2006-2007 Social Work

Section	Document Name
Fiscal Health	• Oth Acad-Labor Stu.pdf
Fiscal Health	• Social Work.pdf

Mission

The mission of the Indiana University **School of Social Work** is to educate students to be effective and knowledgeable professional social workers prepared for practice in the twenty-first century. Such practitioners are committed to the alleviation of poverty, oppression, and discrimination. The school is dedicated to the enhancement of the quality of life for all people, particularly the citizens of Indiana, and to the advancement of just social, political, and economic conditions through excellence in teaching, scholarship, and service. Within the context of a diverse, multicultural, urbanized, global, and technologically oriented society, the school prepares the social workers who will shape solutions to a wide range of interpersonal and social problems by developing and using knowledge critically while upholding the traditions, values, and ethics of the social work profession.

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
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

The School of Social Work continues to hire and promote faculty who are excellent researchers and scholars. Even with the shortage of Ph.D.s in social work our School is able to attract excellent faculty. This year two new Assistant Professors, who already have excellent research credentials and great potential, were hired. The School continues to sponsor workshops and research-related presentations. Technical assistance to individual faculty in grant preparation, IRB submissions, and manuscript production is made available.

PhD students are assigned to work as research assistants on faculty projects. One full-time PhD student is appointed as the Social Work representative on the LEAH Fellowship through the School of Medicine. Ph.D. students continue to publish while matriculating in the program.

We are reevaluating the need for a Director of Research Services and are considering other models to facilitate faculty research.

Evidence of Progress for 2006-2007:

The School of Social Work continues to increase its level of external funding. For FY08 external funding will

exceed $3 million.

A study published in the Journal of Social Work Education (Vol. 43.3, Fall 2007, p. 546) showed for the 1990-1999 period Indiana University ranked 53 in publications out of approximately 180 schools of social work. In the 2000-2004 period the IU School of Social Work ranked 36.

The School continues to maintain and enhance its reputation as a leader in research related to the assessment of social work education. The School has an Office of Educational Assessment that contracts with other universities to provide assessment services and consultation to their social work programs.

The School is implementing the recommendations of the External Review Committee.

Activities planned for 2007-2008:

The School of Social Work has partnered with the Indiana Department of Child Services in a large training project that began in January 2007. For 2007-2008 the School will continue to enhance its relationship with DCS and will jointly plan future projects.

Recommendations from the external review are being implemented.

Collaboration with other IU schools will continue and will be enhanced.

The School of Social Work is engaging in a strategic planning process being led by the IUPUI Human Resources Administration. In part the strategic plan will address enhancing faculty research and scholarship.

Faculty workloads, with smaller classes, fewer advisees, and fewer field liaisons, are being planned to enhance faculty's ability to focus more on their research and scholarly activities.

2. Utilize the annual review process to enhance faculty research productivity.
Campus Planning Theme: Research, Scholarship and Creative Activity
Secondary Goals:
Sub Unit: None
Time Frame: Annually Completed

Actions taken for 2006-2007:

Each year the Dean meets with every faculty member to discuss their productivity in research, teaching, and service. Plans for the upcoming year are made and opportunities discussed. Research constitutes one-third of each faculty member's annual evaluation. The Dean developed a bonus pay policy intended to reward faculty who have achieved excellent performance in forwarding the strategic initiatives of the School of Social Work. Enhancing research and scholarly productivity is one of the Schools strategic initiatives.

Evidence of Progress for 2006-2007:

The number of grant proposals, publications and presentations, has increased.

The School of Social Work was awarded its first federal grant in recent years. This grant which will evaluate a new practice model in child welfare began in January 2007.

Faculty will continue to view the Annual Review process as positive and constructive.

Activities planned for 2007-2008:

An Associate Dean, who can further work with faculty to enhance their teaching, research, and service, will be hired.

Continue with the same criteria and process.

3. Provide incentives for faculty to engage in funded research.
Campus Planning Theme: Research, Scholarship and Creative Activity
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

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.). The Dean initiated a policy that provides a monetary incentive for grant submission.

Evidence of Progress for 2006-2007:

There will be an increase in the number of grant proposals submitted by the School of Social Work.

Activities planned for 2007-2008:

Continue with the same policies.

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.

