



**2009-2010
Academic Program Review
Self-Study**

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Introduction

The following report is submitted as part of the Academic Program Review of the University of Washington School of Social Work, conducted by the Graduate School's Office of Academic Programs during the 2009/10 academic year.

The School of Social Work is accredited by the Council on Social Work Education (CSWE). This report responds to the questions posed by the Graduate School in its "Academic Program Review Guidelines" for the School of Social Work at the Seattle Campus. The Social Work Program at the University of Washington, Tacoma, which is also accredited by CSWE, was reviewed separately by the Graduate School in 2005. In addition to the academic degree programs, the UW School of Social Work offers three certificate programs at the post-Masters degree level that are not part of the current review: *Psychological trauma: Effective Treatment and Practice*, *Geriatric Mental Health*, and *Guardianship*.

CSWE reviews and re-accredits social work programs approximately every 10 years, at which time programs are required to complete an extensive self-study. This report does not cover all of the issues in the level of detail required by CSWE. Rather, it draws upon and updates material from the most recent CSWE self-study, which was completed in 2004. Additional material for this report was collected through reviews of current School policies and documents; analyses of evaluation materials collected by the School of Social Work and the University of Washington; and interviews with faculty, administrators, staff and students.

Part A of the report is organized to respond to each of the questions posed by the Graduate School in order, with some consolidation and modification of the standardized questions. Part B poses and answers more specific, unit-defined questions. Part C includes required and additional appendices.

PART A: BACKGROUND INFORMATION

Section I: Overview of Organization

Mission and Organizational Structure

The University of Washington School of Social Work (SSW) was established in 1934. Our mission statement, revised in 1999, evolved from those of the University of Washington and the social work profession. As a vital part of this public research University, the School is committed to teaching and research, to providing high quality educational opportunities and access to traditional and non-traditional students in Washington State and across the nation, and to public service. The defining themes in the School's educational mission are consistent with the historic purposes and contemporary values of the social work profession, particularly its commitments to economic and social justice, and with the stated purposes and commitments of the University.

As members of the University of Washington School of Social Work, we commit ourselves to promoting social and economic justice for poor and oppressed populations and enhancing the quality of life for all. We strive to maximize human welfare through:

- *education of effective social work leaders, practitioners and educators who will challenge injustice and promote a more humane society, and whose actions will be guided by vision, compassion, knowledge and disciplined discovery, and deep respect for cultural diversity and human strengths;*
- *research that engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention; and*
- *public service that enhances the health, well-being, and empowerment of disadvantaged communities and populations at local, national, and international levels.*

We embrace our position of leadership in the field of social work and join in partnership with others in society committed to solving human problems in the twenty-first century.

As the SSW enters its 75th year, the School is recommitting to this mission and to reinventing social work professional education, reinvigorating social work scholarship, and recommitting to leadership in addressing social needs.

Educational programs and degrees

The University of Washington SSW is one of the largest accredited schools of social work in the Pacific Northwest region. It is consistently ranked among the top schools of social work in the country. In 2008 it was ranked fourth in the nation by *U.S. News & World Reports*. The SSW offers an undergraduate major (BASW); a terminal masters' degree (MSW); and a Ph.D. degree. Both the BASW and MSW programs are accredited by the Council on Social Work Education (CSWE). The School is also the leading regional provider of Continuing Education for Social Work professionals.

The BASW Program enrolls approximately 100 undergraduate students in their Junior and Senior years and prepares them for generalist social work practice with and on behalf of individuals, groups, communities and organizations.

The MSW Program prepares approximately 350 students annually for advanced social work practice. Students are enrolled through one of three options: a *two-year day program*; an *advanced standing program* for students with a BA from an accredited social work program who enroll for one summer quarter and the advanced year of the MSW day program; and a *part-time, fee-based extended degree program (EDP)* which students typically complete over nine consecutive quarters of day and weekend classes. The school also supports joint degree programs leading to concurrent MSW/Master in Public Health and MSW/Master in Public Administration degrees that are usually completed within three years.

