Indiana State University

2006 - 2007 Academic Annual Report

Department of Social Work

Vision Statement

View/Modify Vision

Below is your vision statement from previous years. Please take this opportunity to review it and if necessary update it.

Updated Department Statement of Mission The Mission of the ISU Department of Social Work is to provide a Bachelor of Social Work (BSW) education grounded in a strong liberal arts foundation in order to prepare competent social work generalist practitioners and to prepare students for graduate education. The Department is committed to contributing to the professional body of knowledge, promoting social and economic justice, and fostering an environment that promotes leadership, community engagement and service opportunities from a local to global context. Updated January 2007

Year in Review

Accomplishments

As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's accomplishments for the 2006-2007 year that will contribute to this effort? [Please list in priority order and limit to no more than 8.]

The Department has actively fostered local, regional, national, and international connections which have provided the social work students with community engagement and international opportunities (for student exchange, international distance education opportunities in the classroom), exposure to nationally known social workers at departmentally sponsored conferences, and specialized training in child welfare that provides guaranteed employment upon graduation and supports faculty public service. 1) Local social service agencies: Over 9,000 student internship (SOWK 480, 498, and 499) and volunteer hours (SOWK 130) are provided to over 30 agencies annually. As of January 1, 2007, there is a total of $158,350.67 in the Endowment Funds; $10,280.93 in the Spendable Foundation Accounts. Total in all Foundation accounts: $168,631.60. The three Hamilton Center endowments have allowed us to bring nationally known speakers to campus and to host programming that has not been previously financially possible for the department. Proceeds from the conferences have been used to sponsor the next year conferences. Hamilton Center plans to contribute again significantly to the department by adding to the two current endowments and establishing a third by the end of this academic year. Community agencies contacted the department for assistance in research and evaluation. Three current faculty involved research/evaluation initiatives: 1) Child Abuse Prevention Council, 2) Family Drug Court, 3) Community Mapping Project (See Community Engagement II section) 2. State: Partnership with 4 state universities to develop curriculum, offer scholarships, and provide education and training to students through the Title IV-E Grant which will include guaranteed employment upon graduation, thus generating over $100,000 to the department annually. Faculty are also actively involved in the following: National Association of Social Workers, Indiana Chapter; National Prevent Child Abuse, Indiana Chapter; Indiana Coalition Against Domestic Violence. 3. International: A) Hassan II University, Mhammedia, Morocco (helping to develop the first social work program in Morocco, training program for professionals, and distance education

opportunities). B) Took 14 Students to Morocco over Spring Break. Students interacted with the first social work cohort of students in Morocco (24 students) which included joint classes and visits to social service associations (i.e. orphanage, rural residential school, women's shelter, etc) 4. Increased enrollment efforts. The department has been very active in developing and maintaining transfer agreements between Lakeland Community College, Vincennes University (VU), and Ivy Tech (Terre Haute). We made regular visits to the community colleges for recruitment and to met with faculty. We worked with the Ivy Tech (Terre Haute) Human Service Program and have developed a seamless curriculum sequence that can be complete in 4 years (2 at Ivy Tech and 2 at ISU). This has also occurred with the Social Work Program at VU. We saw a 10% increase in new transfer students in our program. The department also attended local high school career days and the numerous recruiting events on campus to showcase our program and the social work profession. 5. Title IVE Grant (over $75.000). Due to the State of Indiana's newest commitment to hire 400 new caseworkers, the Title IV-E initiative for training BSW students from ISU does help meet this need. This initiative guarantees students accepted into the program jobs in protective service agencies upon graduation. 6. The department has intensively worked with the University of Southern Indiana (USI) to bring their advanced standing MSW program to ISU campus. The first cohort (Advanced Standing) is set to graduate this May. USI is in the process of recruiting for a second cohort to begin in Fall, which will offer a combination full and advanced standing program. This year's senior social work class and next year's junior class are eligible to be included in this cohort. 8. Peggy Weber was Promoted and Tenured. Robyn Lugar was Promoted to Associate Professor and was awarded the Presidential Medal Award. Robyn Lugar was named permanent Chairperson for the Department. Department was ranked very high on Program Prioritization.

Research and Scholarship

What is your assessment of accomplishments in the area of research and scholarship that is focused primarily on contributions to practice and discipline-based scholarship? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

See online individual faculty reports

Grants, Contracts & Off Campus Professional Service

What is your assessment of accomplishments in the area of grants, contracts, and off campus professional service? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

The Title IVE program, which brought over $75,000 to the department to train social work students in the area of Child Protection has been a great success. The first 5 students will be graduating in May and all have been placed in agencies. The grant will be renewed for another two years. This grant provides the avenue to hire a fourth faculty line (temporary, non-tenure). See individual online faculty reports regarding off campus professional service of each faculty.