Actions taken for 2006-2007:

The School hosts an annual symposium with a nationally renowned keynote speaker. Past collaborating sponsors have included the states community mental health centers, the Division of Family and Children, and the Indiana Association of Social Work Educators. In 2007, Alice Johnson Butterfield from the University of Illinois-Chicago was the keynote speaker. At this symposium Ph.D. students participated in a Poster Session showcasing their ongoing research activities

research activities.

Evidence of Progress for 2006-2007:

Expanded community and interdisciplinary participation.

Activities planned for 2007-2008:

Continue to host and expand the Research Symposium.

2. Enhance Educational Programs

1. Maintain a highly qualified, diverse student body.

Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

Using our improved marketing and recruitment strategies, MSW curriculum revisions and BSW online courses have enhanced marketability. MSW applications increased.

We continued to offer a variety of program formats (e.g. part-time, evening, Saturday, online, IPFW, etc.) to attract a diverse pools of students.

The School hosted the annual Chancellor Bepko Student Diversity Dinner sponsored by the BSW Student Association.

The IUPUI MSW cohort in Ft. Wayne has significant enrollment of people of color.

Provided the Graduate School with brochures describing the CSWE Minority Fellowship Program for Social Work doctoral students. These were distributed on the recruitment caravan to Historically Black Colleges.

The BSW program continued its participation in the Diversity Scholars Research program and our student graduated in May 2007.

The BSW program continued i   ts participation in the McNair Scholars Program.

In the Spring semester the BSW program assisted two students with their application to the Summer Diversity Scholars Research Program (DSRP).

As of Spring 2007, eleven required BSW courses (seventeen required social work courses total) were offered online. Online courses provide students with one more option when having to make decisions about family, work, and school priorities.

We actively participate in campus initiatives to recruit high school students.

The National Association of Black Social Workers provides outreach to BSW, MSW and Ph.D. minority

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Hired two female faculty members in fulltime tenure track positions; one of them is a foreign-born female.

Hired one African American staff member for Title IV-E.

Two faculty members are members of the University College Faculty Senate.

One of them serves in the Executive Committee.

We continue a monthly "Dissertation Forum" for PhD students who have completed coursework in order to encourage a culture of completion.

The School sponsored a faculty member from Moi University as part of the Memorandum of Understanding between that institution of higher education and the School of Social Work to assist in the development of a baccalaureate social work program. A Memorandum of Understanding between Moi University and the School of Social Work was signed in November 2006.

Two faculty members traveled to Moi University in Fall 2006.

A first draft of the Moi undergraduate social work curriculum was developed.

The School continued its involvement with the grant Internationalization of the Professional Undergraduate Curriculum. This grant is funded by the U. S. Department of Education. Its home base is the IUPUI Office of International Affairs and it is implemented with the collaboration of Gajah Mada University, Indonesia and the schools of Engineering, Education, and Social Work.

Evidence of Progress for 2006-2007:

Continue to have a highly competent and diverse student body. The School of Social Work on the IUPUI campus had a minority enrollment of 19.5%.

Our first international students have completed their PhD coursework. We added two additional international students in 2006, for a total of five international PhD students.

A minority social work PhD student became the Vice-President of UpNGo, the graduate student organization for minorities.

Enrollments will increase.

The two students in the Summer Diversity Scholars Research Program will successfully complete their undergraduate research project.

The BSW program will have hosted two recruitments events with the support of the IUSSW alumni Association.

The curriculum for the BSW Program will begin to reflect international perspectives on social work practice.

A final draft of the curriculum for the Moi BSW program will serve as the blue print to develop the actual courses.

The MSW will have hosted multiple recruitment events.

Activities planned for 2007-2008:

Continue actively recruiting high-quality diverse students to the School.

Develop a brochure for joint degrees (MSW/MPH and MSW/JD),2007-2008.

Continue to reach out to additional students via online courses. Continue developing additional MSW online courses. The MSW program has developed three online courses and continues the development of additional courses.

Another BSW required course will be developed as an online option.

Maintain and update the School´s website and develop new brochures, including a brochure featuring joint degrees offered by the MSW program. .

Continue hosting a website for the local chapter of the National Association of Black Social Workers.

Continue hosting a listserv for Indiana Association for Social Work Education; and a listserv and website for the Association of Baccalaureate Social Work Program Directors

Continue to develop a high school recruitment program in collaboration with the IUSSW Alumni Association Board.

Mentor two students in the Summer Diversity Scholars Research Program.

Continue to recruit diverse students for the Title IV-E child welfare education program.