Students in the BASW and MSW programs earn approximately 20 percent of total required credits in the BASW and MSW programs through supervised field or practicum placements. Field education is a cornerstone of professional social work education; the Council on Social Work Education has recently designated field education as the “signature pedagogy” for the field. Practicum placements provide opportunities for students to apply classroom learning in the field and to synthesize social work knowledge, values and skills. Field education also creates an essential linkage between the SSW and the local and regional communities. SSW students contribute more than 200,000 hours of community service annually through their practicum placements.

The Ph.D. Program prepares students to become leaders in the advancement of knowledge in the profession and relevant interdisciplinary domains. Approximately six to eight students are accepted each year into a highly individualized program that emphasizes the development of the substantive and methodological competence to advance theoretical formulations and empirical research. The PhD degree is awarded through the Graduate School and the large majority of PhD graduates take academic positions upon graduation.

Academic and non-academic staffing

Professor Edwina Uehara was appointed Dean of the School of Social Work in 2006, the first dean of color to lead the School since its founding. She earned her PhD from the University of Chicago and is widely recognized for her scholarship on violence, trauma and mental health delivery, particularly as they affect Asian immigrants. She is also an accomplished educator and former winner of both the UW *Distinguished Teaching Award* and the *SSW Student’s Choice Award for Teaching Excellence*.

Dean Uehara provides leadership for the school’s educational, research and service activities. She has substantially expanded and deepened the School’s public and private partners and has reorganized the School’s administrative structure to make maximum use of limited resources and to align them with our trifold mission of education, scholarship and service.

The majority of the School’s human resources are organized under the leadership of one of three Associate Deans. The following sections highlight some of these appointments, which are summarized in more detail in the organizational chart in Appendix A.

Professor Marcia Meyers currently serves .50 FTE as the *Associate Dean for Academic Affairs* providing leadership for curriculum, instructional appointments, faculty development and student academic issues. Resources for Academic Affairs were expanded three years ago, to reflect the School’s commitment to quality education and the size and diversity of our academic programs. Additional faculty leadership is provided

through four part-time, rotating faculty appointments as Directors for the BASW, MSW, MSW-EDP, and PhD programs.

Table 1 summarizes tenure-line and instructional appointments for AY 2008/09. The School had 35 tenure-line faculty with teaching responsibilities: 13 tenured Full Professors; 16 tenured Associate Professors; and six Assistant Professors. All tenure-line faculty have PhD's in Social Work or related disciplines, including Psychology, Sociology, and Political Science. Most top tier Social Work, social and behavioral science graduate programs in the country are represented among the faculty.

The School endeavors to support a productive, manageable balance of faculty effort toward scholarship, quality teaching and public service. Tenure-line faculty are expected to teach the equivalent of 15 credit hours annually, with up to 3 credit hours fulfilled through scholarship and advising in the PhD program. Faculty are able to buy-out additional teaching time with external funds, and in AY2008/09, 11 tenure-line faculty reduced their instructional duties with external research grants.

Table 1: 2008-2009 Academic Year Tenure-line and Instructional Appointments

Full-time State-Funded Tenure-line Faculty	35
Full-time Lecturers (with some Classroom Instructional responsibilities)	6
Part-time Lecturers (Classroom Instructors for at least 3 courses with school service)	5
Auxiliary Instructors (Classroom Instructors teaching less than three courses with no service)	40
Premaster and Predoctoral Teaching Assistants and Sole Instructors	20

During 2008/09, 51 additional non-tenure track faculty served as part-time classroom instructors. They included experienced professionals from the local community and recent graduates of the SSW PhD program. All have master's degrees in Social Work or related fields and six have PhD's. Twenty current graduate students were also appointed as teaching assistants or sole instructors.

The School's commitment to students, to field education and to community service and engagement is reflected in the recent integration and reorganization of these activities under the leadership of Professor Margaret Spearmon, who serves as full-time *Associate Dean for Professional Development and Community Partnerships*.

