 1. Maintain a highly qualified, diverse faculty.

**Campus Planning Theme:** Campus Climate for Diversity

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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##### **Actions taken for 2011-2012:**

In AY 2011-2012, two new colleagues (one Caucasian male, one Caucasian female) joined the Indianapolis IUSSW program as assistant professors on the tenure track. Additionally, two other colleagues (one African American female, one Caucasian female) joined the Indianapolis faculty in non tenure track positions.

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##### **Evidence of Progress for 2011-2012:**

In 2011 the School of Social Work had 67% female representation in faculty positions and minority faculty constituted 21% of the School. 45% of tenured faculty (at full and associate professor ranks combined) in the School are minorities. We believe this percentage speaks to the positive climate that the School espouses and promotes. Additionally, it is important to note that these figures do not fully represent the diversity of our faculty with respect to characteristics other than gender and race. We find that it is important to reflect upon how the faculty composition also demonstrates affirmation of difference based on sexual orientation, age, social and economic background, among others. Our faculty at the School of Social Work is indeed diverse.

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##### **Activities planned for 2012-2013:**

Conduct searches for one tenure track faculty at the Indianapolis campus, a non tenure track faculty member to serve as a field coordinator for the Direct program, a non tenure track faculty member to serve as a field coordinator for the face to face program, and additional non-tenure track faculty as needed (primarily for lecturer roles).

Promote and support faculty attendance at diversity trainings and events.

#### ☑ 2. Increase opportunities for faculty to engage in faculty development activities.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** On-going

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##### **Actions taken for 2011-2012:**

Faculty attended state, national, and international scholarly and professional conferences. The School maintained its commitment to fund such opportunities.



The School Promotion and Tenure committee held a workshop for pre-tenured faculty and lecturers who may seek promotion to senior lecturer.

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**Evidence of Progress for 2011-2012:**

In May 2012, 16 faculty received notifications that their proposal submissions to the Annual Program Meeting of the Council on Social Work Education had been accepted for the November 2012 conference. This proposal process is a blind, peer review.

In addition to the professional and academic conferences attended by many of IUSSW faculty, some faculty have participated in highly competitive and prestigious faculty development activities. For example, one faculty member received a scholarship to attend Harvard University's Management Development Program, an initiative designed to enhance leadership skills for social work administrators. Five social work administrators from across the nation received this scholarship. As a second example, another faculty member was selected to serve as a member of a curriculum development team for the CSWE sponsored Integrated Behavioral Health Curriculum Department. As such, this faculty member will develop curriculum that will be used by social work educators across the nation.

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**Activities planned for 2012-2013:**

Continue to support faculty participation and attendance at state, national, and international scholarly and professional conferences.

Attract national speakers/leaders to the School of Social Work.

Promote attendance at campus and university events relevant to enhancing faculty development, such as workshops sponsored by FACET and the Center for Teaching and Learning.

Encourage faculty members to submit applications for faculty development opportunities, such as the Mack Fellowship (SOTL) and Learning Communities offered by the Center for Teaching and Learning.

Hold brown bag series and workshops related to faculty development in teaching and research.

- ☑ 3. Faculty will be engaged in professional and community activities that will enhance their teaching and research.

**Campus Planning Theme:** Civic Engagement, Collaboration

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** On-going

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**Actions taken for 2011-2012:**

Several faculty from the School began to serve as volunteer supervisors for MSW student volunteers in the Student Outreach clinic. The Outreach Clinic represents faculty development opportunities in both professional service and research.

A team of faculty from the School has undertaken the task of assessing how and to what extent IUSSW faculty engage in interprofessional training and education. This is the first step in building other IPE and IPT collaborations.



The BSW program continued involvement in the Thematic Learning Community via SWK 102.

Faculty members served as field liaisons to field placement agencies as part of their teaching workload, opening up opportunities for developing research agendas and enhancing teaching.

Faculty served on boards and committees of agencies and professional organizations at local, state, and national levels.

IUSSW faculty, agency representatives, and social work faculty from other Indiana universities, coordinated the Legislative Education and Advocacy Day (L.E.A.D.) for nearly 600 social work students and faculty across the state.

The Department of Labor Studies partnered with the Center for Interfaith Cooperation to hold the "Labor and Interfaith Conference: People of Faith People of Labor Working Together" in November 2011.

Labor Studies faculty served as consultants to labor organizations, presented workshops to different constituency groups, and assisted with survey activities, among others.

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#### **Evidence of Progress for 2011-2012:**

Many faculty members served on boards or committees of local, regional, state, and national organizations.

With respect to foundation MSW practicum and the BSW practicum, the faculty liaison role was expanded to serve both teaching and assessment functions. As this role expansion becomes more solidified, it is hoped that liaisons will be able to engage in more collaborative projects with social service agencies.

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#### **Activities planned for 2012-2013:**

Faculty will be encouraged to continue their voluntary service on boards and committees of agencies and professional organizations at local, state, and national levels.

Opportunities will be explored to more actively engage faculty in research that is funded by or done in conjunction with state or local agencies.

The School will continue to facilitate the Legislative Education and Advocacy Day.

The BSW program will continue involvement in the Thematic Learning Community.

Labor Studies faculty will continue or increase involvement in civic activities.

#### **4. Enhance the Reputation of the IU School of Social Work**



1. Effectively promote the Schools activities and accomplishments and create a culture of assessment.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** On-going

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**Actions taken for 2011-2012:**

The School continued the publication of the journal, *Advances in Social Work*, now available online at no cost to readers.