Continue to assist Moi University in Kenya with the development of the Baccalaureate Social Work Program.

Continue to participate in the grant Internationalization of the Professional Undergraduate Curriculum.

2. Support and enhance effective teaching
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

Supported faculty innovations in the classroom, including the use of technology.

Trained faculty on new technology that will be applicable to online classes and traditional classes.

Use of Curriculum Analyzer software for assessing student learning outcomes.

The first class of MSW students offered in Ft. Wayne will begin their third year August 2007.

All PhD students are encouraged to participate formally in the OPD sponsored "Preparing Future Faculty" program.

A retired faculty offered structured supervision to four PhD students who teach in the BSW and MSW programs.

Two associate faculty orientations were held to discuss best practices and use of technology in the classroom.

Developed and implemented comprehensive plan for MSW program evaluation.

The BSW program continued its established plan for program evaluation.

Evidence of Progress for 2006-2007:

According to the IUPUI Alumni Surveys, social work graduates rate their ability to communicate effectively with people who see things differently than they do; in-depth understanding of their major; ability to deal with conflict among co-workers and ability to keep their composure during a difficult situation; ability to make an informed decision when faced with an ethical dilemma; ability to apply what they learned in college to everyday issues and problems; and ability to work effectively with people of different races, ethnicities, and religions higher than do all other IUPUI undergraduate students. They are more likely to have taken a class that increased their understanding of multiculturalism and diversity; had experiences in class that enhanced their understanding of the history, culture, or social concerns of people from diverse backgrounds; and attended campus events or activities that increased their understanding of multiculturalism and diversity. Students also identified materials that were racist, antigay/lesbian, or sexist material (including graffiti) on campus more often. We believe that our students are able to identify materials of this nature because of their exposure to diversity and social justice throughout the BSW curriculum.

Social Work alumni continue to show a positive impact of their education on learning and growth, especially in the areas of in-depth understanding and the ability to relate knowledge to practice.

An online section of S381 will be offered in Spring 2008.

Activities planned for 2007-2008:

A retired faculty will continue offering structured supervision to PhD students who teach in the BSW and MSW programs.

Continue to develop online BSW and MSW courses.

Continue to market the Curriculum Analyzer.

Continue the implementation of the comprehensive assessment of the MSW program mentioned above by the MSW Program Committee and Assessment Sub-Committee.

Continue the implementation of the BSW program assessment agenda.

Develop a mentor program for new associate faculty.

3. Provide BSW, MSW and Ph.D. curricula that meet the current needs of the profession
Campus Planning Theme: Teaching and Learning
Secondary Goals:

Secondary Goals:
Sub Unit: None
Time Frame: Three years

Actions taken for 2006-2007:

The BSW Program continued working with Ivy Tech College to implement the 2+2 agreement between that College and the School of Social Work. Two orientations were held at the School of Social Work for Ivy Tech students interested in applying to the BSW program.

A faculty member continued the implementation of a diversity survey with the cooperation of her 100 level students.

The MSW Program faculty have done focus groups with concentrations students to obtain feedback on the relevance of the concentration classes. The 2007 MSW exit survey was fielded to graduating MSW students. Surveys were done by the MSW field staff to obtain feedback from field instructors and students on the field placements. The data from these various sources will be used in the future to improve the MSW curriculum and field processes.

The Ph.D. committee engaged in an all day curriculum retreat in May 2006 with a focus developing integrated seminars to facilitate students´ progress through the program and to offer mentoring on developing research careers.

Feedback on the new MSW curriculum has been and is continuing to be obtained from students, faculty, and agency constituents and used to refine courses. Courses in the curriculum are being revised as appropriate. S632 and S634 were revised this year.

Evidence of Progress for 2006-2007:

Graduates of all degree programs will continue to be well prepared for jobs.

Graduates will continue to meet or exceed mean scores on the state licensing exams.

Graduates of all degree programs will continue to successfully obtain jobs and advance in their careers.

The curriculum of the educational programs will continue to reflect a strong commitment to diversity and populations-at-risk.

The curriculum for the BSW Program will begin to reflect international perspectives on social work practice.

Campus reports will indicate that a large majority of social work faculty include diverse perspectives in discussions and writing assignments.

The level of student satisfaction with the MSW curriculum will be high. Student satisfaction with the BSW and Ph.D. programs will continue to be high.

The results from the MSW Exit Survey indicate that the majority of graduating MSWs think they are prepared to function as MSW practitioners when they obtain jobs in the field.

