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

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

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

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

Actions taken for 2007-2008:

Research Collaboration. The School of Social Work partnered with the Indiana Department of Child Services in a large training project that started in January 2007. Faculty and staff associated with the Child Welfare Partnership grant have been integrated into the School through the strategic planning process. Most importantly, as related to scholarship, faculty (Dr. Gail Folaron, in particular) have succeeded in securing research grants to enhance the partnership. These include a $400,000 two-year grant to evaluate a new child welfare practice model being utilized by the agency. This grant from the U.S. Department of Justice was highly competitive. Additionally, Dr. Folaron is assisting the agency with a four-year grant awarded by the National Quality Improvement Center on Non-Resident Fathers and the Child Welfare System to look at the engagement of non-resident fathers with their children. The 2006 program review stated that the “School needs to see the community and the state as partners in building their plan for developing greater research capacity.” The Child Welfare Partnership serves as a model in this regard.

Another collaborative effort included an award of $75,000 from the John A. Hartford Foundation to provide students with incentives for pursuing social work careers in the field of aging and to strengthen university-community partnerships in this field (Hartford Partnership Program for Aging Education). The principal investigator for this grant is the MSW Senior Field Coordinator, Robert Weiler. Margaret Adamek, PhD Program Director, is nationally recognized as a Hartford Scholar in the field of aging.

Drs. Irene Queiro-Tajali and Khadija Khaja initiated a collaborative effort with faculty from North Dakota and Utah to conduct research on the impact of 9/11 on Muslims living in Australia, Argentina, Canada and the U.S that will add to the knowledge base on human rights, social justice, multicultural counseling and clinical therapy.

Dr. Margaret Adamek participated as a member of an interdisciplinary research team with the Regenstrief Institute to develop protocols for persons with Alzheimers and their family caregivers for inclusion in a federal grant.

Doctoral Program. Seven new full-time Ph.D. students were accepted into the program in the fall, 2007 enhancing the potential for research assistance and collaboration. Over $150,000 in grant support was secured to support 10 full-time doctoral students, including the Riley Adolescent Medicine Fellowship and the University Fellowship. A record amount of RIF funding ($84,000) was secured for assistantship support in 2008-2009.
Research Infrastructure Development. The School continued to make research a priority in the strategic planning process. During this reporting year, the School employed externally contracted field liaisons, effectively lowering the number of practicum students assigned to full-time faculty members to no more than 10 per academic term. This has enhanced faculty members’ ability to focus more on their research and scholarly activities.

National Reputation in Applied Research/Outcomes Assessment. The School continues to maintain and enhance its reputation as a leader in research related to the assessment of social work education. The School’s Office of Educational Assessment contracts with other universities to provide assessment services and consultation to their social work programs. Dr. Barry Cournoyer serves as a master teacher for the Council on Social Work Education in presenting national faculty development institutes on assessment.

Faculty highlighted in TRIP Initiative. Dr. Lorraine Blackman was a featured TRIP Scholar during the 2007-08 academic year, presenting the results of her research to a university-wide audience.

Evidence of Progress for 2007-2008:

- In 2007-08, the following evidence shows progress on this objective:
  - In calendar year 2007, faculty reported 130 publications in print, in press, or in review. Of these, 42 appeared in print as peer-reviewed articles or book chapters.
  - An updated compilation of Ph.D. student publications and presentations for the period January, 2005 to April, 2008, was produced and included nearly 200 presentations and 250 publications. One-third of these were collaborative efforts with faculty.
  - Grant awards reached all time highs as evidenced in the following table (3-year moving averages are used to adjust for multi-year awards):

<table>
<thead>
<tr>
<th>3-Yr Moving Avg Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
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<tr>
<td>2000-2001</td>
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<td>2005-2006</td>
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<td>2006-2007</td>
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</tbody>
</table>

- The following outcomes will demonstrate progress in 2008-09:
  - An adopted plan for research infrastructure that is supportive of faculty needs;
  - Targeted research partnerships that build on the strengths of current faculty, address interests of community and state partners, and attract internal funding.
Activities planned for 2008-2009:

- **Continue to focus on research infrastructure development.** As part of the ongoing strategic planning effort, the faculty created a Research Task Force in late October, 2008 to further develop a plan for enhancing the research infrastructure of the School and promoting incentives for research and publication. The School will continue to utilize contracted field liaisons and conduct an evaluation of student and field instructor satisfaction with this initiative.

- **Maintain current international collaborations and develop new ones.** The international collaborative research of Drs. Queiro-Tajdli and Khaja will continue. Two faculty members (one emerita) will continue to serve as visiting professors at Addis Ababa University in Ethiopia. Faculty are considering collaboration with other IU units (SPEA, Center on Philanthropy, Medical Humanities) and Peking University, primarily to advance research in best practices in medical (including, health and mental health) social work, but also to consider other research options. Two faculty members traveled to Beijing, China in October to bring back ideas for beginning such collaboration and will convene a group of interested faculty from all campuses. Potential for collaborative efforts in Croatia also exists.

- **Strengthen the child welfare collaboration in terms of its potential for scholarly products.** In addition to the tenure and tenured-track faculty involved in this collaboration, the project employs at least one doctoral student.

- **Explore scholarship potential of the Hartford grant.** The School will place six students in aging-related practica in the Indianapolis and Cary areas and fulfill related scholarly commitments of the Hartford grant.

- **Brown Bag Presentations.** The newly created Research Task Force will organize several lunch time research presentations to highlight ongoing work of the faculty and foster new collaborative research endeavors.

