2008-2009 Social Work

Mission

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

Goals and Objectives

1. Increase Research and Scholarly Productivity

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

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

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

Actions taken for 2008-2009:

Research Collaboration. The School of Social Work continues to partner 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 members 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. The final report was submitted in 2009.

Hartford Partnership Program for Aging Education. Another collaborative training and research 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. We entered into the third year of this three year grant. In 2009, a poster presentation was accepted for an international gerontology conference in Paris, France.

Doctoral Program. Four new full-time Ph.D. students were accepted into the program in the fall, 2008 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 ($98,000) was secured for research assistantship support for 2008-2009. An updated compilation of Ph.D. student publications and presentations for the period January, 2006 to November 2009 included over 200 presentations and 250 publications. One-third of these were collaborative efforts with faculty.

Evidence of Progress for 2008-2009:

In 2008-09, the following evidence shows progress on this objective:

- In calendar year 2008, faculty reported 122 publications in print, in press, or in review. Of these, 28 appeared in print
Dr. Khadija Khaja was a featured TRIP Scholar during the 2008-09 academic year, for her work on Muslims and September 11.

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.

A new research task force began to formulate a plan for enhanced research infrastructure.

The following outcomes will demonstrate progress in 2009-10:

- 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 extramural funding;
- Increase in the number of grant proposals, publications and presentations;
- Continued invitations to consult and present in the area of outcomes assessment;
- More faculty identifying as TRIP Scholars.

Activities planned for 2009-2010:

- 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.
- Maintain current international collaborations and develop new ones. The international collaborative research of Drs. Irene Queiro-Tajali, Khadija Khaja, and Carmen Luca-Sugawara will continue. Two faculty members (one emerita) will continue to serve as visiting professors at Addis Ababa University in Ethiopia. The School actively pursued activities with other IU units (in particular, Medical Humanities) and Peking University, to advance research in best practices in medical (including, health and mental health) social work. A doctoral student and faculty member developed a course that will be implemented in June, 2010 in Beijing to focus on critical health care issues in comparative perspective. The course will further open doors for research collaboration.
- Spearhead an effort to develop an IUPUI Signature Center focused on “Global Leadership in Social Justice and Human Rights.” They have secured agreements from several campus units and community partners and will submit the proposal in spring 2010.
- Strengthen the child welfare collaboration in terms of its potential for scholarly products. In addition to the tenured and tenure-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 Gary areas and fulfill related scholarly commitments of the Hartford grant.
- Brown Bag Presentations. The 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.
- New Tenure Track Faculty Hire. A new faculty line will be advertised for the fall 2010 academic year. The position announcement emphasizes the criteria of scholarship as an important priority for the new hire.

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 2008-2009:
Use of indirect costs retained. 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 2008-2009:

In 2008-09, the following evidence shows progress on this objective:

- In FY2009, the School awarded $6,000 in incentives for grant proposal development and renewal. Although this is down from previous years, it should be noted that major grants resulting from earlier proposals were multi-year projects.
- In FY2007, the 3-year moving average for grant awards was $3,779,225; in FY2008, $3,746,804; and in FY2009, $3,619,928. 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 2009-10:

- Increase in the number of grant proposals submitted by faculty in the School;
- 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 2009-2010:

- Evaluation of current incentives. The Research Task Force will evaluate the current policies on salary incentives for grant development as part of its strategic imperative to improve research infrastructure.
- New incentives. The Task Force will propose new incentives to the Dean and Faculty Senate.

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 2008-2009:

- 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.

Evidence of Progress for 2008-2009:

The following outcomes will demonstrate progress in 2009-10:

- 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 2009-2010:

- Annual Review. The Annual Review process for faculty with contractual obligations for research and scholarly productivity will continue in the manner designed and implemented in recent years.
- The Associate Dean will participate in the consultative process to identify opportunities and resources for faculty, including the development of proposals for Signature Centers.

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 2008-2009:

The 13th Annual Spring PhD Symposium was held April 17, 2009 and featured Dr. Frederick Ahearn from Catholic University, as the keynote speaker. Dr. Ahearn delivered a talk on “Resettled Refugees: The Case of Post-War Nicaragua” and elaborated on research issues involved with international investigations. Eleven doctoral students presented research posters at the symposium. About 50 faculty, staff, and students attended the event. The event was supported, in part, with funding from the IUPUI Conference Fund.

