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 2004-2005:**

  The Office of Research Services has sponsored grant writing workshops and research-related presentations at the School, distributing funding opportunity information to faculty, provided technical assistance to individual faculty in grant preparation, IRB submissions, and manuscript production, produced two editions of a booklet describing current and recent School projects, and added content related to research and scholarship to the School’s website, including descriptions of projects and lists of faculty publications. The School has increased space for scholarly activity by acquiring several former School of Journalism offices.

  Five full-time PhD students have been assigned to work as research assistants on faculty projects.

Evidence of Progress for 2004-2005:

In 2004-2005, the School received $564,559 in external funding. While a decrease from the previous year, this is the highest level of award income since 1990 except for the two years (2001-2002 and 2003-2004) in which the School was awarded large Title IV-E child welfare training grants. The moving five-year average of award income continues to increase, reaching $916,073, nearly three times as high as it was consistently during the 1990s. The number of proposals submitted through the Office of Research & Sponsored Programs in 2004-2005 declined steeply, although several faculty applied for and received internal, University funded grants.

IUSSW faculty on the IUPUI campus published 23 journal articles, 16 book chapters, 2 books and 10 other monographs in 2004-2005. In addition, they made 52 presentations at local, national, and international conferences.
conferences. Our Ph.D. students produced more than 120 publications and conference presentations in 2003-2005, many of which are collaborative projects with faculty.

The School has maintained and enhanced its reputation as a leader in research related to the assessment of social work education. The School now has an Office of Educational Assessment that has contracted with five universities in 2004-2005 to provide assessment services and consultation.

Activities planned for 2005-2006:

The Office of Research Services will continue to provide the activities described in the "action taken to date" section.

During the Spring Semester 2006 the School will have an external review that will focus on research and external funding.

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 2004-2005:

Research now constitutes one-third of each faculty member's annual evaluation. Annually the Dean discusses with each faculty member progress and plans for future research. 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 School's strategic initiatives.

Evidence of Progress for 2004-2005:
Increases in faculty grant proposals, publications and presentations as noted above.

Activities planned for 2005-2006:

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 2004-2005:

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 2004-2005:

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

Activities planned for 2005-2006:

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 2004-2005:

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 2005 9 Ph.D. students participated in a Poster Session during the 2005 symposium showcasing their ongoing research activities.

Evidence of Progress for 2004-2005:

Expanded community and interdisciplinary participation.
Activities planned for 2005-2006:

Continue to host and expand the 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 2004-2005:

- Improved our marketing and recruitment strategies. MSW curriculum revisions and BSW online courses have enhanced marketability. MSW applications have increased.
- Continued to offer a variety of program formats (e.g. part-time, evening, Saturday, online, etc.) to attract a diverse pools of students.
- Continued our new part-time advanced standing MSW program, which is highly attractive to BSW graduates in Indiana and other states.
- Updated the School of Social Work’s website. Developed a new brochure to market the MSW degree program.
- The School hosts the annual Chancellor Bepko Student Diversity Dinner sponsored by the BSW Student Association.
- The new 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 participates in the Diversity Scholars Research program.
- The BSW program participates in the McNair Scholars Program.
- 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 students.
- Two faculty members are members of the University College Faculty Senate.
- We initiated a monthly "Dissertation Forum" for PhD students who have completed coursework in order to encourage a culture of completion.

Evidence of Progress for 2004-2005:

Continue to have a highly competent and diverse student body. In 2004 the School of Social Work on the IUPUI campus had a minority enrollment of 14% compared to 2% for the entire campus. The PhD program had a minority enrollment of 34%.
Our first international students are matriculating into the doctoral program. We added an additional international student in 2005.

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

Enrollments will increase.

Our student in the Diversity Scholars Research program is now in her junior year. Our student in the McNair Scholars Program presented with her mentor at an international conference. She will make a poster presentation at the 14th Annual McNair Research Conference and Graduate School Fair, November 2005, Wisconsin.

The second recruitment event with the IUSSW Alumni Association took place in October, 2005.

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Activities planned for 2005-2006:

- Expand actively recruiting high-quality students to the School.
- Reach out to additional students via online courses.
- Maintain and update the School’s website and develop new brochures.
- Host a website for the local chapter of the National Association of Black Social Workers.
- Develop a high school recruitment program in collaboration with the IUSSW Alumni Association Board.
- Recruit diverse students for our Title IV-E child welfare education program.