- **TRIP Initiative at IUPUI.** Translating Research into Practice is a critical component of social work education. The School will encourage its faculty at IUPUI 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

Actions taken for 2007-2008:

- **Use of indirect costs returned.** 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.).

- **Other monetary incentives.** Several years ago, 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 through grant development is one such initiative.

Evidence of Progress for 2007-2008:

In 2007-08, the following evidence shows progress on this objective:

- In FY2008, the School awarded $7,500 in incentives for grant proposal development. Although this is down from FY2007 awards of $20,500, it should be noted that major grants resulting from earlier proposals were multi-year projects.
In FY2007, the moving average was $3,779,225; in FY2008, $3,746,804. The amount of grant funding in each of these reporting years, as reflected in the moving averages, more than tripled amounts from each of the previous three fiscal years.

The following outcomes will demonstrate progress in 2008-09:

- Increase in the number of grant proposals submitted by faculty in the School;
- Increase in the number of incentive awards for grant proposal writing (that is, the number of faculty engaged in proposal writing) as well as in the total amount of incentive salary awarded for FY2009;
- Increase in the amount of grant funding;
- A set of recommendations for maintaining and improving incentives for faculty to engage in grant development as well as producing scholarly products from funded projects.

Activities planned for 2008-2009:

- Monetary incentives: The School’s incentive policies will continue.
- Evaluation of current incentives: The new Research Task Force will evaluate the current policies 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

Actions taken for 2007-2008:

- Annual Review: The Dean met with every faculty member to discuss productivity in research, teaching, and service. Together they articulated 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.

- Additional administrative support: In the Spring 2008, the search for an Associate Dean successfully ended.

Evidence of Progress for 2007-2008:

The following outcomes will demonstrate progress in 2008-09:

- Increase in the number of grant proposals, publications and presentations;

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

Activities planned for 2008-2009:

- Annual Review: The Annual Review process will continue in the manner designed and implemented in recent years.

- Additional administrative support: The new Associate Dean became part of the faculty in July, 2008 and will work with faculty to enhance their research capacity. As directed by the Dean, she will participate in the consultative process to identify opportunities and resources.

4. Host at least one annual research symposium.

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

**Secondary Goals:**

[1]
Secondary Goals:
Sub Unit: None
Time Frame: Each Spring.

Actions taken for 2007-2008:

The 12th Annual Spring PhD Symposium was held April 24, 2008 and featured Dr. Michael J. Austin from the University of Southern California, Berkeley, as the keynote speaker. Twelve doctoral students presented research posters at the symposium.

Evidence of Progress for 2007-2008:

The following outcome will demonstrate progress in 2008-09:

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

Activities planned for 2008-2009:

- Continue to host and expand the Spring Research Symposium.
- Plan and implement at least two faculty brown bag research symposia during the fall and spring semesters.

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 2007-2008:

- Alternative delivery of program to attract diverse students. The School continued to offer a variety of program formats (e.g. part-time, evening, Saturday, online, off-campus, etc.) to attract a diverse group of students. Online courses provide students with one more option when having to make decisions about family, work, and school priorities.

- Scholarship opportunities. The School’s recruitment office provided the Graduate School recruiters with brochures describing the CSWE Minority Fellowship Program for Social Work doctoral students. These were distributed on the recruitment caravan to Historically Black Colleges.

- BSW Program activities that encourage diversity. The BSW program continued its participation in the McNair Scholars Program and collaborative recruitment initiatives with Ivy Tech and the Indiana Latino Institute.

- External Collaborations. The National Association of Black Social Workers provided outreach to BSW, MSW and Ph.D. minority students by hosting an annual reception to welcome new minority students to IUSSW. In spring 2008, the local chapter of NABSW hosted a fund-raising event in support of scholarships for minority students.

- International initiatives. 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 IUUI Office of International Affairs and it is implemented with the collaboration of Gadjah Mada University, Indonesia and the schools of Engineering, Education, and Social Work. The School continued its activities in developing an undergraduate social work program at Moi University, Eldoret, Kenya. The Labo Studies program offered an overseas course on Brazil—Class, Power, Politics and Social Movements in a Global World, in Porto Alegre, Brazil in March, 2008.

   The MSW field coordinator who works with international field placements assisted 6 students in completing their MSW concentration practice in a variety of international settings. For the first time, a senior BSW student was placed in an international placement in South Africa. The Field Coordination Office, in consultation with the Office of International Affairs, has begun a 3-year plan for developing
Evidence of Progress for 2007-2008:

In 2007-08, the following evidence shows progress on this objective:

- The School demonstrates increased representation of minority students in its programs at IUPUI:

<table>
<thead>
<tr>
<th>Social Work</th>
<th>Fall Semesters</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority as a % of School Headcount</td>
<td>15%</td>
<td>14%</td>
<td>15%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Minority as a % of Campus Minority Headcount</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td></td>
</tr>
</tbody>
</table>

† Reported figures include School of Labor Studies.

Social Work

<table>
<thead>
<tr>
<th>Fall Semesters</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Student ethnicity</td>
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<td></td>
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<tr>
<td>African American</td>
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<tr>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Asian/Pacific Islander/Hawaiian</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
<td>9</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>International</td>
<td>5</td>
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<td>5</td>
<td>6</td>
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<tr>
<td>White</td>
<td>512</td>
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<tr>
<td>Total Minority</td>
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<td>103</td>
<td>110</td>
<td>133</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>623</td>
<td>712</td>
<td>723</td>
<td>740</td>
</tr>
</tbody>
</table>

† Reported figures include School of Labor Studies

- The PhD Program celebrated its first two international graduates in 2008. To date, over half (7/12) of social work PhD graduates are minorities.