Evidence of Progress for 2008-2009:

The following outcome will demonstrate progress in 2009-10:

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

Activities planned for 2009-2010:

- Continue to host and expand the Spring Research Symposium. Keynote speaker, Dr. Deborah Padgett, from NYU will be presenting in April 2010 about trends and approaches for conducting mixed-methods studies.
- Plan and implement at least two faculty brown bag research symposia during the fall and spring semesters.

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

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 2008-2009:

- 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.
- BSW and Labor Studies Programs activities that encourage diversity. The BSW program has intensified its recruitment
initiatives with Ivy Tech, the Indiana Latino Institute, and other local organizations. Targeted recruitment among diverse groups has also been intensified.

- The School is sponsoring a minority undergraduate student in the Diversity Scholars Research Program
- External Collaborations. The National Association of Black Social Workers provides 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 U.S. Department of Education grant to internationalize the professional undergraduate curriculum. The home base is the IUPUI Office of International Affairs and it has been implemented with the collaboration of Gajah Mada University, Indonesia and the schools of Engineering, Education, and Social Work. The grant ended in Fall 2008.
- International Assistantship. Funding was secured from the IU Office of Vice President of International Affairs to support a graduate assistantship for an international student who will help to facilitate collaboration with Peking University.
- The School continued its partnership with the undergraduate social work program at Moi University, Eldoret, Kenya.
- The BSW student services coordinator traveled to the Universidad Autonoma del Estado de Hidalgo to establish linkages with the social work program.
- The MSW field coordinator who works with international field placements assisted 6 students in completing their MSW concentration practica 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 5-year plan for developing international placements.

Evidence of Progress for 2008-2009:

In 2008-09, the following evidence shows progress on this objective:

- The School demonstrates that it increased representation of minority students in its programs at IUPUI since 2002 and is currently maintaining.
- The number of international students continues to increase adding to the diversity. Two of the three new full-time PhD students who started in the doctoral program in fall 2008 are international students, bringing the total number of international students in the doctoral program to seven (or 20%). The PhD Program celebrated its first two international graduates in 2008.
- The BSW program has completed a first draft indicating content/readings/assignments for the 55 learning objectives classified as having potential of covering international content.

The following outcomes will demonstrate progress in 2009-10:

- 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.

Activities planned for 2009-2010:

- 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 2010. The School has made progress updating its website.
- 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.
- Scholarship opportunities. The School will continue to identify and advertise scholarships for minority students at all
program levels. NABSW 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 (DSRP).
- 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, 2010.
- Visit to Germany. Three social work faculty members, including the Dean, and 10 students (BSW, MSW and PhD) will attend an international conference on volunteerism in Germany in September 2009.
- International Visiting Scholar. With external funding from the International Association of Schools of Social Work, the School will host a Visiting Scholar from Addis Ababa University in Ethiopia for the fall 2009 semester. Mr. Abebaw Gezie will present his research on human trafficking in several IUPUI forums and classes and has conducted research on pedagogical issues in higher education. Dr. Margaret Adamek serves as the Chair of his dissertation committee.
- Brown Bag Series. A bi-monthly series of Brown Bag discussions focusing on international topics will be coordinated by Dr. Carmen Luca-Sugawara and hosted by several campus units in 2009-2010.

2. Support and enhance effective teaching

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: None

Time Frame: On-going

Actions taken for 2008-2009:

- Mentoring. A mentoring program for new and adjunct faculty continued this year. Mentors received a small stipend to support this extra workload.
- Preparing Future Faculty. PhD students who teach undergraduate or masters courses or who aspire to teach participate in the “Preparing Future Faculty” program offered through the Office for Professional Development.”
- PhD Student Teaching Award. A new internal award was developed to recognize excellence in teaching for PhD students who teach undergraduate or masters courses.
- The School’s Online Steering Committee was revived and held regular meetings.

Evidence of Progress for 2008-2009:

The following outcomes demonstrated progress in 2008-09:

- Four PhD students have received the excellence in teaching award.
- One new MSW course was developed for online delivery.

The following outcomes will demonstrate progress in 2009-10:

- Full-time faculty will continue to mentor new and adjunct faculty members as well as PhD students who teach.
- Faculty Development Committee will support plans for providing supports to enhance teaching.
Activities planned for 2009-2010:

Establish an infrastructure for faculty development in teaching by:

- Revitalizing the 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:
  - 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 PhD 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 2008-2009:

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 S100 level and the S400 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 2008-2009:

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 2009-2010:

- 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 2008-2009:

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. There has been no action formally taken to further develop or promote these joint graduate degrees.

