2009-2010 Social Work

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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, Best Practices, Collaboration
   - **Secondary Goals:**
   - **Sub Unit:** None
   - **Time Frame:** On-going

Actions taken for 2009-2010:

**Research Collaboration.** The School of Social Work continues to partner with the Indiana Department of Child Services in a major training project that began in January 2007. Faculty and staff associated with the Child Welfare Partnership grant have been integrated into the School through the implementation of the strategic planning process via better inclusion into the School Constitution and by-laws approved in Spring 2010. As part of the efforts to evaluate the partnership, faculty are assessing the success of the program in facilitating BSW and MSW students to develop competencies for child welfare practice. 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. In 2009-10, the program had eight scholars with practicums in agencies serving older adults. The University-Community Consortium met twice per semester and once in the summer to share resources.

**Doctoral Program.** Five new full-time Ph.D. students were accepted into the program in the fall, 2009 enhancing the potential for research assistance and collaboration. Over $236,000 in grant support (an increase of 57% over the previous year) was secured to support 14 full-time doctoral students, including the Riley Adolescent Medicine Fellowship and a Fulbright Fellowship. A record amount of block grant funding ($108,000) was secured for research assistantship support.

Evidence of Progress for 2009-2010:

- The child welfare partnership faculty, in collaboration with doctoral students, completed a qualitative study of leadership as a form of advocacy in child welfare, using IUSSW’s experience with the partnership as a case example. The study resulted in an accepted publication in the *Journal of Public Child Welfare*. Faculty also completed their first evaluation with data collected from BSW graduates and their agency-based field instructors.
The results were used to make changes in the training program.
- PhD students continued to produce a variety of scholarly products including journal articles, book chapters, and international presentations. One quarter of these were collaborative efforts with faculty.

Number of Publications and Presentations of Social Work PhD Students and Graduates

<table>
<thead>
<tr>
<th>Scholarly Product</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; Chapters</td>
<td>5</td>
<td>2</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Journal Articles</td>
<td>8</td>
<td>10</td>
<td>7</td>
<td>7</td>
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<td>Conference Proceedings</td>
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<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Technical Reports</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>International Presentations</td>
<td>8</td>
<td>7</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>National &amp; Regional Presentations</td>
<td>24</td>
<td>23</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>State &amp; Local Presentations</td>
<td>10</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>57</strong></td>
<td><strong>57</strong></td>
<td><strong>76</strong></td>
<td><strong>73</strong></td>
</tr>
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*Coauthored with a faculty member

Activities planned for 2010-2011:
- Hartford Scholars: Ten scholars were selected for the 2010-11 academic year.
- Faculty in the child welfare partnership will continue to gather data to evaluate the training program, in particular related to child welfare practice competencies. The study will look at differences between BSW graduates and employees who participate in a traditional 12-week agency training program.
- The BSW Program will continue to recruit students to participate in research with faculty, including the McNair Scholars and the Summer Diversity Scholars Research Program.
- 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 Associate Dean will convene a meeting of all tenure-track faculty to follow up on this plan.
- Maintain current international collaborations and develop new ones.
- Spearhead an effort to develop an IUPUI Signature Center focused on Global Leadership in Social Justice and Human Rights.
- 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.
- Organize more brown bag presentations to highlight ongoing work of the faculty and foster new collaborative research endeavors.
- The School will encourage its faculty at IUPUI to identify as TRIP scholars.
- Two new faculty hires will emphasize the criteria of scholarship and grantsmanship as important priorities.

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 2009-2010:

- 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.).

Evidence of Progress for 2009-2010:

In FY2007, the 3-year moving average for grant awards was $3,779,225; in FY2008, $3,746,804; in FY2009, $3,619,928; and in FY2010, $4,159,156. The amount of grant funding in these reporting years, as reflected in the moving averages, has been continuously increasing.

Activities planned for 2010-2011:

- Evaluation of current incentives. The Dean’s Office will evaluate recommendations on salary incentives, including internal summer funding, 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 2009-2010:

- 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 2009-2010:

The number of faculty establishing collaborative relationships for grant funded projects increased.