- The first graduate course focused on international social development was offered in fall 2008.

- Of the 140 course learning objectives in the BSW program, 55 were preliminarily classified as covering international content.

The following outcomes will demonstrate progress in 2008-09:

- Increase in (or, where appropriate, maintenance of) enrollment levels of minority students in the BSW, MSW, PhD, and Labor Studies Programs.

- Increase in enrollment of international students in the BSW, MSW, PhD, and Labor Studies Programs.

- Adopted five-year plan for international field placements.

- A final inventory of international-related course objectives in the BSW program and a preliminary list of content readings/activities to meet those objectives.

Activities planned for 2008-2009:
Recruitment. 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 number of sites and events will increase to accommodate recruitment to multiple sites for 2009. One strategic imperative of the School is to update its website for recruitment purposes.

Alternative delivery of programs to attract diverse students. 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 first evening PhD course was offered in Fall 2008.

Scholarship opportunities. The School will continue to identify and advertise scholarships for minority students at all program levels. NABS plans to continue to raise scholarship funds for minority students.

BSW Program activities that encourage diversity. The BSW program will continue its participation in the McNair Scholars Program and assist students applying for the Summer Diversity Scholars Research Program (DSSP).

External collaborations. 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.

International initiatives. The School will continue its involvement with the grant Internationalization of the Professional Undergraduate Curriculum, funded by the U.S. Department of Education. In addition, while completing its 5-year plan for international field placements, the Field Office will continue to market international experiences to students and develop necessary relationships. The BSW program will work with the Office of International Affairs to develop field placements and service learning opportunities as part of the Mexico Strategic Partnership. The School will work with other units at IUPUI to begin collaboration with Peking University to attract Chinese students to the MSW Program. Funding will be sought from the IU Office of Vice President of International Affairs to support a graduate assistantship for an international student who will help to facilitate the Chinese collaboration. A new International Club will be formed at IUSSW spearheaded by an MSW student. Labor Studies will continue to teach its course in Brazil in March, 2009.

☐ 2. Support and enhance effective teaching

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: None

Time Frame: On-going

Actions taken for 2007-2008:

- Mentoring. A mentoring program for new and adjunct faculty started during this year.

- Preparing Future Faculty. PhD students who teach undergraduate or masters courses or who aspire to teach participated in the "Preparing Future Faculty" program offered through the Office for Professional Development." A new internal award was developed to recognize excellence in teaching for PhD students who teach undergraduate or masters courses.

Evidence of Progress for 2007-2008:

In 2007-08, the following evidence shows progress on this objective:

- Ten faculty members (9 full-time and one emerita) mentored 18 new and adjunct faculty members for effective teaching.

- Three PhD students received awards for excellence in teaching.

The following outcomes will demonstrate progress in 2008-09:

- Full-time faculty will continue to mentor new and adjunct faculty members as well as PhD students who teach.

- There will be a functioning Faculty Development Committee with approved plan for providing supports to enhance teaching.

- There will be a functioning Online Steering Committee with approved plan for providing supports to enhance online delivery.
Activities planned for 2008-2009:

In October, 2008, the faculty adopted a strategic plan that includes several strategies related to teaching and learning. These include:

- Establish an infrastructure for faculty development in teaching by:
  - Creating a Faculty Development Committee;
  - Surveying faculty on faculty development interests and needs;
  - Presenting a plan to the Faculty Senate and the Dean. Preliminary ideas from the faculty are that the plan might include strengthening the mentoring of new and associate faculty and PhD students who teach, developing a pilot program to pair faculty for joint teaching; organizing brown bag sessions, workshops, or meetings related to teaching; emphasizing peer review in teaching; strengthening recruitment, training, and retention of quality field supervisors and liaisons; promoting the scholarship of teaching.
- Explore and examine support for online delivery in the School’s existing programs where such delivery is warranted. This includes:
  - Reviving the School’s Online Steering Committee;
  - Supporting and improving faculty development (including associate faculty) to discuss problems and successes in online delivery, including mechanisms to address cheating, free ridership in group projects, and participation by all students.

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

Actions taken for 2007-2008:

BSW Program. Regarding activities planned last year, the BSW Program faculty and staff accomplished the following:

- Continued the internationalization of the curriculum as reported under objective 1.
- Implemented a pre- and post-test of BSW students to assess their level of cultural competence at the $100 level and the $400 level.
- Continued to recruit and support students into the BSW Child Welfare Training Program.

MSW Program. Regarding activities planned last year, the MSW Program faculty and staff accomplished the following:

- Monitored MSW course demand and adjusted the schedule to best address the needs of students matriculating on the various campuses.
- Developed a MSW alumni and employer survey to assess the needs of the profession in the state.
- Received feedback from field instructors about preparation of students for the profession.
- Monitored licensing requirements to provide input to curriculum development.

PhD Program. Regarding activities planned last year, the PhD Program faculty and staff accomplished the following:

- Considered strategies for enhancing the global/international content of the PhD curriculum.
- A two-part integrative seminar was added to the PhD curriculum as a required course. All new PhD students will enroll in the first half of the seminar during their first semester of coursework. The goal of the seminar is to socialize incoming students to the demands and rigor of doctoral education. Students are introduced to the resources available to graduate students at IU, to Graduate School policies and procedures, and to Social Work faculty and their ongoing research projects. Students enroll in the second half of the seminar—the capstone—during their final semester of coursework. The capstone is geared toward preparing students to complete the requirements for their degree (the qualifying exam and dissertation) and for careers in academia or research.
Evidence of Progress for 2007-2008:

The following outcomes will demonstrate progress in 2008-09:

- Graduates of all degree programs will continue to be well prepared for jobs, as evidenced in alumni and employer surveys.
- Graduates will continue to meet or exceed mean scores on the state licensing exams.
- Graduates of all degree programs will successfully obtain jobs in the social work field or advance in their careers if they are currently employed in a human services related field.
- The curricula of all programs will continue to reflect the knowledge, values, and skills of the social work profession, including: A strong focus on diversity and populations-at-risk, and inclusion of international perspectives on social work practice to keep pace with current trends.