The MSW program will be considered a national model.

Activities planned for 2007-2008:

We will continue to monitor MSW course demand and adjust the schedule to best address the needs of students.

Development of a MSW alumni and employer survey.

The PhD Committee will consider strategies for enhancing the global/international content of the PhD curriculum.

The BSW Program will continue with the Internationalization of the curriculum..

The educational programs will continue their integration of diversity in the curriculum to meet the needs of a diverse society.

The BSW Program will survey students to assess their level of cultural competence at the S100 level and then at the S400 level.

The BSW Program will host orientation sessions for Ivy Tech students at the School throughout the academic year.

Beginning in January 2006 the Title IV-E Project was extended to BSW students at IUPUI, IU East, IU Bloomington, Ball State University, Indiana State University and the University of Southern Indiana.

4. Develop dual MSW-JD and MSW-MPA degrees.
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: August, 2006

Actions taken for 2006-2007:

The joint Master of Social Work/Master of Public Health was approved by the faculty.

The joint Master of Social Work/JD was approved by the faculty.

Solicited Social Work alumni input.

Procured support and commitment for the development of these degrees.

Evidence of Progress for 2006-2007:

The programs will be established and students will enroll.

Students will enroll in the joint MSW/MPH.

Activities planned for 2007-2008:

On-going collaborations to develop the joint curricula.

Implementation of joint Law and MPA degree

Secure faculty approval from the respective schools.

Continue meetings with SPEA and the School of Law about joint degrees with MSW.

Market available dual degrees.

5. Maintain a presence of the School on the regional campuses and enhance relationships with them.
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

Continued implementation of the MSW program on the IUPUI Forth Wayne campus.

Maintained close working relationships with the Program Directors on each campus.

Hosted system wide Faculty Senate and certain committee meetings that included faculty from the regional campuses via VIC technology.

Engaged in a number of collaborative efforts with the regional campuses, including curriculum development, student services, shared applications, marketing, etc.

IU East, IU Bloomington, IUPUI and three other public universities across the state have implemented the Title IV-E child welfare education program on the BSW level.

Evidence of Progress for 2006-2007:

Stable or increasing enrollments in the social work programs on the regional campuses.

There will be collaborative work among faculty across campuses.

Joint curriculum committee meetings among all campuses.

There will be a revised memorandum of understanding with the IU campuses.

Activities planned for 2007-2008:

Continue the fiscal agreement with the regional campuses, to support some of our administrative costs.

Assist with the reorganization on the IUN campus as it relates to the MSW Program on that campus.

Continue to develop positive working relationships with program directors and campus administrators.

Continue the collaborative efforts noted above.

Continue to recruit outstanding faculty to all sites.

Continue to offer alumni receptions at our regional campuses.

Continue to explore the possibility of beginning BSW programs on the IU Northwest and IU South Bend campuses.

Start the recruitment process for 2008 MSW cohort at Fort Wayne.

6. Students will be actively engaged in service learning in conjunction with their academic programs.
Campus Planning Theme: Civic Engagement
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

The new service learning/gateway course on Exploring Child Welfare in Indiana was offered.

The BSW program implemented the second year of the Child Welfare Service Learning Initiative, a project funded through Commitment to Excellence funds. The project goals are to increase student knowledge, skills, awareness and service in child welfare issues in Indiana through course-based service-learning experiences at Children's Bureau, Family Services, Youth Emergency Services and the Department of Child Services.

Approximately 1200 hours of service were completed by students enrolled in service learning.

BSW and MSW students engaged in field practicum courses in community agencies in conjunction with their classroom activities to enhance their learning and prepare for professional practice.

BSW students completed nearly 42,300 practicum hours in over 60 agencies..

In 2006-2007, academic year, MSW students contributed a total of 184,080 hours of service in field placements at 164 human service agencies across the state.

Orientation and training sessions were held each year for field instructors.

Faculty served as liaisons between the School and the field agencies.

Faculty served on different community and national boards and provided consultants to human service agencies at the local state, and national levels.

Evidence of Progress for 2006-2007:

Two other BSW courses will have added a service learning component to their students' learning experience.

New field agencies will be added to the existing pool of field practicum partners.

The BSW course Exploring Child Welfare in Indiana will be in the Fall 2007 schedule of classes.

PhD students delivered 30 presentations at state, regional, national and international professional conferences.