Teaching

We would like to highlight innovative approaches to teaching. Has your department developed any pedagogies or practices you'd like to share with us? Please describe briefly.

The use of 4 liberal learning and community engagement internal grants have supported community engagement projects for students and assisted faculty to promote more community collaboration for social services. Faculty have received international travel grants annually that support the faculty and the relationship with universities and the social work profession internationally. We have received one internal grant to develop an international distance education course, which led to the

collaboration with the Center for Teaching & Learning to develop training for the university's international partner institutions.

<u>Course Scheduling/Enrollment Management</u>

How is the department making sure that students are able to get the classes they need to graduate in a timely manner?

1. Maximum capacity/steps taken to strengthen program/increase enrollment. With 100 majors, we are at our maximum capacity with 3 full-time tenured faculty and one full-time special purpose/temporary (funded through Title IVE Grant) (due to CSWE guidelines of 1 faculty to 25 students = 4.0). With the Title-IVE contract ($84,000 new dollars to the department yearly) we utilized a non-tenure/temporary appointment of a full-time faculty member, bringing the department size to 4 full-time faculty. This increased our capacity for enrollment and at the same time eliminated the need for ISU to contribute adjunct dollars to the department that we had been using each year ($9,000). This increased our capacity to 100+ students. Our service courses for SOWK 130 and 240 have no maximum capacity. 2. Steps taken to increase efficiency and increase productivity. The department suspended the summer courses which increased fall and spring enrollments. All but 2 courses are offered only once a year which has increased enrollment in course sections. The Social Welfare minor was developed that will increase enrollments. The recruitment efforts with community colleges will consistently increase the number of transfer into the major (projecting an increase of 30% in the junior level courses) which have historically been the department's lower enrolled courses. Students entering the social work program in their freshman year are consistently completing the major in 4 years. The only exception are for students who have had to repeat courses due to poor academic performance. Articulation agreements between the community colleges are being consistently met in the projected time frame for graduation in our transfer students. Family and Consumer Sciences added SOWK 240 to their major requirements, which will increase social work SCH. Two social work courses have been approved for Women Studies electives. SOWK 494 meets the general education capstone for the major. We are graduating 9 social work majors in May. All students are going to graduate school or have found jobs already.

<u>Outreach</u>

What are the outreach opportunities for your discipline? (non-traditional modes of delivery and timing, etc)

All social work classes are offered on Tuesday and Thursdays. We have about 20-25% non-traditional students or students who are commuting to campus who have off campus jobs and/or families. Through academic advisement, schedules are built to allow students to be on-campus (and have to commute) two days a week.

<u>Assessment</u>

Please share your stated student learning outcomes.

Department of Social Work Program Goals Indiana State University Bachelor of Social Work program goals are to: 1. provide a challenging BSW curriculum that is grounded in a strong liberal arts foundation. 2. prepare graduates who are competent generalist social work practitioners who operate from a practice framework which integrates knowledge, values, skills, ethics, diversity and a theoretical base. 3. prepare students for graduate education. 4. prepare graduates who are committed to social and economic justice, and improving service delivery systems. 5. prepare students who are actively engaged in the community. 6. prepare students to contribute to the development of the social work profession, their communities and global society. 7. contribute to the social work profession's

body of knowledge. 8. engage in leadership roles and activities in the profession and in the community. Department of Social Work Program Objectives Graduates demonstrate the ability to: 1. Apply critical thinking skills within the context of professional social work practice. 2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly. 3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. 4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. 5. Understand and interpret the history of the social work profession and its contemporary structures and issues. 6. Apply the knowledge and skills of generalist social work practice with systems of all sizes. 7. Use theoretical frameworks supported by empirical evidence to understand individual and development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities. 8. Analyze, formulate, and influence social policies. 9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. 10. Use communication skills differentially across client populations, colleagues, and communities. 11. Use supervision and consultation appropriate to social work practice. 12. Function within the structure of organizations and service delivery systems and seek change that promotes the humane and effective delivery of services and eliminates institutional discrimination.

Strategic Initiatives

Community Engagement I

Please summarize your faculty's efforts in community engagement this year.