Activities planned for 2008-2009:

- Assessment: In October, 2008, the faculty adopted a new strategic plan which included a strategy to develop an assessment plan for program and course level outcomes. To that end, an assessment task force will oversee the development of assessment instruments for all programs in the School. Plans for assessment will include mechanisms for assuring the curricula are meeting the needs of the profession in today’s world.

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 2007-2008:

The joint Master of Social Work/Master of Public Health and the joint Master of Social Work/JD were approved by the faculty in the 2006-07 reporting year.

Evidence of Progress for 2007-2008:

Activities planned for 2008-2009:

- Develop brochures for both of these joint degrees.
- Actively market the joint degrees and recruit students.
5. 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

**Actions taken for 2007-2008:**

**Relationship-Building and Enhancement:**

- Directors and Faculty from all campuses actively participate in the School’s Faculty Senate and on standing committees.
- BSW and MSW Executive Program Directors and the Labor Studies Interim Executive Director travel to off-campus sites to meet faculty in residence.
- The MSW Program Senior Field Coordinator began to provide regular consultation to MSW field staff on all campuses, offering support and increasing the likelihood that policies and procedures are followed similarly throughout the system. The BSW Field Coordinator continued working with the field coordinators in Bloomington and IU East to maintain consistency in the implementation of field education.
- Full-time faculty members taught across program sites. The majority of labor studies courses were taught on all campuses via online delivery.
- A new director for the Social Work Program at IU Northwest was recruited and hired. Discussions were opened regarding the establishment of a BSW Program on that campus.

**Evidence of Progress for 2007-2008:**

In 2007-08, the following evidence shows progress on this objective:

- Six faculty members taught 8 courses in sites other than their assigned academic home.

The following enrollment figures were reported for each site:

- IU Northwest — 51 Labor Studies students (34 BS, 12 AS, and 5 Certificate) and 132 part-time MSW students.
- IU South Bend — 10 Labor Studies students (9 BS and 1 AS) and 116 part-time MSW students.
- IPFW (Fort Wayne) — 13 Labor Studies students (7 BS and 6 AS); 31 part-time MSW students graduated in May, 2008; and, a new cohort of 17 students was recruited for a Fall 2008 start date.
- IU East (Richmond) — 129 BSW students; recruitment for the first cohort of MSW students was successfully completed and 24 students began classes in the summer, 2008.
- Bloomington — 29 Labor Studies students (8 BS, 4 AS, 12 minors, and 4 Certificate), and 63 BSW majors.
- Columbus — 3 Labor Studies BS students
- Kokomo — 26 Labor Studies students (17 BS, 6 AS, 1 minor, and 2 Certificate)

The following outcomes will demonstrate progress in 2008-09:

- Stable or increasing enrollments in the social work and labor studies programs on the regional campuses.
- Increase in collaborative teaching, research, presentations, and service among faculty members across campuses.
- Participation of faculty from all sites on Faculty Senate and all School committees.
• Revised memoranda of understanding with all IU campuses.

Activities planned for 2008-2009:

• The strategic plan adopted by the faculty in October, 2008, addresses collaboration and communication with a new goal “Building the School as Community and furthering our values through our actions and structures.” A Communication and Collaboration Task Force, while taking a broad look at these issues, will also focus on mechanisms for relationship building across campuses. These include:
  o Creating an IUSSW intranet, with a shared calendar;
  o Enhancing the technology across campuses with equal access to V/C rooms, individual computers, and classrooms;
  o Organizing and delivering workshops and classes with distance technology to include all social work and labor studies faculty across sites
• The School will continue to offer programs currently in operation at each site by maintaining or increasing student enrollment.

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: Ongoing

Actions taken for 2007-2008:

Actions taken for 2007-2008:

• The BSW Program continued to offer opportunities for service learning.
• Field Placement experiences are often considered part of the service-learning continuum and were a required component of the social work curriculum.
• Social Work faculty made presentations related to service learning, including scholarship related to reflective activities and critical thinking. These included workshops and poster sessions on campus and at state and national conferences.

Evidence of Progress for 2007-2008:

In 2007-08, the following evidence shows progress on this objective:

• BSW students produced approximately 1,550 hours of service learning in nine course sections. The courses were $100 Understanding Diversity in a Pluralistic Society; $141 Introduction to Social Work; $130 Exploring Child Welfare in Indiana; $200 Introduction to Case Management; $322 HBSE Small Group Dynamics; $371 Social Work Research.
• BSW students completed nearly 39,400 practicum hours in 66 agencies.
• MSW students documented 172,300 hours in field placements in 231 agencies (226 local agencies and 5 international agencies). This included 366 Field Instructors who gave of their time voluntarily.
• Four presentations and poster sessions by the School’s faculty demonstrated commitment and expertise in service learning.