Activities planned for 2007-2008:

Continue offering service learning experiences as part of the BSW curriculum.

Continue to offer field practicum courses at the BSW and MSW levels.

Continue the development of new partnership with field practicum agencies at the local, state, national, and international levels.

Monitor viability of field placement sites and quality of student learning.

Train and support field instructors.

3. Engage in Faculty Development

1. Increase opportunities for faculty to engage in faculty development activities.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

Increased the budget for faculty development activities.
Workshops have been provided at the School for faculty to develop their knowledge and skills for using technology.

The School supported faculty to attend conferences at the state, national, and international levels.

The School hosts the BPD (a national organization of social work Baccalaureate Program Directors) website.

Faculty liaison activities strengthen their practice and teaching.

Evidence of Progress for 2006-2007:

Faculty participation at conferences will increase.

National speakers/leaders will come to the School of Social Work.

At least four technology workshops for faculty will be held each academic year.

The number of faculty utilizing the Office of Professional Development will increase.

The number of faculty grants and publications will increase.

The number of associate faculty participating in the mentoring program.

The Labor Studies faculty will identify themselves as being viable members of the School of Social Work.

Activities planned for 2007-2008:

Continue to support faculty participation at conferences.

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

Continue the technology workshops for faculty development.

The School will continue to provide leadership nationally by sharing our experiences with online teaching and learning.

The School will continue to sponsor grant writing workshops and other presentations related to research and scholarship.

Workshops related to promotion and tenure will be offered to junior faculty.

Workshops related to sabbatical leave will be offered to the faculty.

A more formal mentoring program will be implemented for associate faculty.

The School will work with the new Labor Studies faculty to incorporate them into its operations. This will occur through a School retreat, meetings with Labor Studies faculty and staff, and joint activities planned for the entire School.

2. Faculty will be engaged in professional and community activities that will enhance their teaching and research.
Campus Planning Theme: Civic Engagement
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

Faculty provide liaison to agencies where students are doing field placements. This also enhances their teaching and research.

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

Among many other civic engagement activities, the School is working with the Hispanic Education Center in its Mother/Daughter project.

Each year, faculty from the School coordinate Legislative Education and Advocacy Day (L.E.A.D.) for nearly 600 social work students and faculty across the state.

Evidence of Progress for 2006-2007:

The number of projects funded by or done in conjunction with state and local agencies has increased.

The already high level of civic engagement by social work faculty will continue to increase.

Faculty will continue to be recognized for their civic engagement activities.

Activities planned for 2007-2008:

Faculty will more actively engage in research that is funded by or done in conjunction with state or local agencies.

Faculty will continue to serve on boards and committees of local, state, and national agencies and organizations.

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

The School will continue to work collaboratively with the Hispanic Education Center, particularly with the Mother/Daughter program.

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

1. Effectively promote the Schools activities and accomplishments.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

The School hosted a reception for Legislative Education and Advocacy Day (LEAD) in February 28, 2007. Faculty, agency representatives and students attending the lunch after they completed the activities for the legislative day.

The School continued the publication of our journal, Advances in Social Work.

The School continued hosting the National Baccalaureate Program Directors listserv.

The PhD section of the School website was significantly overhauled.

We are currently compiling information for a bound report for distribution of School Highlights for 2007.

Evidence of Progress for 2006-2007:

Applications from highly qualified students will increase.

Research and scholarly activity will increase.

Submissions and subscriptions to Advances in Social Work will increase.

Positive media mentions of the School, its faculty and students will increase.

Increase in the number of faculty receiving national and state recognition for their scholarly and service activities.

Activities planned for 2007-2008:

The School will hire a person who will focus on enhancing our website, publications, public relations and external affairs.

We will continue to update the IUSSW website and in doing so we will highlight faculty, students, and staff accomplishments.

We will establish closer relationships with campus and local media services.

The School is working on publications that will showcase its many assessment activities.

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

2. Create a culture of assessment
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: December, 2004

Actions taken for 2006-2007:

Faculty continued to develop projects related to the assessment of social work education, particularly in the area of online teaching and learning.

Faculty have presented at local, state, national, and international conferences on topics related to assessment.

The Dean and Executive Directors provided information/consultation about the nature of writing an alternative self study project rather than the regular self study, including its pros and cons. Also, they shared with other programs the MSW curriculum visioning process.

Evidence of Progress for 2006-2007:

The MSW program will have created at least three courses online.