Dean Spearmon provides leadership for practicum instruction; Table 2 summarizes the distribution of these instructors. A 1.0 FTE Lecturer serves as Practicum Director and an additional four full-time and two part-time Lecturers appointed as practicum faculty. Practicum faculty serve multiple roles, including outreach to identify and arrange practicum learning sites; coordination of student placements; student instruction and advising through practicum seminars; development and monitoring of student learning contracts; and direct liaison with agencies that serve as practicum learning sites. Direct instruction in the field is provided by 300 unpaid Practicum Instructors in local public and nonprofit organizations, experienced MSW practitioners who provide supervision, instruction, advising and evaluation for BASW and MSW students who are at their sites two to three days each week.

Table 2: 2008-2009 Academic Year Practicum Faculty and Instructor Appointments

Full-time State-Funded Lecturers (Practicum Faculty/Practicum Liaison)	4
Part-Time Lecturers (Practicum Faculty/Practicum Liaison)	3
Practicum Instructors at local sites (unpaid)	300

Dean Spearmon also provides leadership for the School’s recruitment efforts, student services, and a variety of community engagement activities that create sustainable, mutually enriching collaborations with local, regional, national and global partners. An Assistant Dean for Student Services and 3.0 FTE staff coordinate curriculum offerings, student activities, services and advising for the professional education programs. A Director of Admissions, along with 3.0 FTE staff, manages the School’s communication and outreach to new students, recruitment and admissions activities. The Director of Community Engagement Initiatives and Continuing Education and 4.0 FTE staff develop and deliver Continuing Education classes for social work professionals in the region, and collaborate with faculty and other units in the School to manage certificate programs, training workshops, symposia, and conferences. They also manage training contracts with the Department of Social and Health Services and Seattle Public Schools, and evaluate programs within and outside the School.

The SSW is one of the leading Schools of Social Work in the country in terms research productivity, and invests staff resources to sustain and expand the scholarship of its faculty and graduate students. Professor David Takeuchi serves .50 FTE as *Associate Dean for Research and Infrastructure Supports* to provide leadership for the school’s externally funded research activities; help tenure-line and research faculty develop their programs of research; and support the School’s research groups and centers. He supervises a professional staff of 5.0 FTE who provide pre- and post-grant management. Recognizing the critical role of technology for the faculty’s productivity as scholars and educators, the School recently recruited a new Director of Information Technology with extensive systems design and management experience and moved these activities under the supervision of the Associate Dean.

The Associate Dean for Research also plays a pivotal role in integrating research and scholarship into the School’s educational and community activities and in maintaining the School’s research agenda, working closely with faculty to support institutional research directions and develop opportunities for interdisciplinary collaborations. He works with campus and national partners to strengthen our relations with federal and state funding agencies and shape federal research directions and priorities.

Two of the School’s tenure-line faculty have partial Research Faculty appointments. Table 3 summarizes the distribution of other research appointments as of AY 2008/09. Twelve non-tenure line Research Faculty were supported with external research funds. Nineteen additional individuals were appointed as Research Scientists and 28 students from the SSW and elsewhere on campus served as Research Assistants for individual faculty and/or with one of the School’s research centers or groups.

Table 3: 2008-2009 Academic Year Research Appointments

Full-time Non Tenured Research Faculty	12
Research Scientists (full- and part-time)	19
Premaster and Predoctoral Research Assistants (most RA positions last more than one quarter)	28

In the 10 years since the last UW Graduate School review, the FTE of state-funded faculty positions has grown modestly. In 1997 of the 40.3 full-time equivalent (FTE) state-funded faculty positions, 36 individuals were full-time and 8 were part-time. In Spring 2009 of the 46.2 FTE state-funded faculty positions, 42 were full-time and 8 were part-time. The FTE of Research Faculty has also grown, from 5.0 in 1997 to 11.1 in Spring 2009.

Shared governance and external constituents

As the sections above suggest, the SSW is a large and complex unit. The School involves internal and external constituents in governance via standing faculty, staff, student and external advisory committees, supplemented by various *ad hoc* committees, forums and other activities. The broadly inclusive structure reflects the School's commitment to transparent and responsive shared governance.

In Spring Quarter 2009 the SSW had 51 voting faculty members (excluding those on-leave), including tenure-line faculty, research faculty and full-time Lecturers serving as classroom instructors or practicum faculty. The Faculty Council includes voting faculty from each rank, with one position designated for an individual holding a Lecturer position, including Practicum Faculty. To improve the effectiveness of the Faculty Council, and allow more time and attention for strategic planning issues, the faculty created a new standing committee in 2007. The Recruitment, Retention, Promotion and Tenure Committee includes voting faculty at the rank of Associate and Full Professor and takes responsibility for promotion and tenure reviews and for the review and development of related School policies.