The following outcomes will demonstrate progress in 2008-09:
• The number of non-practicum courses with service-learning components in the BSW program will be maintained or increased by one.
• An analysis will be completed of non-practicum courses with service-learning components in the MSW program.
• The number of service hours as a result of service-learning courses will be maintained.
Activities planned for 2008-2009:

- Continue offering service-learning experiences in the BSW curriculum as part of selected $100 - $300 level courses.
- Explore potential for service learning in MSW and Labor Studies courses.
- Offer at least one brown bag lunch seminar on service learning in the social work and labor studies curricula.
- Continue to develop the scholarship of service learning through assessment, publication and presentation, including students in all of these.
- Continue to offer field practicum courses at the BSW and MSW levels.
- Continue the development of new partnerships with 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:

Actions taken for 2007-2008:

- The School completed 4 searches and hired the following, all with start dates in the 2008-09 academic year:
  - one new female, international, racial minority faculty member into a social work tenure track line;
  - one female Labor Studies faculty member into a tenure track line;
  - two female administrative faculty with tenure.

Evidence of Progress for 2007-2008:

In 2007-08, the following evidence shows progress on this objective:

- The School of Social Work demonstrates significant progress in maintaining a diverse faculty as evidenced in the following table.

### Social Work

<table>
<thead>
<tr>
<th></th>
<th>Fall Semesters</th>
<th>2004</th>
<th>2005</th>
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<th>2007</th>
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<td>38%</td>
<td>44%</td>
</tr>
<tr>
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<td></td>
<td>11%</td>
<td>11%</td>
<td>13%</td>
<td>11%</td>
</tr>
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</table>
Activities planned for 2008-2009:

- Continue the search for another Labor Studies faculty member.
- 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

Actions taken for 2007-2008:

- Faculty attended state, national, and international scholarly and professional conferences
- Several faculty received grants for jump start classes, faculty attended a presentation on new conferencing technology, adjuncts were provided the opportunity to attend the 2008 Associate Faculty Orientation.
- The School worked with Labor Studies faculty to incorporate them into its operations. This occurred through the appointment of an interim executive director, Dr. Irene Queiro-Tajali, with extensive experience in administration and undergraduate education and participation of Labor Studies faculty in School strategic planning retreats.

Evidence of Progress for 2007-2008:

In 2007-08, the following evidence shows progress on this objective:

- 35 faculty members attended a total of 69 conferences
- At least 6 faculty members sought consultation for online teaching from the Center on Teaching and Learning
- Labor Studies faculty members adopted a new mission for the program

The following outcomes will demonstrate progress in 2008-09:

- Faculty participation at state, national, international scholarly and professional conferences will increase.
- At least one national speaker/leader will come to the School of Social Work.
- At least two technology workshops for faculty will be held during the academic year.
- The number of faculty utilizing the Office of Professional Development will increase.

Activities planned for 2008-2009:

- As part of the newly adopted strategic plan, a Faculty Development Committee will be convened.
- Continue to support faculty participation at state, national, and international scholarly and professional conferences.
- Attract national speakers/leaders to the School of Social Work.
- The Center for Teaching and Learning will provide training on process for dealing with grade inflation and how to develop grading rubrics.
- The database for MSW admissions will be implemented for the IUPUI Program and training will be provided to staff and faculty on how to use it.

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
Actions taken for 2007-2008:

• 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.
• Among many other civic engagement activities, the faculty members in the School worked with the Hispanic Education Center in its Mother/Daughter project.
• The Dean of the School co-chaired a Commission on Disproportionality in Youth Services for the State Legislature.
• IUSSW faculty, agency representatives, and social work faculty from other Indiana universities, coordinated the Legislative Education and Advocacy Day (LEAD) for nearly 600 social work students and faculty across the state.
• One faculty member, Dr. Khadija Khaja, collaborated with the School of Economics and the Exodus Refugee Center, in teaching a thematic learning community (TLC) course.
• Faculty members (Drs. David Westhusis and James Daley) have provided consultation to the US Army on families coping during stressful times, reflecting and contributing to their scholarly and instructional accomplishments.
• Labor Studies faculty served as consultants to labor organizations, presented workshops to different constituency groups, and assisted with survey activities, among others.

Evidence of Progress for 2007-2008:

In 2007-08, the following evidence shows progress on this objective:

• Many faculty members served on boards or committees of local, regional, state, and national organizations.
• The Dean’s involvement as co-chair of a Legislative Commission brought recognition to the School as evidenced in media coverage and invitations to present in numerous venues.
• Dr. Ruth Needleman was awarded a Fulbright Fellowship for Senior Scholars on Innovative Education in Brazil.

The following outcomes will demonstrate progress in 2008-09:

• Number of faculty serving on community boards and committees;
• Number and quality of short term or sustainable teaching and research partnerships developed as a result of individual liaison and board committee involvements of faculty member;
• The School will have at least one project that benefits state and local agencies.

Activities planned for 2008-2009:

• Faculty will continue to serve as field liaisons to field placement agencies.
• Faculty will continue their voluntary service on boards and committees of agencies and professional organizations at local, state, and national levels.
• Faculty will more actively engage 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.
• Continued faculty consultation with the US Army.
• 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.
Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2007-2008:

- The School continued the publication of the journal, *Advances in Social Work*.
- The School continued hosting the National Baccalaureate Program Directors email distribution list.
- The School hired a person who will focus 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.