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

Actions taken for 2004-2005:

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

- Developed Curriculum Analyzer software for assessing student learning outcomes.

The first class of MSW students offered in Ft. Wayne began August 2005. The School graduated the first students who had completed the full new MSW Curriculum in 2005.

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Evidence of Progress for 2004-2005:
According to the 2003 IUPUI Alumni Survey, 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.

Three online BSW courses and two online MSW courses were developed and implemented in 2005.

The S251 course online section will be taught in Spring 2006.

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Activities planned for 2005-2006:

Continue to develop online BSW and MSW courses. This fall we are developing S251 Emergence of Social Services online.

Market the Curriculum Analyzer.

A comprehensive assessment of the MSW program is being conducted by the MSW Program Committee.

3. Provide BSW, MSW and Ph.D. curricula that meet the current needs of the profession
   **Campus Planning Theme:** Teaching and Learning
   **Secondary Goals:**
   **Sub Unit:** None
   **Time Frame:** Three years

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Actions taken for 2004-2005:

A new doctoral course on teaching pedagogy was approved by the Graduate School and offered for the first time in Spring, 2004.

The BSW program has revised its vision, mission and goals to address baccalaureate practitioners needs in a challenging societal environment while conforming to Council on Social Work Education Commission on Accreditation requirements.

The Ph.D. committee engaged in a 3-session program review focused on identifying desired program outcomes and pathways to those outcomes.

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Evidence of Progress for 2004-2005:
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 BSW Program is one of three programs participating in the Title IV-E grant aiming at the internationalizing the professional undergraduate curriculum.

According to the most recent statistics from IMIR 100% of Social Work Faculty surveyed in 2004 said that they included diverse perspectives in discussions and writing assignments.

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

The MSW program will be considered a national model.

Members of the BSW committee are reversing a cultural competence questionnaire developed by one of our faculty members in the South Bend Social Work Program.

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Activities planned for 2005-2006:

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.

Continue to monitor MSW course demand and adjust the schedule to best address the needs of students.

A new integrative seminar is being planned for incoming PhD students to offer guidance and mentoring on developing research careers.

The BSW Program signed an articulation agreement with Ivy Tech College several years ago. It is now planning to achieve a 2 + 2 agreement. 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.

Beginning in January 2006 the Title IV-E Project will be 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

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**Actions taken for 2004-2005:**
Continued meetings with SPEA and the School of Law.

Solicited Social Work alumni input.

Procured support and commitment for the development of these degrees.

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Evidence of Progress for 2004-2005:

The programs will be established and students will enroll.

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Activities planned for 2005-2006:

On-going collaborations to develop the joint curricula.

Secure faculty approval from the respective schools.

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

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Actions taken for 2004-2005:

We have worked with the IUPUI Fort Wayne campus to start a MSW program on that campus. The students are IUPUI students. This program began in August 2005.

With IU Northwest, IU East, and IU South Bend, we implemented an agreement to support some of the administrative costs for having programs on those campuses.

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

Hosted systemwide 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.

We enhanced our system-wide website for the School.

IU East, IU Bloomington, IUPUI and three other public universities across the state worked together to plan the implementation of the Title IV-E child welfare education program on the BSW level.
Evidence of Progress for 2004-2005:

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

There will be collaborative work among faculty across campuses.

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Activities planned for 2005-2006:

Continue the fiscal agreement with the regional campuses.

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.

Explore the possibility of beginning BSW programs on the IU Northwest and IU South Bend campuses.

☑ 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

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Actions taken for 2004-2005:

The BSW Program has developed a service learning/gateway course on Exploring Child Welfare in Indiana.

*The School received six service learning assistant scholarships for coordinating the IUSSW Case Management Service Learning Unit* (selection was made from BSW, MSW and Case Management Certificate students) *located at the Office of Faith-Based and Community Initiatives at Government Center-South.* This unit provides case management services to Hurricane Katrina evacuees that have relocated to Indiana. Students will receive 1,500 scholarship awards for their service in the unit. In addition to providing a needed community service, students selected will have a rare learning opportunity to work closely with the clients and communities affected by a national disaster. This project was funded through the Sam H. Jones Community Service Scholarship Program through the Office of Service Learning.