1) Local social service agencies: Over 9,000 student internship (SOWK 480, 498, and 499) and volunteer hours (SOWK 130) are provided to over 30 agencies annually. 2) Project Title: "Mapping a Continuum of Community Services for Children/Families in Vigo County." Project Director(s)& Department(s): Dr. Liz O'Laughlin, Department of Psychology and Dr. Rhonda Impink, Department of Social Work Graduate Fellow: Chelsea Weyand Project Summary: Expanding on a pre-existing partnership between ISU's IT unit, Lifeline, and the Child Welfare Learning Community, the objective of this project is to develop a "map" outlining the continuum of community services (i.e.: prevention, at-risk, crisis) available to children and families in Vigo County and to train service providers in making use of this information to provide more comprehensive referral information and to ensure greater coordination of services. Although there are print listings of community services that are currently available, community leaders have indicated a need for up-to-date information on services that is easily accessible. The final product will provide much more in-depth information on current services, allowing community leaders and ISU researchers to identify areas of need in the community and also to evaluate progress; data crucial in securing grant funding for community progress. 3) Partnership with 4 state universities to develop curriculum, offer scholarships, and provide education and training to students through the Title IV-E Grant which will include guaranteed employment upon graduation, thus generating over $100,000 to the department annually. Meeting the State's committment to hire 400 new social workers as casemanagers in the Department of Family and Children 4) Hassan II University, Mhammedia, Morocco (helping to develop the first social work program in Morocco, training program for professionals, and distance education opportunities).

Experiential Learning

What is your vision for experiential learning in your department?

Experiential Learning is integral to our departmental expectations of faculty and students alike. From a required volunteer experience in the first social work class, to 3 semesters of internship

(totally 450 hours), from required inclass community engagement experiences (ex. Poverty "Its Not a Game", senior Macropractice project, participation in Underground Railroad experience) to co-curricular activities (ex. Social Work Student Association sponsored events and individual attended activities), from attending LEAD to attending professional conferences SOCIAL WORK STUDENTS ARE ENGAGED EVERY SEMESTER!

Fundraising Activities

What steps have you taken to support fundraising activities in your department? How can your efforts be supported?

We have been very active in this area. As of 2002, the department had $1000 in the Departmental Foundation Fund and no Endowed Student Scholarship fund. Since then we have hosted professional conferences, produced and sold over 200 copies of a psychotropic training video, held annual alumni fund drives, and held numerous fundraising endeavors to generate monies for the department account and the student scholarship account. As of January 1, 2007, there is a total of $158,350.67 in the Endowment Funds; $10,280.93 in the Spendable Foundation Accounts. Total in all Foundation accounts: $168,631.60. The three Hamilton Center endowments have allowed us to bring nationally known speakers to campus and to host programming that has not been previously financially possible for the department. Proceeds from the conferences have been used to sponsor the next year conferences. Hamilton Center contributed again significantly to the department by adding to the two current endowments and establishing a third endowment, which was matched by Eli Lilly Endowment. We still only have $11,000 in our Endowed Student Scholarship Fund. Our goal is to reach $40,000 so that we can generate $2,000 in scholarships for our students each year. Our alumni just do not have the financial capacity to make large donations. Our efforts could be supported by helping us identify organizations or individuals who would be interested in helping us achieve this goal.

Quality

Quality

Please provide 1-2 suggestions to increase the ability of your department or the University to meet the criteria above.

1) More scholarship monies available for students to attend part-time. So many scholarships require full-time status. When many of our students are needing to work near full-time and/or have family/parental obligations, they are not able to give full attention to 4 courses. Therefore their grade point is in jeopardy. 2) Make available (let students know where to go in the foundation office) to obtain emergency funds to purchase textbooks at the beginning of the semester. There are many students on campus who are waiting for their scholarship money (or do not have enough money) to purchase textbooks. Many students will be a month into school before they have the textbook. This jeopardizes their ability to be successful.

Feedback

This section is to allow you to share your ideas for enhancing enrollment, dealing with budget and other challenges facing the university community.

1) Consider Dual Enrollment with all Community Colleges (not just Ivy Tech). With Dual Enrollment we need to be involved with these students from day one at their community college to help them make a four year plan. 2) Provide a true Summer Honors program for those students who are academically talented. There is a difference between Summer Camps and Summer Honors. 3) Try to increase our part-time student population by offering increase scholarship opportunities. Work with local employers to give matching tuition reimbursement for their employees to take

classes at ISU. 4) Look at all other units on campus for cost reduction and reorganization as Academic Affairs has had to do. Some of these units have surplus funds. Can they be streamlined? 5) Provide incentives to Academic Departments to build Endowed Accounts with the ISU Foundation. Provide incentives to put money away and to only use the earnings. It takes some time to build these accounts, but once they are built they roll off money every year. We must quit counting on the State to pay all of our departmental bills. We need to develop more relationships in the community to develop revenue generating projects. There is no place in this document to provide feedback on the format for year end reporting, so I add it here: PLEASE link the individual IFAR (faculty online reports) to this document. Where you ask about productivity on community engagement, research, etc. All that information can be easily imported from those documents. This needs to be accomplished by next year! We have asked for this multiple times. PLEASE consider due dates of this report. Having it to be initially due on May 7 is unreasonable with the end of the semester requirements of grading and finishing out the year end business. Is there a deadline that someone needs this information before May 20-30? Again import data capability of IFAR's is a must so that you can have a truly comprehensive Year End Report without having to enter the same information twice.