Activities planned for 2010-2011:

- 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 2009-2010:**

The 14th Annual Spring PhD Symposium was held April 23, 2010 and featured Dr. Deborah Padgett from New York University, as the keynote speaker. Dr. Padgett elaborated on research issues involving mixed methods. Fourteen 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 2009-2010:**

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

**Activities planned for 2010-2011:**

- Continue to host and expand the Spring Research Symposium. In keeping with the yearlong celebration of the School’s Centennial, Dr Gerald Powers, the founder of the PhD Program, will be both the honored guest and keynote speaker in April 2011. This symposium will also include the first-ever PhD Program alumni event.

- 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, Civic Engagement, Collaboration

**Secondary Goals:**

**Sub Unit:** None

**Time Frame:** On-going

**Actions taken for 2009-2010:**

- The BSW Program continued to strengthen its relationship with Ivy Tech by bringing students preparing to apply to the BSW program to campus as part of their "bridge course." These students are granted "provisional" acceptance while receiving extra advising in their first semester at IUPU to ensure academic success.

- The BSW program actively participated with IUPUI units and initiatives, including Admissions, General Studies, University College, and others, to ensure all students have information about social work. Participation in community events, such as Fiesta, Latino Youth Promise and the International Festival, help provide information to prospective students from diverse backgrounds.
Evidence of Progress for 2009-2010:

The School demonstrates that it increased representation of minority students in its programs at IUPUI since 2002 and is currently maintaining.

- The BSW Program recently signed an articulation agreement with Ivy Tech, bridging from the Associate in Human Services to the BSW Program. Ivy Tech students continue to be a highly diverse group racially/ethnically as well as coming from first generation college families.
- Three BSW students participated in IUSSW-sponsored study abroad trips, two going to Cologne, Germany and one to China.
- 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 PhD program has enrolled students from eight countries.

Activities planned for 2010-2011:

- 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 2010-11.
- 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) and explore international study abroad opportunities. BSW students will participate in the 2011 service-learning courses in China and Croatia sponsored by the School.
- 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.

- 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 2010-2011.

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

Actions taken for 2009-2010:

- 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 is an internal award to recognize excellence in teaching for PhD students who teach undergraduate or masters courses.
- The BSW Program continued to offer online education for almost every course in the curriculum. The BSW Director reviews course evaluations to ensure that all courses facilitate student learning, and with the advent of competency-based education, that student competence is identified and measured.

Evidence of Progress for 2009-2010:

- In spite of the withdrawal of monetary incentives for mentoring, full-time faculty continue to mentor new and associate faculty members as well as PhD students who teach. Student evaluations of teaching and anecdotal evidence suggest teaching quality has increased.
- Two PhD students received the teaching award at the spring symposium in 2010.
- A faculty member was invited to give the plenary address at the Edward C. Moore Symposium and an emeritus faculty member was invited to present on mentoring.

Activities planned for 2010-2011:

Establish an infrastructure for faculty development in teaching by:

- Supporting and improving faculty development (including associate faculty) to discuss problems and successes in face-to-face as well as 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 2009-2010:
BSW Program.

- Regarding activities planned last year, the BSW Program faculty continued the internationalization of the curriculum as reported under objective 1 to meet the RISE objective for international experiences. The program implemented a pre- and post-test of BSW students to assess their level of cultural competence at the S100 level and later at the S400 level.
- The BSW Program participated in a national assessment project on BSW field evaluation using the newly developed competencies for social work practice. The field practicum courses are designated as Experiential Education in the RISE initiative.
- The BSW Committee analyzed the existing curriculum to determine where course content is delivered as a foundation for demonstration of competencies.
- The program continued to recruit and support students into the BSW Child Welfare Training Program in response to needs for filling challenging positions in the Indiana public child welfare system.
- The program continued to identify and refine the PULs for each undergraduate course and provide faculty development to prepare for and participate in the assessment of the PULs at the university level.