Evidence of Progress for 2007-2008:

In 2007-08, the following evidence shows progress on this objective:

- The School ranked 26th in the *U.S. News and World Report* national rankings of graduate social work programs, up from 32nd in the previous rankings.
- Faculty members received state, national, and international recognition through appointments and awards. Some examples include:
  - Dr. Kathy Byers assumed the directorship of *Influencing State Policy*, a national organization founded at Virginia Commonwealth University dedicated to promoting policy advocacy in social work education; she was also elected to the Board of Directors of the National Association of Baccalaureate Social Work Program Directors;
  - Dr. Carmen Luca Sugawara received the Frank Turner Prize by the publishers of the journal *International Social Work*, and was appointed to the Council on Social Work Education Commission on Global Social Work Education;
  - Dr. Cathy Pike was elected to the National Nominating Committee of the Council on Social Work Education; Dr. Virginia Majewski is serving her third year on that committee.
  - Dr. Khadja Khaja was appointed to the CSWE’s Council on External Relations;
  - Dr. Frank Caucci was appointed to the CSWE’s Council on Sexual Education and Gender Expression.
- The following outcomes will demonstrate progress in 2008-09:
  - Submissions to the online version of *Advances in Social Work* will continue at the same level or increase;
  - Positive media mentions of the School, its faculty and students will increase;
  - The number of faculty receiving international, national and state appointments, election to national professional organizations, and other recognition for their scholarship and service activities will continue at the same level or increase.

Activities planned for 2008-2009:

- The School’s new strategic plan will specifically address external communication and collaboration to advance this objective.
- *Advances in Social Work* will convert to an online journal.
- Faculty members will continue to publish in prestigious journals, receive awards, and serve on national boards and committees.
- Efforts to expand the Office of Educational Assessment will be explored.

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

Actions taken for 2007-2008:

- 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.

Evidence of Progress for 2007-2008:

In 2007-08, the following evidence shows progress on this objective:
- The School’s key consultant on the Indiana Model of Assessment (Dr. Barry Courmoyer, co-director of the Center on Educational Assessment) completed two consultations with resulting reports for social work programs at other institutions.
- Dr. Cathy Pike (co-director of the Center on Educational Assessment) delivered 3 national presentations and 11 internal and external consultations on assessment.

The following outcomes will demonstrate progress in 2008-09:
- Assessment tools and strategies for the BSW and MSW Programs will be complete and ready for implementation.
- Presentations, publications, and consultations related to assessment will continue at the same or increased level.
- There will be a completed prospectus and committed publisher for a book showcasing the School’s assessment activities.

Activities planned for 2008-2009:

- As part of its recent strategic planning effort, the School created an Assessment Committee to help design and oversee assessment activities of the BSW, MSW, PhD and Labor Studies Programs.
  - Each program will have its own assessment sub-committee.
  - The BSW and MSW Program sub-committees will develop assessment tools appropriate for the Council on Social Work Education re-accreditation self-study and will be ready to implement these by August, 2009.

Externally,
- 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 and consultations related to assessment.
- Develop a prospectus for a book that showcases the many assessment activities being done at the School of Social Work.

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

[ 13 ]
Time Frame: On-going

Actions taken for 2007-2008:

- As evidenced in the statement on fiscal health, the School of Social Work manages within the established budget.
- The merger of Labor Studies into the School was completed.

Evidence of Progress for 2007-2008:

In 2007-08, evidence of progress on this objective is in the statement of fiscal health. In addition, the Labor Studies program wrote a follow-up report for the IU Internal Audit, which was accepted and included in the annual report to the Indiana University Board of Trustees. Labor Studies faculty and staff held a retreat to redefine their vision and mission, began to analyze course objectives, implemented a new student evaluation, received feedback from its constituencies regarding learning needs, and planned online tutorials for associate faculty located in other parts of the country.

The following outcomes will demonstrate progress in 2008-09:
- New Constitution approved by the Faculty Senate (May, 2009)
- Study of organizational structure completed

Activities planned for 2008-2009:

- The School’s new strategic plan includes a task force to examine and revise the School’s Constitution.
- Given the growth of the school, the task force will also examine the School’s existing organizational structure and make recommendations for an alternative structure if necessary.

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 2007-2008:

- A strategic planning process began during this year and was inclusive of all faculty and staff in the School. The “bottom-up” approach fostered in the process was indicative of the School’s commitment to respect, understanding and mutual support.

Evidence of Progress for 2007-2008:

In 2007-08, the following evidence shows progress on this objective:
- Generation of list of the School’s strengths and weaknesses, critical issues facing the School, and preliminary list of strategic goals.
- Participation by all members of the faculty and staff in the process.

The following outcomes will demonstrate progress in 2008-09:
- Continued participation by all members of the faculty and staff in the ongoing process of strategic planning and implementation.
- Policies and procedures adopted through a participatory process.
Activities planned for 2008-2009:

- Two faculty and staff School-wide retreats to solidify the strategic goals and action steps.
- Implementation of the plan through task groups of diverse members of the School’s community.
- Establishment of an ongoing strategic planning oversight committee.

Fiscal Health

Fiscal Year 2008 was a successful, dynamic year for the School of Social Work. The School finished the year with positive net operating income, providing opportunities for the School to continue to expand its programs to better serve Indiana communities. The graduate tuition credit hour rate increased by 7.5% yet still provided students with a fair rate of tuition when compared to other Social Work programs at competing universities in the area. The undergraduate rate also increased slightly by 5.0% which was consistent with other undergraduate programs on campus.

The year began with change and challenges as the Labor Studies program merged officially with the School on July 1, 2007. FY2008 was a year for gaining knowledge about the Labor Studies program and how to best integrate it with the existing Social Work programs, yet retain that program’s unique characteristics. FY2009 will see a continuation of this merger and further analysis of best practices.

In January 2008 another change occurred as the Social Work BSW Program at IU East became part of the official budget managed on the IUPUI campus. The IU East Social Work program also expanded to include a MSW program beginning with the Fall 2008 semester. The impact of this latest change will be seen in FY2009.