A separate steering committee is elected each year for each of the three academic programs (BASW, MSW and PhD). These committees include faculty and student representatives, and Program Directors *ex officio*. The Program Committees are responsible for reviewing and approving curricular changes, developing and monitoring new educational initiatives, and developing and monitoring policies affecting the academic programs and their students.

Students are directly involved in school governance through membership on key committees and through the Student Advisory Council (SAC) of the School of Social Work. Students in each of the programs elect representatives to the SAC, which works to advance the School's mission by facilitating communication between the student body and the faculty and administration through advocacy, active engagement, and support.

A third internal governance structure provides input and representation for classified and professional staff. Staff elect representatives to the SSW Staff Council annually to represent them in various School decision-making processes and to advocate for staff concerns. The Council is also active in staff development issues, providing educational workshops and mentoring for new staff members.

The SSW has deep roots in the local and regional communities and robust ties to external constituencies that inform the School's trajectories in educational, service and scholarship. The *Social Work Advancement Team* is comprised of external stakeholders (alumni, donors, public officials and friends of the School). These members of our community join with the Dean and school's leadership throughout the academic year on creative, strategic problem-solving and planning around the School's major initiatives. At the national level, the School is connected to key constituencies through leadership in a variety of academic and professional organizations, including the leading organizations for schools of social work, the Society for Social Welfare and Research (SSWR), the Council on Social Work Education (CSWE), the National Association of Deans and Directors of Schools of Social Work (NADD), the Group for the Advancement of Doctoral Education in Social Work (GADE), and the Association of Baccalaureate Social Work Program Directors (BPD).

One indicator of the School's engagement with local constituents is the recent creation of the full time position of Associate Dean for Professional Development and Community Engagement. Associate Dean Margaret Spearmon and her staff work with a broad range of social and human service leaders, organizations, and

agencies in the region. The School also has longstanding ties with the 190 public and nonprofit agencies that serve as practicum learning sites each year. Many of the Practicum Instructors at these sites strengthen their ties to the School by becoming Clinical Affiliates. Each year 12-15 current and recent Practicum Instructors are chosen to serve on the School's *Practicum Advisory Council (PAC)*.

Budget and Resources

The School of Social Work consistently exceeds annual revenues and expenditures of over \$23 million for instruction, research, and administration. The School's budget directly impacts over 250 faculty, staff, and student FTEs. The School of Social Work uses a diversified budget strategy in order to meet the daily and emerging needs of its ten operational units and multiple research groups and centers.

Based on official UW fiscal records from FY08, the School of Social Work had \$23.2 million of revenues and expenditures, as summarized in Tables 4a and 4b. The diversified funding base allows the School to excel at research and instruction concurrently.

Table 4a: Fiscal Year 2008 Revenues

Sources	Dollars	Percent Total
Direct Research	\$15,075,885	65%
General Operating Funds	\$4,924,524	21%
Research Cost Recovery Funds	\$1,285,468	6%
Extended Degree Program Tuition & Fees	\$1,185,122	5%
University Local Fund Allocation	\$457,767	2%
Dedicated Program Funding & Fees	\$306,819	1%
Total Revenues	\$23,235,585	100%

Table 4b: Fiscal Year 2008 Expenditures

Uses	Dollars	% Total
Direct Research	\$15,075,885	65%
Instruction	\$4,581,452	20%
Non-Instructional Support Programs/Ops	\$2,616,721	11%
Research Program Support	\$567,908	2%
Dedicated Program Support	\$393,649	2%
Total Expenditures	\$23,235,585	100%

Evaluating the use of funding and human resources

The SSW strives to make the most efficient use of revenues to meet current and emerging priorities in instruction, research, and administrative operations. To do so, the Dean and Director Finance work with the School's governance systems to evaluate the current and optimal future uses of resources. In the most recent biennium the School's leadership has concentrated on three strategies.