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 2009-2010:

- BSW students provided nearly 30,000 hours of service to social agencies in Central Indiana through their practicum courses. These include S482 (16,000 hours), S381 (13,440 hours) and S280 Case Management practicum (384 hours). These courses meet the Experiential Education requirement of the RISW initiative.
- Graduates of the BSW Program are well prepared for jobs, as evidenced in alumni and employer surveys as well as in their field practicum assessments on nationally developed tools.
- Graduates of the BSW program continue to meet or exceed mean scores on the state licensing exams and in 2010, 100% passed the Baccalaureate exam.
Activities planned for 2010-2011:

- Assessment. Additional faculty development will occur related to training to understand the role of the PULs in the university assessment strategy, how they relate to the new social work competencies, and how to assess these.
- Strengthen the research foundation content of the PhD program.

4. Develop dual MSW-JD and MSW-MPA degrees.

**Campus Planning Theme**: Teaching and Learning

**Secondary Goals**: None

**Sub Unit**: None

**Time Frame**: August, 2006

Actions taken for 2009-2010:

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 2009-2010:

The faculty reviewed the MSW/MPH proposal anticipating further action.

Activities planned for 2010-2011:

Social work faculty continue to teach 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**: None

**Sub Unit**: None

**Time Frame**: On-going

Actions taken for 2009-2010:

Relationship-Building and Enhancement:

- Directors and Faculty from all campuses actively participates in the School’s Faculty Senate and on standing committees.
- The Associate Dean and the Labor Studies Interim Executive Director travel to off-campus sites to meet faculty in residence.
- The MSW Program Senior Field Coordinator provided 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.
Many full-time faculty members taught across program sites. The majority of labor studies courses were taught on all campuses via online delivery.

A proposal for a BSW Program on the IUN campus was accepted by the Board of Trustees and HLC.

A search for a new program director on the IUSB campus began and an agreement was reached to place the IUSB social work program on the IUPUI budget.

Evidence of Progress for 2009-2010:

- The School has seen stable enrollments in the social work and labor studies programs on the regional campuses.
- There has been an increase in collaborative teaching, research, presentations, and service among faculty members across campuses.
- Through the use of VIC technology, there was active participation of faculty from all sites on Faculty Senate and all School committees, including new task groups created for the School's self-study for reaffirmation of accreditation.
- A revised MOU with IUSB brought that program on the IUPUI budget beginning FY11.

Activities planned for 2010-2011:

- Creation of a shared calendar;
- Enhance the technology across campuses with equal access to VIC rooms, individual computers, and classrooms;
- Organize and deliver 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.
- The School will begin development of an online MSW program.

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

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

**Secondary Goals:**

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

Actions taken for 2009-2010:

- The BSW Program continued to offer opportunities for service learning, primarily in the freshman and sophomore years. Field Placement experiences are often considered part of the service-learning continuum and were a required component of the social work curriculum in the junior and senior years.
- Social Work faculty made presentations related to service learning, including scholarship related to reflective activities and critical thinking. These included workshops and poster sessions on campus and at state and national conferences. One social work faculty member is a Senior Scholar with the campus Center for Service and Learning, providing faculty development for social work faculty on structured critical thinking.

Evidence of Progress for 2009-2010:

- BSW students produced approximately 500 hours of service learning in three 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. The number of courses decreased since the previous reporting period, primarily due to faculty preference.

- The Dean, two faculty members and 10 students participated in a 5-day conference volunteering, followed by publication of an article in the conference proceedings.

Activities planned for 2010-2011:

- Continue offering service-learning experiences in the BSW curriculum as part of selected S100 – S300 level courses. The goal will be to have every BSW student participate in service learning prior to entering the practicum in their junior year. This will mean expanding service-learning courses and faculty development to implement this pedagogy.
- Explore potential for service learning in MSW 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 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 2009-2010:

   The School completed two faculty searches, hiring two new female faculty members.

   Evidence of Progress for 2009-2010:

   The School of Social Work, in 2009, had 60% female representation in faculty positions, compared to a campus-wide 38%. Minority faculty constituted 27% of the School’s faculty, compared to the campus figure of 24%.

   Activities planned for 2010-2011:

   - Conduct searches for one labor studies and two social work tenure-track lines.
   - 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:** Ongoing
Actions taken for 2009-2010:

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

Evidence of Progress for 2009-2010:

Activities planned for 2010-2011:

- Continue to support faculty participation at state, national, and international scholarly and professional conferences.
- Attract national speakers/leaders to the School of Social Work.