In addition, FY2008 culminated with the graduation of the first cohort of 31 MSW Social Work students in the Fort Wayne program. The School of Social Work will continue to offer the program in Fort Wayne for FY2009. A smaller cohort of approximately 17 students is expected.

The School of Social Work currently has several major grants in FY2008 that will continue into FY2009. Two of the grants are with the Department of Child Services. The IV-E Education grant had previously been expanded to include a BSW as well as an MSW component. The awarded amount for FY2008 on this grant was $1,229,180. The grant continues until June 30, 2009 with an awarded amount of $1,262,937 for FY2009. The School is in the process of seeking to renew this grant through the year 2012.

The second major grant with the Department of Child Services is the IV-E Training grant. The FY2008 award amount was $1,915,953. As of the end of FY2008, 22 full-time employees had been hired through this grant with the purpose of providing training for state social workers. The grant will continue until the end of December 2009. For FY2009 the awarded amount is $1,928,222. Some additional personnel will be hired during FY2009.

The School also received a federally funded grant from the Department of Juvenile Justice and Delinquency. In FY2008, the awarded funding was $191,070. The original timeframe for the grant ended in December 2008, however, a no-cost time extension has been granted until June 2009. The awarded amount for FY2009 remains at $145,579.

In FY2008 a new grant with the Indiana Juvenile Justice Task Force was obtained to concentrate on the High Risk Youth Re-entry Project. The total awarded amount for the grant is $128,987 which will continue through September 2010. The grant will provide approximately $42,995 of funding each year during the three year timeframe.

The School looks forward to FY2009, continuing to review and improve existing programs, to seek additional grant funding, and to put the updated strategic plan for the School into action.

Reallocation Plan

Other Question(s)

1. What are you doing to increase
   a. the number of undergraduate degrees your unit grants?
   b. the number of undergraduate degrees you grant to low-income students (Pell recipients)?
   c. the number of first-time full-time students who complete degrees in four years?
   d. the percentage of students completing courses successfully?
   e. your research funding?

BSW Program

1. What are you doing to increase
The BSW is cognizant that a solid retention program needs to be in place in order to increase the number of undergraduate degrees granted by the program. The approach we have followed tries to address the following dimensions:

**Connectivity**

We aim at creating a “community of learners” where students know each other well and feel free to make contributions toward the improvement of the program.

* The program maintains a listserv for BSW students. This listserv is used by students and administrators to make announcements, share information, advertise jobs, etc.
* The Executive Director, School Field Practicum Coordinator, and BSW Student Services Coordinator organize dialogue series, hold informal discussion groups as well as focus groups to seek input from students, organize student orientations, and other activities to keep fluid channels of communication with students.
* The Dean of the School has an open door policy for students.
* All the students are assigned a faculty member as advisor.
* The program promotes strong collaborative ties with the BSW Student Association.
* The program publishes a BSW Student Handbook which provides information on different topics including information about the profession, the School of Social Work and the Baccalaureate Program, the BSW curriculum, program policies, advising, campus services, etc.

**Advising**

We believe that students have to be well informed of our educational expectations in order to take charge of their own learning.

* The BSW program provides all in-coming students with an individualized written educational schedule to assure that students know a) what courses they need to take, b) when they need to take those courses, c) the anticipated graduation date. Students meet individually with program staff during the annual in-coming student orientation to discuss their suggested educational schedules and make changes as needed.
* The program assigns faculty advisors to all the students. The students are given advisors’ contact information at the beginning of each academic year.
* The program is providing more advising via the web.
* The program has instituted a process by which students with early signs of educational difficulties are reviewed to find ways to assist them.

**Online Courses**

As of Spring 2007, eleven required social work courses (seventeen required social work courses total) have been offered online. Online courses provide students with one more option when having to make decisions about family, work, and school priorities. Also, we have created some of our electives online.

**Cutting-edge Curriculum**

The faculty periodically reviews the curriculum to assure that new trends in the profession are represented. Electives are developed based on topics relevant to our graduates. Two of the latest electives are Grief and Loss across the Lifespan and Latin American Issues in a Global Society.

**Encourage Undergraduate Research and International Experiences**

Students are encouraged to take Independent Studies to research topics of their interest.

We have developed international placements for our senior students who can take the first semester of their senior while doing their practicum in a foreign country. In Fall of 2007, we had a student who did her practicum in South Africa.

Students are encouraged to participate in international service learning programs while...
earning elective credits.

b. the number of undergraduate degrees you grant to low-income students (Pell recipients)?

The program has a full-time BSW Student Services Coordinator with a primary responsibility in recruitment. As of this January, we have hired a Latino social worker to fill this position. One of the goals is to more actively recruit in the Latino and African American communities who are historically underrepresented in academia.

We have a Memorandum of Understanding with Ivy Tech as well as a commitment to fulfill the terms of the Passport program.

c. the number of first-time full-time students who complete degrees in four years?

As mentioned above, we work closely with Ivy Tech in Indianapolis and are in communication to expand our partnership with other Ivy Tech colleges where we offer undergraduate education. We have devoted resources to offer sections of the same course at different times in the week as well as using different ways of delivering. We are exploring the viability of offering certain BSW courses in a compressed format. In this way, students would have the opportunity to complete two courses in a sixteen week period.

d. the percentage of students completing courses successfully?

Our approach to advising (mentioned above) has been extremely helpful in assisting students in successfully completing our courses.