BSW and MSW students are required to engage in practica in community agencies in conjunction with their classroom activities to enhance their learning and prepare for professional practice.

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

Faculty serve as liaisons between the School and the field agencies.
Evidence of Progress for 2004-2005:

In the 2004-2005 academic year, 105 BSW students contributed a total of 29,280 hours of service in field placements at 60 human service agencies across the state.

In 2004-2005, 361 MSW students contributed a total of 193,010 hours of service in field placements at 196 human service agencies across the state.

An innovative BSW field placement was developed with the Latino Institute and the Hispanic Education Center for the academic year 2004-2005. The course Exploring Child Welfare in Indiana is in the Spring 2006 schedule of classes.

A service learning grant was secured to develop an intensive field unit with the Office of Faith-Based Initiatives to offer case management services to victims of Hurricane Katrina.

Activities planned for 2005-2006:

Continue practica.

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

Train and orient 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 2004-2005:

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's Office of Research Services sponsored a series of grant writing workshops and other presentations related to research and scholarship.

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 2004-2005:

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.

Activities planned for 2005-2006:

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 hosts the annual meeting of the Indiana Association for Social Work Educators.

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

The School’s Office of Research Services 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.

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 2004-2005:**

   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 it’s 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 2004-2005:**

   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 2005-2006:**

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.

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

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

**Actions taken for 2004-2005:**

We hosted a reception for Legislative Education and Advocacy Day (LEAD) in February, 2005 with over 600 participants from throughout Indiana.

We continued the publication of our journal, *Advances in Social Work*.

The School established an Office of Research Services to help support and promote the School's research and scholarship.

The School hosts the National Baccalaureate Program Directors listserv.

We compiled and distributed a bound report of School Highlights for 2005.

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**Evidence of Progress for 2004-2005:**

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.
A number of faculty received national and state recognition for their scholarly and service activities.

Activities planned for 2005-2006:

We will continue to refine and update the new website. We are helping our regional campus programs populate the Schools website. We will highlight faculty, student and staff accomplishments via the website.

We will produce a special issue of Advances in Social Work focusing on the future of social work practice in a variety of sub-fields.

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

The School is working on a book 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 the
   Campus Planning Theme: Best Practices
   Secondary Goals:
   Sub Unit: None
   Time Frame: December, 2004

Actions taken for 2004-2005:

Provided internal seed money to a group of faculty to develop projects related to the assessment of social work education.

Developed a proposal for consideration by the Council on Social Work Education (CSWE) Commission on Accreditation to engage in an alternative to the traditional self-study, which entails conducting a special project on assessment of student learning and program outcomes. Promoted this concept with leaders at the Council on Social Work Education. Site Visit was November 2004, we were reaccredited in February 2005.

Developed a software package and presented papers at national conferences regarding the "Indiana Model of Assessment."

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

Administrators (Dean and Directors) have provided information about alternative self-study project and MSW curriculum visioning process.

Evidence of Progress for 2004-2005:

The proposed special project was approved by the Commission on Accreditation and is enhancing the national recognition of the School. The BSW and MSW Programs were approved for the full 8 year accreditation without any deficiencies being noted.
Presentations and publications related to assessment will increase.

More faculty will have peer reviews of their teaching.

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**Activities planned for 2005-2006:**

We will promote the "Indiana Model of Assessment" nationally.

Continue to pursue opportunities for conference presentations related to assessment.

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

Encourage more peer reviews of teaching.

3. **继续为Indiana Commission on Abused and Neglected Children and Their Families提供领导。**

**Campus Planning Theme:** Civic Engagement

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** 7/2003 - ongoing

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**Actions taken for 2004-2005:**

The Indiana legislature enacted a law creating the Commission.

The Dean of the School of Social Work was appointed by the Governor to chair the Commission.

Faculty and students from the School were engaged to staff the Commission.


Two small grants were obtained to support the work of the Commission.

Laws were enacted and policy changes were made to enhance Indiana’s child welfare system.

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**Evidence of Progress for 2004-2005:**

The final report was completed.

Recommendations from the report will be implemented and will have a positive impact on the quality of services offered to abused and neglected children. The Governor immediately made changes to implement some recommendations of the Commission.

Legislative bills were drafted and passed based on recommendations from the report.