Evidence of Progress for 2008-2009:

Activities planned for 2009-2010:

- A social work faculty member will co-teach a course in the School of Law.
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

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**Actions taken for 2008-2009:**

**Relationship-Building and Enhancement:**

- Directors and Faculty from all campuses actively participates 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.

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**Evidence of Progress for 2008-2009:**

**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.

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**Activities planned for 2009-2010:**

- 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:
  - Creating an IUSSW intranet, with a shared calendar;
  - Enhancing the technology across campuses with equal access to VIC rooms, individual computers, and classrooms;
  - 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:** On-going

**Actions taken for 2008-2009:**

**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 2008-2009:**

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 S100 Understanding Diversity in a Pluralistic Society; S141 Introduction to Social Work; S180 Exploring Child Welfare in Indiana; S200 Introduction to Case Management; S322 HBSE Small Group Dynamics; S371 Social Work Research.
- BSW students completed nearly 29,400 practicum hours in 66 agencies.
- MSW students documented 172,560 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.
- The number of faculty engaged in service-learning courses, project development, and scholarly presentations and publications will remain constant or increase.

**Activities planned for 2009-2010:**

- Continue offering service-learning experiences in the BSW curriculum as part of selected S100 – S300 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 2008-2009:

   - 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 2008-2009:

   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:

<table>
<thead>
<tr>
<th>Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semesters</td>
</tr>
<tr>
<td>Professor - Pct Female</td>
</tr>
<tr>
<td>Professor - Pct Minority</td>
</tr>
<tr>
<td>Associate Professor - Pct Female</td>
</tr>
<tr>
<td>Associate Professor - Pct Minority</td>
</tr>
<tr>
<td>Assistant Professor - Pct Female</td>
</tr>
<tr>
<td>Assistant Professor - Pct Minority</td>
</tr>
<tr>
<td>Lecturer - Pct Female</td>
</tr>
<tr>
<td>Lecturer - Pct Minority</td>
</tr>
</tbody>
</table>

   Total - Pct Female | 55% | 52% | 54% | 55% |
   Total - Pct Minority | 20% | 21% | 23% | 23% |
Activities planned for 2009-2010:

- 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 2008-2009:

- 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-Tajalli, with extensive experience in administration and undergraduate education and participation of Labor Studies faculty in School strategic planning retreats.

Evidence of Progress for 2008-2009:

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 2009-2010:

- 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 2008-2009:

- 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 (L.E.A.D.) 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 Westhuis 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 2008-2009:

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 members
- The School will have at least one project that benefits state and local agencies

Activities planned for 2009-2010:

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

   **Actions taken for 2008-2009:**
   - The School continued the publication of the journal, Advances in Social Work, now available online at no cost to readers.
   - The School continued hosting the National Baccalaureate Program Directors email distribution list.
   - The School maintains a coordinator of external affairs who focuses on enhancing our website, publications, public relations, and external affairs.
   - Faculty continued to publish in prestigious journals, receive awards, and serve on national boards and committees.
   - The School continued to grow its reputation in social work educational outcomes assessment through consultations and presentations.

   **Evidence of Progress for 2008-2009:**

   In 2008-09, the following evidence shows progress on this objective:

   - Faculty members received state, national, and international recognition through appointments and awards. Some examples include:
     - Dean Patchner served on the Council on Social Work Education Leadership Academy Steering Committee and the National Association of Deans and Directors Strategic Planning Committee.

   The following outcomes will demonstrate progress in 2009-10:

   - 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 2009-2010:**

   - 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 include one faculty member's sabbatical devoted to the development of new assessment instruments and learning new technology for processing these and creating a national market.

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

Actions taken for 2008-2009:

- 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 2008-2009:

In 2008-09, the following evidence shows progress on this objective:

- The School's key consultant on the Indiana Model of Assessment (Dr. Barry Cournoyer, co-director of the Center on Educational Assessment) completed two consultations with resulting reports for one social work programs at another institutions and one for the IU School of Social Work.

The following outcomes will demonstrate progress in 2009-10:

- Assessment tools and strategies for the BSW and MSW Programs will be complete and ready for implementation of a new competency-based education model to comply with new accreditation standards.
- 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 2009-2010:

Internally,

- 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 May, 2011.

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
   Time Frame: On-going
Actions taken for 2008-2009:

- 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 has resulted in joint presentation and research collaboration planning.

Evidence of Progress for 2008-2009:

In 2008-09, evidence of progress on this objective is in the statement of fiscal health. Given the growth of the school, a task force examined the School’s existing organizational structure and made recommendations for some structural changes to improve effectiveness, efficiency and communication.