First, the School increased the alignment between resources and costs by developing better fiscal tracking systems to analyze the costs of specific programs and operations within the School. Second, based on these analyses, the School took steps to maximize funding opportunities within and outside the School by leveraging existing resources. Third, the school managed growth and contraction in fiscal resources by engaging the school community in educational and deliberative processes about the school's finances. Together these

strategies have helped the School manage resources and resource fluctuations to protect and advance its core activities. A few examples illustrate the synergy of the aligning, leveraging, financial management and governance activities.

Over a two-year period the School analyzed and realigned the revenues and costs associated with its instructional programs. As part of this alignment process, the School analyzed revenues and expenditures for the fee-based Extended Degree MSW Program and leveraged over \$130,000 in direct support services annually for instructional activities. These analyses have also identified new sources of revenues through negotiations with consumers of the School's instructional services. For example, working with the federally-financed Child Welfare Training Advancement Program (CWTAP), which supports MSW training for current child welfare workers, we have been able to devote over \$168,000 each year to expand direct instruction and enhance support services in this area of the curriculum.

The School has also been successful in advancing capital improvements, even during a period of overall fiscal contraction. By maximizing facilities funding, the School was able to create a pool of \$220,000 for improvements to the building's long outdated first floor lobby area in 2009. These funds were used carefully and judiciously in a renovation that has dramatically increased the attractiveness, functionality and professional appearance of this area of the school, which is used daily as a student gathering and study space and a venue for faculty and community events. The final phases of this project will address two other issues that are prominent concerns for the School's community: installation of a building security system and conversion of one public restroom to a family/gender neutral facility.

The School continues to enhance, leverage, and manage resources as efficiently as possible. But the School's financial security is precarious because it rests on extremely limited permanent resources. The SSW receives less than 1.3 percent of total permanent state funding allocated to the UW's academic schools and colleges. According to the Vice Provost's FY07 unit comparison report, the SSW has the poorest per capita state funding of all academic units on campus. Our "GOF/FTE ratio" – which is the ratio of permanent state funds to full time equivalent faculty and staff employee – is \$52,803. This places the School at the bottom of the UW's 18 schools and colleges. To reach the mean ratio for all academic units, the School's GOF funding would need to be increased by \$22,938, or 43 percent, per equivalent full time employee.

Fundraising, development and grant strategies

Over the past 10 years, the School of Social Work embarked on a very successful capital campaign. The campaign had three broad goals: increasing student scholarships, creating "solution-focused" partnerships with outside sponsors, and increasing endowed professorships within the school in order to recruit and retain the very best faculty in the country.

The School raised over \$20 million for the capital campaign, reaching 203 percent of our target goal. This placed the School among the most productive units on campus in the campaign. SSW increased endowed professorships from one to six, created the School's first endowed chair and raised over \$650,000 for student scholarship. Most dramatically, the School launched its first "solution-focused" partnership: an innovative new public-private-university venture with a gift of \$10M for the new *Partners for Our Children* project, which is described in more detail later in this report. While the official campaign is over, the School of Social Work continues to seek out external support; current priorities include expanding the donor base to identify opportunities for solution-focused partnerships and scholarship support. In AY2009/10 the School is celebrating its 75th anniversary. Using this to spotlight our achievements, the School is organizing a series of

community, outreach and fundraising events that will include an *Endowed Professor Lecture Series* and a major scholarship fund raising launch event.

As indicated above and described in more detail in Section III of this report, the School's tenure-line and research faculty have been very successful in attracting external research funding from federal, state, and foundation sources. In addition to supporting the efforts of individual investigators and research centers and groups, the School is working to advance collaborations that will create new research and grant opportunities. Recently, for example, the Dean worked with the School of Health Sciences Board of Deans (HSBOD) to work on a joint initiative on health disparities – the first time that the HSBOD has worked on a joint initiative. As a starting point, the HSBOD has decided on address childhood obesity and the School of Social Work will lead the initiative. It is expected that this initiative will secure grant funding that would not have been available without the School's efforts to advance the collaboration.