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**Activities planned for 2005-2006:**
The Commission will continue to work to implement its recommendations and work toward more legislative and policy changes.

The findings will be further disseminated.

The Title IV-E child welfare education project will be greatly expanded.

5. Enhance Administrative and Organizational Proficiency and Fiscal Sufficiency

1. The School of Social Work will be managed in an effective, fiscally sound manner.

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

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**Actions taken for 2004-2005:**

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

The Director of Development is responsible for an increase in the level of donations to the School and helped the School develop a comprehensive fundraising plan as part of the Campus Campaign.

The School has maintained a lean administrative structure.

The new MSW Program at Ft. Wayne is very efficient and designed to be cost-effective.

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**Evidence of Progress for 2004-2005:**

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

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**Activities planned for 2005-2006:**

Monitor budget expenditures.

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 culminate 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:** None
   
   **Sub Unit:** None
   
   **Time Frame:** On-going.

   Actions taken for 2004-2005:

   Policies have been implemented that are equitable to all faculty.

   New faculty at the same rank have been hired with the same salaries.

   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 2004-2005:**

   Faculty will be treated equitably.

   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 2005-2006:**

   Continue current practices.

**Fiscal Health**

*** Fiscal health report for 2005-06 is attached as PDF file.***

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The School of Social Work ended the FY2005 with a deficit of $211,000 primarily as a result of anticipated funds from the Bloomington campus which did not materialize. This shortfall was covered by the School’s reserve fund. Consequently, the School had to be prudent with expenses and has made some policy decisions to decrease overall expenses. These decisions included: limiting expenses, not filling two vacant positions and decreasing the total amount of indirect costs being distributed. In addition, the School took steps to enhance revenues by increasing the graduate tuition rates to position our rates closer to the current market value while remaining competitive with universities in our region. The MSW program was expanded to be available to students at IUPU in Ft. Wayne and this expansion provided additional revenue. The School has partnered with the state in a large contract to extend education for child welfare on six campuses of public universities throughout the state. As a result of these measures, the School’s fiscal health is back on track. The goal for FY2006 is to not only break even.
Reallocation Plan

Other Question(s)

Doubling goals. In what ways has and will your responsibility center contribute to the Chancellor’s doubling goals for enrollment (retention and graduation rates and degree conferrals), research and scholarship (grants and contracts), and civic engagement (service learning, internships, community collaborations)?

Research. The School’s review will focus on research. We have financial incentives for faculty to write grant proposals. The expansion of our child welfare projects will allow us to easily meet this goal.

Retention and Graduation. Our retention rate is very high, usually ranging in the 90%+. In 04 we had 39 BSW students graduate. In 05 51 graduated. This represents a 31% increase. We are well on our way to achieving this goal. In the Ph.D. program we are developing a culture of completion.

Civic Engagement. Our BSW students complete two required field placements. All of our MSW students complete one and most complete two. We are increasing our emphasis on getting students involved in the community in our 100 level courses. Faculty are very engaged in the community and with professional activities. As a result, they get students involved in projects.

Diversity. What actions have you taken and what results have you achieved in diversifying your student body (particularly in improving the success rates of minority students) and your faculty and staff?

The School of Social Work has traditionally had a relatively high proportion of minority students compared to the campus in general. Our percentage of minority students generally ranges from 15-17%. We are committed to having a diverse student body as possible through our recruitment and retention efforts as well as by having a diverse faculty and staff.

Campus coordination and cooperation. Are you willing to work with an adjudicative group in resolving conflicts in course and program offerings in the spirit of reducing campus duplication and overlap? If so, what forum or format would be most helpful to you? Please cite examples of your cooperation with other units in resolving such conflicts.

The School of Social Work has demonstrated that it is a good team player and willing to work with other units on campus. We work closely with University College and are a partner with the Five School Consortium (SLIS, Education, PETM, and formally Journalism). Our BSW students take 47 credits in liberal arts and our Ph.D. students take courses in other Schools. The curriculum in social work for the most part is not duplicative. We are planning joint degrees with other units. We are most willing to continue to collaborate and work with other units.

4) What actions have you taken to promote the retention of all students, and in particular, individuals who would diversify the student body, e.g., ethnic, racial, and gender minorities?

5) What uses are you making of the student technology fee?