In 2009-10:

- New Constitution approved by the Faculty Senate (May, 2010) to include Labor Studies.

Activities planned for 2009-2010:

- The School’s new strategic plan includes a task force to examine and revise the School’s Constitution.
- Incorporate the MSW program on the South Bend campus under the fiscal authority of the School on the IUPUI campus.
- Search for ways to co-locate social work and labor studies programs to make more effective and efficient use of resources.

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 2008-2009:

- A strategic planning process continued 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 2008-2009:

In 2008-09, the following evidence shows progress on this objective:

- Faculty and staff retreat focusing on key areas of communication, structure, faculty development, and related issues.

The following outcomes will demonstrate progress in 2009-10:

- 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 2009-2010:

- At least one faculty-staff retreat to review recommendations from task groups.
- 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

Reallocation Plan

Other Question(s)

1) How are you dealing with the projected base budget reductions for 2009-10 and 2010-11?

- How will the projected base reductions affect your ability to deliver your current level of services to students and faculty? Will some planned initiatives related to teaching and learning, research and scholarship, and civic engagement have to be delayed or terminated?
- If your unit experienced enrollment increases during the Summer II and/or fall terms, how have you used the additional revenue?

Our Fiscal Year 2010 budget had included reserves for a clerical position, Philanthropy student to assist with development work, and a lecturer position. The clerical reserve and Philanthropy student reserve have been eliminated. The lecturer position has been changed to a tenure track faculty position. Social Work received an increase in our tuition rates for FY2010 which will bring in some additional revenue. We are taking dramatic steps to curb expenses and monitor expenses and are striving to maximize our existing resources.

Estimated annual excess for Fall 2009 was approximately $68,600 over budget. These funds will be used for salary support for Abebaw Gezie, a visiting faculty from Addis Ababa University in Ethiopia, which had not been included as part of our original budget. The remainder will go to support the Student Incentive Grants for those resident undergrad students with a B or better cumulative GPA and to address budget cuts.

2) To achieve the campus goal of doubling the numbers of undergraduate students completing baccalaureate degrees, and to increase the number graduating in four years, what changes have you implemented or planned to implement in course scheduling, curriculum, student support etc.?

The program conducts information sessions for University College advisors on a regular basis in order to inform them of degree requirements. The BSW program changed the admissions criteria from 26 credits to 12 credits to provide academic degree advising within the School of Social Work early in the students' educational career. When students enter the program, they are assigned a faculty member as advisor and mentor. Also, the Student Services Coordinator acts as advisor to students in the program and to those exploring social work. When students enter the program, they are given an individualized educational plan based on the credit hours students plan to take. These plans are subject to change based on students' circumstances.

The BSW Program is completing the coding of the BSW degree requirements in the campus template to provide instant information to students about requirements, transfer of credits, and progress toward the completion of the degree. The program publishes its degree requirements in the admissions packet, website, and the BSW student handbook.

The BSW program offers a Diversity course combined with a Thematic Learning Community. As they say, learning communities show a positive impact in retention as well as on graduation. Another area that increases success is honors courses. In November, I met with the Dean of the Honors College and Dr. Mullen to discuss the development of a strong honors option for our students. We agreed that we would work on the plan this semester. If the report is uploaded we can wait until next year to report.

An adequate number of courses are offered every semester to keep students on track for their degrees. Overall, the program is designed in such a way that students can graduate in four years, should they want to attend school full time.

3) Do you currently have

- school-based space and
- centrally scheduled space

...to support an increase in credit hours without a significant investment? Are you investigating methods to use space more effectively...
School-based space includes three conference rooms which are generally limited to meetings or exceptional cases when classes have guest speakers. All classes utilize centrally-scheduled space. The School already offers its curriculum on Saturdays and during the evenings and through online and hybrid courses. More attention is being devoted to the development of online courses in the graduate program and online delivery is already standard in both the BSW and Labor Studies programs. The School will give serious attention to increasing class sizes as a strategy to reduce costly course overload pay while at the same time recruiting more students.

4) What are your priorities for student technology support, and what progress has been made as you have worked with UITS staff this year to implement your technology plans?

The School currently utilizes centrally-controlled computer classroom space as well as maintains 2 small computer labs. Social work students have access to all software used in their classes and can print documents at no cost. In addition, the School has 3 videotaping rooms where students can simulate and record individual and group counseling sessions for class assignments.