Presentations and publications related to assessment will increase.

Published book showcasing the School assessment activities.

Social work programs will contract with the School to assess their programs

More faculty will have peer reviews of their teaching.

Activities planned for 2007-2008:

Faculty will continue to explore the viability of developing online classes in the MSW Program.

The School will continue to promote the "Indiana Model of Assessment" nationally and will do assessments for MSW and BSW programs nationally as requested.

Continue to pursue opportunities for conference presentations related to assessment.

Publish a book that showcases the many assessment activities being done at the School of Social Work.

Encourage more peer reviews of teaching for both online and face-to-face courses.

5. Enhance Administrative and Organizational Proficiency and Fiscal Sufficiency

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

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2006-2007:

Decisions have been made to assure that the School of Social Work manages within the established budget.

On July 1, 2007 the School of Social Work acquired the Labor Studies program, which offers the AS and BS in Labor Studies.

The position Director of Development was vacated in February, 2006 and we are currently considering other ways of facilitating our development efforts.

The School has maintained a lean administrative structure.

The new MSW Program at Ft. Wayne is very efficient and designed to be cost-effective. A new half-time coordinator was hired to oversee the Ft. Wayne program.

Anticipating the retirement of the current Executive Director of the MSW program, an Associate Director was appointed to begin moving into the role and provide a smooth transition.

Evidence of Progress for 2006-2007:

At the end of the fiscal year the School will have operated within its established budget.

The Labor Studies Program will become more effectively managed and the faculty will be positive about the merger.

New monies for scholarships and faculty research and scholarship will become available.

Credit hours for online courses will increase.

Revenue from funded projects will increase.

Gifts to the School will increase.

The MSW Program in Ft. Wayne will be cost-effective.

Activities planned for 2007-2008:

Monitor budget expenditures.

Monitor and assess the Labor Studies program and evaluate the best methods for structuring and administering that program.

Continue providing incentives for faculty to develop online courses and funded projects.

The School will explore opportunities for enhancing revenues including the development of distance education, increased giving to the School, and increases in externally funded projects.

A fundraising campaign will be planned to coincide with the 100th Anniversary of the School of Social Work in 2011.

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.

Actions taken for 2006-2007:

Policies have been implemented that are equitable to all faculty.

A tone of fairness and respect has been set by the Dean and the administration of the School.

Curriculum changes in the new MSW program allowed for new collaborations and respect among the faculty.

Evidence of Progress for 2006-2007:

All faculty, including the new Labor Studies faculty, will be treated equitably.

A salary equity study will be conducted for the faculty in the Labor Studies Program.

There will be stronger collaboration among faculty in teaching and other projects.

There will be minimal faculty and staff turnover.

A high level of morale at the School will continue.

Activities planned for 2007-2008:

Continue current practices.

Fiscal Health

Fiscal Year 2007 concluded with the School of Social Work showing a positive Net Operating Income. The positive income was driven by: an increase in the graduate tuition rate coupled with an increase of 3.8% in graduate credit hours (over FY2006), strong continuation of the BSW program on the Bloomington campus, and close monitoring of expenses. The Ft. Wayne program continued with approximately 35 students participating.

The school currently has two large grants with the Department of Child Services. The IVE Education grant was extended through June 2009 and expanded to include a BSW component as well as an MSW program. The total amount awarded for FY2007 on this grant was $1,185,237 with the total grant funding for the 3 year period being $3,677,355. In January 2007, the IVE Training grant started to provide training for state social workers. The funds for the start up year in FY2007 totaled $1,167,407. The grant will continue through December 2009 for a total pledged amount of $6,000,000.

A third grant was awarded to the school from the Department of Juvenile Justice and Delinquency. The grant period began in January 2007 and will continue through December 2008. The requested support for FY2007 was $196,602 with the total grant support for the entire project equaling $397,144.

Fiscal Year 2008 will be a year of change as the Labor Studies program merged officially with the School of Social Work on July 1, 2007. The IVE grants will continue and additional personnel will be hired on those grants; approximately 26 employees in total will be added for the IVE Training grant. Obtaining additional grant funding will continue to be a goal during the year.

Reallocation Plan

Other Question(s)

1) *Diversity*. In the past year (July 1, 2006-June 30, 2007) what actions have you taken and what results have you achieved in retaining and graduating a diverse student body; enhancing diversity in research, scholarship, and creative activity; and recruiting, developing, and supporting diverse faculty and staff?