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:** None

**Sub Unit:** None

**Time Frame:** On-going

Actions taken for 2009-2010:

- Faculty members served as field liaisons to field placement agencies as part of their teaching workload, opening up opportunities for developing research agendas and enhancing teaching.
- Faculty served on boards and committees of agencies and professional organizations at local, state, and national levels.
- IUSSW faculty, agency representatives, and social work faculty from other Indiana universities, coordinated the Legislative Education and Advocacy Day (L.E.A.D.) for nearly 600 social work students and faculty across the state.
- One faculty member continued to collaborate with the School of Economics and the Exodus Refugee Center, in teaching a thematic learning community (TLC) course.
- Faculty members 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 2009-2010:
Many faculty members served on boards or committees of local, regional, state, and national organizations.

Activities planned for 2010-2011:

- The faculty liaison role will be expanded to serve both teaching and assessment functions, as well as promote more collaborative projects with social agencies.
- Faculty will be encouraged to continue their voluntary service on boards and committees of agencies and professional organizations at local, state, and national levels.
- Opportunities will be explored to more actively engage faculty in research that is funded by or done in conjunction with state or local agencies.
- The School will continue to facilitate the Legislative Education and Advocacy Day.
- The BSW program will continue involvement in the Thematic Learning Community.
- 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 and create a culture of assessment.

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

Actions taken for 2009-2010:

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

Evidence of Progress for 2009-2010:

Administrators and 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.
- Associate Dean Majewski was elected Vice President of the National Rural Social Caucus and received an award for outstanding contributions to rural social work.
- Faculty members Luca Sugawara, Pike, and others served on national councils and committees of the Council on
Social Work Education.

The journal, Advances in Social Work, published regularly with ample submitted articles.

IU-SWEETS, a social work testing service, was inaugurated, producing income for the School from the service offered to undergraduate programs nationally.

Activities planned for 2010-2011:

- Faculty members will continue to publish in prestigious journals, receive awards, and serve on national boards and committees.
- Expand the Office of Educational Assessment.

5. Enhance Administrative and Organizational Proficiency and Fiscal Sufficiency

1. The School of Social Work, including the Labor Studies Program, will be managed in an effective, fiscally sound manner.  
   
   **Campus Planning Theme:** Best Practices  
   **Secondary Goals:**  
   **Sub Unit:** None  
   **Time Frame:** On-going

Actions taken for 2009-2010:

Some monetary incentives for proposal development, online course development, and mentoring were temporarily suspended due to base budget cuts. Hospitality was more closely monitored and events were prioritized. Travel for instructional and faculty development purposes was maintained as a priority.

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.

Evidence of Progress for 2009-2010:

- As evidenced in the statement on fiscal health, the School of Social Work managed within the established budget.
- A new Constitution was approved by the Faculty Senate (May, 2010), resulting in some enhancements for school functioning and the full inclusion of labor studies faculty. A labor studies faculty member was elected to the chair position of the Faculty Senate.
- Organizational restructuring allowed for one less staff person (lost through attrition).

Activities planned for 2010-2011:

- Fully incorporate the MSW program on the South Bend campus under the fiscal authority of the School on the IUPUI campus and introduce best fiscal practices.
- 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 support, understanding, and mutual respect 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 2009-2010:**
- 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 2009-2010:**
- A faculty and staff retreat focused on key areas of communication, structure, faculty development, and related issues.

**Activities planned for 2010-2011:**
- At least one faculty-staff retreat to review recommendations from restructuring task force.  
- Implementation of the plan through task groups of diverse members of the School’s community.  
- Establishment of an ongoing strategic planning oversight committee and new committees and councils as established in the School’s newly adopted Constitution.

**Fiscal Health**

**Reallocation Plan**

**Other Question(s)**

1. Please describe faculty/staff participation in the planning process in your unit. What factors strongly influence your budget and planning priorities? Please give examples, which might include attracting and retaining undergraduates, strengthening graduate programs, building collaborative partnerships, increasing diversity in faculty and student populations.