Section II: Teaching and Learning

Student Learning Goals and Outcomes

In the following sections we describe the goals, organization and indicators of the success of School's education programs. Because they are structured so differently, we begin by discussing learning goals and outcomes separately for the professional programs (BASW and MSW) and the Ph.D. program.

BASW and MSW Programs

The School's professional educational programs build on a liberal arts perspective and provide cutting edge theory and practice methods to ensure that our students will emerge as leaders in the profession. The BASW and MSW programs are also grounded in social work's history, purposes, and philosophy and in a deep commitment to bringing these to bear on contemporary social needs and problems.

What are student learning goals?

The BASW and MSW programs prepare students to bring disciplined knowledge, skills and values to entry-level and advanced social work practice. The *program goals* of the BASW program emphasize preparing graduates for generalist social work practice in a multicultural context; for effective leadership in addressing complex social problems; for comparative and critical examination of social work history, policies, research, and practice; and for graduate education. The MSW program is framed by a set of core values that include social justice, multiculturalism, empowerment, and social change. *Program goals* reflect the two year structure of the program that prepares students for generalist practice in the first or foundational year, and for advanced professional practice and leadership in an area of concentration in the second or concentration year.

The MSW day program currently offers four advanced-year concentrations in the day program. The SSW was one of the first schools of social work in the country to offer a concentration in *Administrative Practice*, which prepares students for leadership roles in public and nonprofit social service agencies and systems. A more recently developed concentration in *Policy Practice*, one of the few in the region, equips students with the knowledge and skills to create social change by influencing the direction of policy. *Community-Centered Integrative Practice* employs a community-based empowerment model of practice, focusing particularly on communities that are disadvantaged by local and global institutions and processes. *Interpersonal/Direct Practice* is the professional application of social work theory and methods to the treatment and prevention of psychosocial distress, illness and impairment, and shares with all social work practice the goal of enhancement and maintenance of health and psychosocial functioning of individuals, families and small groups. Students within the Interpersonal/Direct Practice concentration specialize in *Children, Youth and Family; Multi-generational; Health or Mental Health* practice. The part-time or Extended Degree program currently offers a concentration in Advanced Generalist Practice and has recently launched two specializations within the Interpersonal/Direct Practice concentrations in *Multigenerational Practice with Children, Families and Elders* and *Integrative Health/Mental Health*.

Within the broad framework of the program goals, the SSW faculty have articulated specific *objectives* for student learning, in the classroom and practicum. The School is currently revising classroom and practicum objectives to reflect new, competency-based standards for student outcomes adopted by CSWE in 2008. When completed, these will articulate specific *practice behaviors* demonstrating mastery of each of 10 *core*

competencies adopted by CSWE for all social work programs. A draft of proposed foundational competencies and practice behaviors, for the BASW program and foundation year of the MSW program, is attached as Appendix E. When completed, these will provide consistent, measurable indicators for student learning in classroom and field education at the foundational and advanced levels.

Students in the BASW and MSW programs spend two or three days per week in their practicum placements. The School's learning objectives are incorporated into practicum instruction through individual learning contracts that are developed through consultation between the student, an assigned practicum faculty member, and the agency-based Practicum Instructor. All field settings are expected to reinforce identification with the purposes, values and ethics of social work; foster the integration of empirical and practice based knowledge; and promote the development of professional competence such that, with self-reflection and informed consultation, graduates can practice autonomously.

How does the unit evaluate student learning and student satisfaction?

Continuous assessment of the BASW and MSW programs is both a requirement for CSWE accreditation and a commitment expressed by the School's faculty. Student satisfaction is evaluated by tracking standardized data and engaging directly with students on a regular basis.

The School requires all classroom instructors to complete Instructional Assessment System (IAS) evaluations for each class and copies are forwarded to and reviewed by the Associate Dean for Academic Affairs and Program Directors. The Associate Dean also reviews comparative data from IAS along with data from Graduate School and Office of Educational Assessment (OEA) surveys to monitor student satisfaction at the school and program levels.

The School also solicits feedback from students on an ongoing basis. Students participate in each of the Program Committees and are invited to monthly student feedback sessions with Program Directors and the Assistant Dean, and quarterly sessions with the Program Director, Assistant and Associate Deans.