Diversity at IU School of Social Work

It is the school´s belief that diversity-related themes need to permeate the whole organization. Below please find some of our specific efforts.

School Structure, Documents, Initiatives. The School's mission indicates that the School prepares practitioners that "… are

committed to the alleviation of poverty, oppression, and discrimination. The School is dedicated to the enhancement of the quality of life for all people, …, and to the advancement of just social, political, and economic conditions through excellence in teaching, scholarship, and service."

An extremely important policy that covers all aspects of our School is the IUSSW Policy on Nondiscrimination. This policy states:

Based on tradition of the social work profession, and consistent with Indiana University's Equal Opportunity Policy, the Indiana University School of Social Work affirms and conducts all aspects of its teaching, scholarship, and service activities without discrimination on the basis of race, color, gender, socio-economic status, marital status, national or ethnic origin, age, religion/creed, disability, and political or sexual orientation.

The School of Social Work has a strong commitment to diversity and nondiscrimination. Indeed, diversity is celebrated as a strength. This perspective is demonstrated by the composition of its faculty and student body, curriculum content, recruitment and retention activities, participation in University committees dealing with oppressed populations, numerous service activities, including advocacy on behalf of the disadvantaged, selection of field practicum sites, and School policies.

In early 1980s the School created a system-wide Diversity Committee composed of staff, faculty, and students. The committee was originally called the Committee on Race and Poverty, then the Minority and Women Committee, followed by the Minorities and Women Committee and finally the Diversity Committee. This committee was dissolved in the late 1990s and its charged was integrated within a number of other school committees. In light of current campus issues regarding diversity, the School has reinstated a Diversity Committee. The committee's role includes curriculum, climate, admissions, and faculty, staff, and student recruitment oversight.

The vision of the BSW program reads: "A leader in preparing social workers for strengths-based generalist social work practice with vulnerable populations." The theme on vulnerable populations is carried out in the mission, educational goals, and program objectives.

In order to detect possible academic problems, the BSW program reviews students' performance periodically. One of the grounds for review by the Performance Review Committee is:

Conduct that is not congruent with the values and ethics of the social work profession (e.g., National Association of Social Workers; National Association of Black Social Workers; Council on Social Work Education) and the academic conduct for students at Indiana University. This includes behavior in the student's field work and the classroom that does not conform to the profession's values and ethics.

The School has developed relationships with a wide variety of community organizations and programs that are invested in providing rich and diverse experiences to the students that we serve.

The School has developed a field placement in South Africa in the Free State Rural Development Program. This placement helps students understand South Africa as a rapidly changing country and to understand the barriers to equal opportunity there. Our first student there was African-American, it was a tremendous experience for her and for many people she worked with. Also, the School has developed field placement with Latin American countries.

The School has signed a Memorandum of Understanding with Moi University to support the Department of Psychology and Sociology to develop a BSW program. One of the outcomes of this partnership will be the strengthening of our diversity endeavors.

Financial Aid. Project AFFIRM is an emergency scholarship fund created in 1984 to assist BSW and MSW students, particularly students of color.

Considering that we have a modest program of Financial Aid Awards, in 2006-2007, the MSW program gave out 36 scholarships to 35 people from 12 different scholarship funds. The range was from 300 – 5,000 each. Only 1 was 300 and 1 was 5,000 (Kenya Program). The rest were mostly 500-1000 each. There were 33 women and 2 men. There were 6 African/Americans (one is from Nigeria) and 3 Hispanics/Latinos (one person from Columbia).

In the above total – 2 African Americans were each given $500 from the Project Affirm   account for emergency issues.

In the BSW program, thirteen scholarships were awarded. All of them were females. An African America student received emergency funds from Project AFFIRM.

Classroom and Field Curriculums. Content on diversity is infused throughout the BSW and MSW curriculums. That is, diversity and populations-at-risk are present in course objectives, course topics, readings, and assignments. Each MSW course includes this content in course objectives as well as a focus on cultural competency. For example, S501 – Professional Social Work at the Master's Level: An Immersion includes the objective that a student should be able to:

Identify the forms and mechanisms of discrimination, economic deprivation, and oppression particularly as they relate to the client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Course assignments, videos, readings, and discussions include specifics related to these issues. The BSW program teaches S100 Understanding Diversity in a Pluralistic Society. This course is required of social work students and it is available as an elective to non-social work students. The content of this course covers the following areas: Race and Ethnicity; Class-ism; Sexism; Ageism; Heterosexism; and Homophobia. There is also content on media deconstruction which helps students to become more aware of the various 'isms' that are embedded in forms of visual and audio media.