The School of Social Work recently undertook a rigorous strategic planning process from the “grassroots” up, that is, spearheaded by the School Assembly of faculty and staff across the system. Administrators, faculty and staff also collaborate on a regular basis across campuses to keep everyone abreast of opportunities in the larger university system that would be good venues to promote awareness of Social Work as a profession, as well as a major. The Dean exemplifies an open and responsive stance with regard to recommendations from the School’s various committees and internal constituencies. Our organization structure which facilitates participation in planning includes the following:

- An administrative committee of all program directors (BSW and MSW Directors from all campuses, Labor Studies...
Director, PhD Program Director) convened twice a month by the Associate Dean.

- System-wide curriculum committees for all four programs (BSW, MSW, Labor Studies, PhD) which meet a minimum of twice each semester.

- System-wide student affairs committee charged with examining policies and practices related to student recruitment, admissions and retention (this is a recent committee created as a result of the strategic planning process. It is anticipated this committee will enhance collaboration to determine how to increase the recruitment and retention of strong students who represent all forms of diversity; i.e. older students, students of color, first generation college students, etc.

- A system-wide staff council created as a result of the recent strategic planning process.

Factors that strongly influence our planning priorities, include:

- Maintenance of accredited status of the BSW and MSW programs.

- Sustainable growth of all programs which includes a commitment to diversity in the student body and faculty.

- Expansion of community networks to provide quality practicum experiences and venues for faculty and student civic engagement.

- Partnership with the State to provide training and evaluation in critical areas of child welfare and mental health.

- Training and mentoring associate faculty and agency-based volunteer field instructors.

- Incentives for faculty to increase extramural funding.

2. How do the plans within your unit align with the President’s Principles of Excellence and the Chancellor’s Guideposts? Please describe your process for integrating your unit’s plans with those of the campus.

Our plans most closely align with the principles and guideposts related to improving educational outcomes, enhancing faculty, and increasing civic engagement. The process discussed above resulted in recommendations to move us forward on issues related to these principles.

3. What longer-term trends (5-10 years) exist in your discipline/field that will affect your unit?

- The demand for professional social workers is projected to increase. At the same time, if local social service agencies continue to experience cuts and shortages, we may be faced with new challenges in terms of field placements for our students. The field component is a necessary component of social work education and we currently place more than 800 students each year. The School will need to consider creative strategies for developing field experiences, providing necessary field instruction, and utilizing full-time faculty for more intensive liaison work with agencies and students.

- Demographic and socio-economic factors will affect our field and thus the requisite educational foci. These include an increasing population of elderly persons (well and frail) and increasing immigrant populations coupled with the need for more language diversity to deliver effective social work services. There are also increasing challenges to working families (which may help our finding a niche given our recent integration of the Labor Studies program with Social Work). Finally, the national move to dovetail health and mental health services in primary care facilities will necessarily lead us to consider the structure of our advanced curriculum in these areas.

- Another important trend is the move to online education. There are currently 8 universities that provide some form of online education at the MSW level. The University of Southern California is the most aggressive in reaching out to potential students nationwide (there is even a link on Amazon.com to USC’s online MSW program). We find that some Indiana residents are registering for online programs at New England University and the University of North Dakota. We must move quickly and assertively if we wish to become a major player. The School has the expertise to not only develop an online program, but to do it well enhancing our reputation for excellence in education. Related to the first trend, the challenge will be developing quality field experiences for students in other states and countries. This will likely involve an expanded travel budget as our faculty design and implement a quality control aspect of the online program.

- Finally, the movement to competency-based education and evidence-based practice has a major impact on the way in
4. If the University experiences further budget cuts, what existing and emerging programs/initiatives in your unit will be your highest priorities?

- Maintaining and increasing the number of viable field placements is an important priority, without which, we cannot continue to “grow” the number of students.
- Mentoring and supporting quality associate faculty is a must for carrying out our curriculum, given budgetary concerns and constraints on hiring more full-time faculty.
- Maintaining our solid relationship with the State as a conduit for funding in the areas of child welfare and mental health is critical.
- Developing an online MSW program will help fiscally as it offers the opportunity to expand to national and international students, and will also prevent the drain of Indiana students seeking online education to other universities.
- Assuring a new building which will provide the necessary space for maintenance and expansion of our education and training programs.
- Hiring new faculty in both tenure-track and nontenure-track lines to further our research, teaching and service goals in light of a growing student body.