The School continued hosting the National Baccalaureate Program Directors email distribution list.

The School maintains a coordinator of external affairs who focuses on enhancing our website, publications, public relations, and external affairs.

Faculty continued to publish in prestigious journals, receive awards, and serve on national boards and committees.

The School continued to grow its reputation in social work educational outcomes assessment through consultations and presentations.

The School made significant preparations to host the 37th Annual National Institute for Social Work and Human Services in Rural Areas in July 2012.

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**Evidence of Progress for 2011-2012:**

Administrators and faculty members received state, national, and international recognition through numerous appointments and awards.

The School is ranked 26th of more than 200 accredited social work programs in the US.

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**Activities planned for 2012-2013:**

Faculty members will continue to publish in prestigious journals, receive awards, and serve on national boards and committees.

Continue to expand the Office of Educational Assessment in order to ensure that the measurements used in our program assessment of the BSW and MSW curricula are valid, reliable, and models for other social work programs nationally.

5. Enhance Administrative and Organizational Proficiency and Fiscal Sufficiency

1. The School of Social Work, including the Labor Studies Program, will be managed in an effective, fiscally sound manner.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:** None



**Actions taken for 2011-2012:**

A Director of Development was hired during this reporting period. This person is charged with working with the IU Alumni Association and external donors of the School to increase the level of donations to the School.

Faculty members continued to receive travel money for professional development purposes, as this is a priority of the School. Hospitality continued to be closely monitored and events were prioritized.

Plans continued to be made for the start up of the School's online MSW program, MSW-Direct. The Commission on Higher Education gave approval for the MSW Direct program in May of 2012, with the initial admission cycle to begin in fall of 2012.

Effective June 2012, Labor Studies and Social Work at Ft. Wayne have been co-located, resulting in shared use of space and staff resources.

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**Evidence of Progress for 2011-2012:**

Fiscal Year 2012 ended with a positive net income for the School of Social Work. The undergraduate Social Work programs on the Bloomington, IUPUI, and East campuses each had an increase in credit hours over FY2011. The increases ranged from Bloomington at 14% to East at 4% with IUPUI showing a 5% increase. The MSW program at IUPUI saw a slight increase in credit hours of 2% above FY2011. The South Bend MSW program dropped in credit hours for FY2012 by 8% from the prior year. In January 2012, an MSW program cohort was started on the Southeast campus to help meet the current demand by the State. This is currently planned to be a temporary three year program. The School continues to also offer our MSW program on the Ft. Wayne campus, thus affording opportunities throughout the State for Social Work professionals.

The Labor Studies program incurred an increase of 8% in credit hours during FY2012 over the FY2011 levels. FY2012 was the second year in which the tuition income for the Bloomington Social Work and Labor Studies programs were distributed according to the market share method. Since the market share method is based on prior year credit hour numbers, program changes implemented resulting in credit hour changes are not immediately reflected in the income for the current year.

In the spring of 2012, official permission was received for the School of Social Work to offer an online MSW program. This program will operate on a quarter system instead of traditional semesters. Financial resources were dedicated to the startup of this new program during FY2012 and support will continue through FY2013. The first group of students is expected to start the Online MSW Direct program during the winter quarter (December 2012).

The Title IV-E Child Welfare Education grant between the School of Social Work and the Department of Child Services at the State was renewed for another three year period beginning July 1, 2012 and continuing through June 30, 2015 with a proposed budget of \$4,803,434 for the entire timeframe. The FY2012 budget for the current contract period was \$1,452,434. The Title IV-E Education grant provides education to both BSW and MSW students with an understanding that the students will then work for the state for a minimum amount of time. The Title IV-E Training Partnership grant, also between the School and Department of Child Services, provides training for existing state social workers. During FY2012 the budget associated with this grant was \$1,997,969. The School also held a grant with the Department of Mental Health and Addictions at the State with a budget of \$180,000 during FY2012.



The School of Social Work is ranked 26th of over 200 programs in the US, evidence of the return on investment of faculty development monies.

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**Activities planned for 2012-2013:**

Continue to monitor the budget expenditures, and make both short and long range plans for new faculty and staff resources that are needed to support the continued growth of the School.

▣ 6. Create a positive work environment fostered by respect, understanding, and mutual support for one another.

▣ 1. Maintain management practices that are fair to all faculty.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** On-going.

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**Actions taken for 2011-2012:**

As part of the preparation for the School's reaffirmation of our accreditation by the Council on Social Work Education, the Associate Dean worked closely with BSW and MSW program directors to identify any workload issues that needed attention. New faculty in the same rank continue to be hired with the same salaries. The Dean continued to engage in his "open door" policy to hear any concerns from faculty throughout the School (Labor Studies and Social Work) related to equity or other environmental issues concerning the School.

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**Evidence of Progress for 2011-2012:**

Faculty from across the School continue to participate in committees relevant to the decision making structure of the School.

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**Activities planned for 2012-2013:**

The School will hold an all-School retreat for the combined purpose of preparing for our site visit and sharing new initiatives.

There will be at least one meeting of the Dean's Advisory Council.

The Directors will review the strategic plan and Constitution and determine how to best facilitate ongoing review and implementation of the policies and practices embedded into these documents.

In Fall 2012 the Labor Studies Program became Department of Labor Studies under the umbrella of the School.

## **Fiscal Health**

## **Reallocation Plan**

## Other Question(s)