Students in our BSW and MSW field courses are required to have assignments that relate to diversity and populations-at-risk. Such assignments have to be clearly stated in the individualized learning plans that students develop at the beginning of their practicum courses.

During field agency visits, faculty field liaisons discuss with students about their learning opportunities with diverse clients, their perceived learning in the area of diversity, and the actual involvement they have in diversity-related assignments.

Faculty and Mentorship. On the Indianapolis campus, we have four African American faculty, an Asian faculty, and a Latina faculty. Our faculty participates in school and campus diversity-related activities. The faculty has a long tradition of participating in the Minority Research Symposium. In recent years, two of our faculty from the Indianapolis campus received financial support from the Minority Faculty Development Grant to conduct research in the area of diverse groups.

The school does not have an official faculty mentorship program but some faculty have mentored other colleagues, including African American faculty members as well as African American Ph.D., MSW and BSW students. One of our faculty provided the following details about her mentorship:

- Mentor to African American faculty member
- Helped her develop a plan to achieve tenure and promotion
- Encouraged her through the P & T process
- Read, edited, and gave suggestions on several of her publications
- Gave her suggestions on organizing her dossier

- Read, edited, and gave her suggestions on her dossier
- Mentor to Black doctoral student
- Acted as her mentor for PFF
- Have given her guidance, suggestions, syllabi for courses she is teaching
- Have completed two peer reviews of her classes
- Read and gave her suggestions on her qualifying exam
- Helped her with a research project
- Mentor to graduate and undergraduate African American Students
- Read drafts of papers and gave them suggestion
- Did an independent study with a student who had not a passed a course partly because of problems with the instructor
- Consistent encourage students

Students. The school participates in the Diversity Scholars Research Program. Until May 2007, the School has sponsored an African American BSW student. She graduated in May 2007.

Every year, the School buys two tables for the Martin Luther King, Jr. Birthday Celebration Annual Dinner sponsored by the Black Student Association. Faculty, staff, and students attend this event.

African American students are encouraged to become active members of the National Association of Black Social Workers.

Four of our nine PhD graduates are minorities. A Latino Ph.D. student is expected to graduate within the next year. If so, 50 percent of our graduates will be minorities.

PhD students have applied for and received NIH funding through the Council on Social Work Education-administered Minority Research Fellowships.

The student associations in all of our campuses participate and/or sponsor diversity endeavors throughout the year. These activities have included specific events re: African Americans, Hispanics, LGBT people, women, and people with disabilities. The particular events vary year to year, depending on the associations. An activity that we are very proud of on the IUPUI campus is the Chancellor Gerald Bepko Annual Diversity Dinner sponsored by the BSW Student Association.

2) *International activities.* Over the past year, in what international projects and activities have your faculty, staff, and students engaged? What new efforts have been undertaken to internationalize the curriculum?

The School of Social Work has integrated content on internationalization into the curricula of all of our programs and provides students with opportunities for international field placements and experiences. Both the BSW and MSW programs have long provided opportunities for international field placements. Students have gone to Europe, South America, Africa, and Asia to do social work field placements. The Labor Studies Program has an annual study abroad experience in Brazil and incorporates content on labor movements and organizations in other countries. Our Ph.D. Program has been very successful at recruiting international students who bring their experiences and perspectives into the seminars they take.

The undergraduate program has started a systematic process of internationalizing the social work curriculum. The aim is to have content related to globalization, human rights, and international perspectives integrated in our foundation areas. The foundation areas are Values & Ethics; Diversity; Populations-at-Risk; Human Behavior and the Social Environment; Social Welfare Policy & Services; Social Work Practice; Research; and Field Education. We are committed to a systematic approach to include international dimensions by analyzing existing course objectives, course content, readings, and learning activities.

Currently, we also offer an elective course at the 300/400 levels entitled Global Issues of Human Rights and Cultural Competent Practice. This course is available to all campus students.

We are encouraging students to participate in programs such as: To Mexico with Love (IUPUI) as well as in language programs in Latin America offered by other universities. This fall, one of our senior students is satisfying her senior practicum course in South Africa.

This year we provided a modest monetary support to three of our undergraduate students to participate in study abroad programs.