Student learning is tracked at the individual basis using classroom Instructors' grades for classroom instruction and Practicum Instructors' *Quarterly Evaluations of Student Learning and Competency*. Students are required to maintain a 2.8 grade point average in the BASW program and 3.0 GPA in the MSW program, with no grade below 2.7 on all courses counted for the MSW degree. Practicum Instructors evaluate student progress quarterly on practice competencies articulated in individual learning contracts and practicum faculty review all individual student evaluations.

The preparation of students for professional practice within Social Work, and accreditation by the Council on Social Work Education (CSWE), require the School to collect even more detailed and specific measures of student learning. For the last several years the School has used a Catalyst survey to collect students' self report about mastery of knowledge, skills and values derived from program learning objectives. BASW students are surveyed at the point of graduation and MSW students are surveyed twice, at the end of their first year and at graduation.

Aggregated data from the student surveys, along with aggregated results from the Practicum Instructors' student evaluations, are reviewed annually by the Associate Dean and Program Committees. The data have been useful for regular program review and improvement. They are limited, however, as tools for measuring student learning over time. During AY2009/10 the School will begin a review of our own practices and of best

practices for competency-based assessment in social work and related fields with the goal of developing more robust methods for the direct assessment of student learning.

Findings of the assessments of student learning and satisfaction

Multiple assessment approaches suggest that SSW students rate their educational experiences highly and see themselves to be mastering the knowledge, skills and values that they will need to be effective practitioners and leaders in the profession.

Student satisfaction with the Schools' professional educational programs is generally high. In a recent five year summary report of the first four items the standardized IAS course evaluation forms, SSW students' rating of the courses and instructors have been consistently above 4.0 (adjusted mean on the 5 point scale); this is slightly above the overall UW average. When SSW graduates are compared to other graduates at the same degree level in the Graduate School's annual exit survey, our graduates describe themselves as slightly less satisfied than all UW graduates at the Master's Degree level.¹ The differences between MSW and other Master's Degree graduates are small, however, generally ranging between .09 and .30 on a 5-point scale, and these differences are difficult to interpret given the diversity of academic programs that are combined for this comparison.

A more nuanced comparison of student satisfaction is provided by the OEA survey of graduates one year after graduation, which compares SSW graduates with graduates of other UW professional schools. In the most recent data, for 2007 graduates, MSW graduates rated their satisfaction with most dimensions of their education – including effective communication, critical analysis, working cooperatively, learning independently, and defining and solving problems in their field – at about the mean for graduates of all professional schools. The MSW graduates lagged their peers on some items relating to research preparation, such as applying *quantitative principles and methods*. They expressed the highest levels of satisfaction, and considerably greater satisfaction than peers from other professional schools, in several areas that are particularly relevant to the profession of social work and to the commitment of the SSW to preparing students for practice in complex and multicultural environments: *understanding differing philosophies and cultures* (mean=4.3), *understanding the interaction of society and the environment* (4.2), and *recognizing your responsibilities, rights and privileges as a citizen* (4.3).

Results of the SSW exit surveys suggest that most graduates of the BASW and MSW programs feel confident about their mastery of key knowledge, skills and values for the practice of social work. In the most recent BASW graduating cohort, the mean student response was 5.0 (on a six-point measure) on 60 percent of questions asking students to assess their competence on specific knowledge, skills or values. At the end of their foundation year, the average for MSW students was 5.0 or above on 30 percent of questions, and by the end of the advanced year, the average was 5.0 or higher on 86 percent of items. Although data for the MSW students is cross-sectional for each cohort (foundational and advanced), it suggests steady progress toward learning goals across the two-year program.

In both programs, graduating students expressed particularly high levels of confidence on competences relating to understanding of social work values and ethics; understanding of and commitment to standards of professional practice; ability to apply key social work theories to practice; critical understanding of social justice and inequality issues; ability to use culturally appropriate practices in assessment and intervention; and ability to work with diverse communities and across different practice levels. The expressed somewhat less

¹ Only data for MSW data are reviewed due to very small sample sizes for the BASW program.

confidence about their ability to understand and use research or to apply evidence based knowledge to their practice.