Having an open door policy for those students who run into challenges while pursuing their degree. This approach includes the support of our BSW Student Services Secretary and Recorder who is always available to guide students through the intricacies of registration, appeals, and other academic processes.

Our BSW students complete two internships in the course of their studies. The program has a BSW Field Coordinator that continuously develops practicum sites so our students do not delay their graduation due to lack of placements.

In sum, our BSW program is aware of the many challenges our students have to complete their degree in four years. To that effect, we are continuously looking for innovative approaches to help them achieve graduation in a timely fashion. To that effect, we work closely with campus units since student success requires a concerted effort by all units. Indeed, we are very proud with our long standing partnership with University College and other units.

Finally, we are supportive of RISE (Research, International, Service Learning, Experiential) initiative, and we believe that we have already a good foundation to improve the RISE experience for our students.

e. research funding

The School offers incentives to faculty who write and submit grant proposals. A new associate dean is actively engaging faculty in grant writing and in the development of research foci in the School. There is a research task force that has emerged from the recent strategic planning effort that will present a plan by May, 2009.

2. If you had to implement a budget reduction of 3-5%, a) what would be your budget priorities and b) what strategies would you employ to walk the fine line of maintaining critical operations and investing in your future? Please describe how faculty will be involved in the decision making process.

A budget reduction of 3-5% for the School of Social Work would translate to a dollar range of $218,730 - 364,555.

a) Budget priorities (in order of importance):

a. Maintain the current level of full-time faculty and staff (which is already stretched for the amount of growth the program has experienced) --- Consider initiating flat rates for overload and summer
instruction;
b. Maintain the necessary part-time faculty and staff infrastructure to support classroom instruction and the research enterprise as it currently exists;
c. Maintain some travel allowances for faculty to engage in scholarship — consider limiting travel not involving scholarly presentations or administrative business;
d. Maintain level of in-state travel to assure quality of instruction and service in a multi-site program which includes field placement activities for students;
e. Maintain student recruitment and program marketing initiatives, including associated hospitality, but participate only in events that offer the best opportunities for promoting the School;
f. PhD student support needs to remain a priority to continue to grow the program — — Find ways to shift support from central funds to grant funds;
g. Maintain incentives for grant writing and online course development, but consider alternative scale or strategy;
h. Equipment renewal — Stretch out period for replacement of functioning equipment;
i. Hospitality — Prioritize instances in which hospitality is necessary and appropriate; scale down each event, look for ways to utilize competitive pricing within university guidelines;
j. Expendables — Look for ways to cut costs through competitive pricing or alternatives.

b) Faculty and staff members are currently involved in a strategic planning process that is examining the School’s structure to recommend some efficiencies. The effort has just begun and recommendations are expected by May, 2009. Budget implications of any changes in structure will be considered by the Dean in consultation with the School’s Administrative Committee, which includes the Chairperson of the IUSSW Faculty Senate.

Strategies for maintaining critical operations while investing in the future must first address the primary mission of the School to provide quality education at the BSW, MSW, and PhD levels in Social Work, and the BS level in Labor Studies.

3. Please describe current commitments or plans that require multiple year funding, including the amount of funding required and the length of time the initiative’s funding is required.

a) Signature Center Funding for the Alternative Community Treatment Project, housed in Psychology, but involving SW faculty — commitment of $50,000 over three years, 2008-2011;
b) Title IV-E, Child Welfare Training Partnership cost-share, ongoing.

4. How do you intend to use your reserves over the next four years? Please provide the information by fiscal year.

Please see spreadsheet attachment.

5. What are the current numbers and percentages of tenure-track faculty, clinical faculty, and lecturers in your school? Please describe your plan for allocating new faculty positions so as to influence the number and percentage in each category.

The following table includes all full-time social work and labor studies faculty on the JUPUI budget. It does not include positions fully supported by the Title IV-E grant. There are additional faculty members associated with the School of Social Work but on the budgets of IUN and IU South Bend.

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<th>Category</th>
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<td>Tenure-track faculty</td>
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<tr>
<td>Non-tenure-track faculty</td>
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<tr>
<td>Total Full Time faculty</td>
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Most non-tenure-track faculty members have administrative responsibilities in addition to relatively small teaching loads. The exceptions are three visiting faculty who teach 4+4 loads.

There are increasing demands on both the instructional and the research components of the social work program.

Instructional needs are evident in the statewide expansion of all programs (undergraduate and graduate) and need to keep class sizes
reasonable, especially in light of the School’s accredited status. Demands on faculty (in particular, tenured and tenure-track faculty) to engage in more grant writing and scholarly publication compete with instruction needs. Many tenured and tenure-track faculty members now are teaching overloads during the academic year and teaching in the summer months, which potentially distracts them from their scholarship. The School also uses many one-course adjuncts to deliver the curriculum. A prudent strategy, after examining budget implications of overloads and adjunct instruction, might be to utilize more full-time non-tenure track instructors, easing the overload commitments of faculty to seek research and project grants as well as increase their scholarly products. This would alter the tenure-track to non-tenure-track faculty ratio, but not necessarily increase total instructional costs if non-tenure-track teaching faculty can be funded with what were overload and adjunct expenditures.

6. How do you define return on investment for diversity efforts in your unit (e.g., numbers of faculty/staff/students recruited and retained, grants received for special studies, new teaching methods or courses, placement of graduates, program reputation)? What are you doing to improve your ROI?

As a program accredited by the Council on Social Work Education, the School considers the diversity of its faculty, staff and students of utmost importance. As noted above in this annual report, the School does quite well in comparison to other units and the university as a whole. In addition, as required by CSWE, faculty infuse diversity content across the curriculum.