In summary, consonant with the mission of the School and the history and goals of the social work profession, graduates of the BASW and MSW are excelling in their ability to work at multiple levels to advance social justice and their preparation for practicing in complex, multicultural environments. Multiple data sources also identify research and evaluation skills as an area of potential concern in the MSW and BASW programs. In response to these and other indicators, the School has taken a number of steps to strengthen its research training, discussed in more detail below.

Perhaps the most important information on the quality of the SSW education is provided by student outcomes after they leave the School. In the 2007 OEA survey conducted one year after graduation, 97 percent of MSW graduates were working and nearly 20 percent were continuing on for additional education. More than one-half were working in full-time, permanent jobs within their career field. Most were employed in medical or social service settings.

Although MSW graduates were very likely to be employed in their field of training, they lagged graduates of all professional schools, combined, in their earnings. In the 2007 OEA survey, more than two-thirds (68 percent) of MSW graduates reported earning between \$2000 and \$3999 per month while more than one-half (53 percent) of all professional school graduates were earning \$4000 or more. This is of particular concern because MSW students also graduate with higher rates of educational debt. The 2007/08 Graduate School exit survey finds that nearly one-half of all MSW graduates had incurred more than \$20,000 in debt to finance their education, in comparison to only 30 percent of all graduates.

Ph.D. Program

The PhD Program in Social Welfare, which began in autumn 1975, prepares students to become leaders in the advancement of knowledge in the profession and relevant interdisciplinary domains. Students acquire both the substantive knowledge and methodological competence to inform effective social work practice and to advance scholarship in social welfare for the promotion of social justice.

What are student learning goals?

Students in the PhD program master common foundation knowledge in basic quantitative and qualitative research methods, substantive knowledge in social welfare theory and policy, and preparation for teaching. During the first two years of the program, each the student completes a core set of required classes within the School and develops an individual plan of study. The plan of study identifies additional coursework and supervised individual studies in a substantive issue of social welfare, the relevant theory base, and appropriate advanced research methodologies. Analytical reasoning, sensitivity to diversity factors, and the ability to develop and integrate a theoretical and empirical framework for one's current and future work are emphasized.

An expectation common to all students is that they exit the PhD program with competence in research and in teaching. Research preparation is addressed through required foundational qualitative, quantitative and research design classes and requirements for additional, advanced methods and analysis coursework. Students are also required to complete at least one research practicum with a SSW faculty member.

Competence in teaching is developed through a required course on teaching preparation, a required teaching practicum with a faculty mentor, and teaching opportunities in the BASW and MSW programs.

A particular strength of the PhD program is its interdisciplinary character. The program's nationally prominent, multicultural faculty includes scholars with a range of research foci and collaborative ties with other disciplines. There are three specialized training tracks available within the doctoral program. *The Prevention Research Training Program*, funded by the NIMH, supports social welfare doctoral students focused on promoting mental health resilience and prevention of mental health problems and disorders. *The Statistics Track in Social Welfare*, offers a set of courses built around a curriculum developed by the *Center for Statistics and the Social Sciences (CSSS)*. The third specialized track, in Population Studies, requires completion of courses that the *Center for Studies in Demography and Ecology (CSDE)* has identified as essential preparation in population theory and methods.

How does the unit evaluate student learning and student satisfaction?

Evaluation of student learning in the PhD program reflects the individualized nature of the program and close monitoring of student progress by faculty mentors. All students are required to pass general exams at the end of their first year of study. Each student is assigned a faculty mentor on admission to the program and this faculty member continues to monitor the student's program of study until responsibility is shifted to the Chair of the student's Supervisory Committee for General Exams and Dissertation. Faculty mentors meet regularly with mentees and complete quarterly written evaluations documenting students' progress, learning and plans for meeting program requirements.

Additional evaluation of student learning is provided by faculty mentors for student's required 1-quarter research and teaching practicums. Beginning in AY2009/2010 the School is augmenting evaluation of students' teaching preparation by requiring that all student TAs receive a separate IAS evaluation and that all supervising instructors provide a written evaluation of the student's performance.

The school evaluates PhD students' satisfaction with the program using many of the same tools employed in the MSW and BASW programs, as described above. Students complete IAS evaluations of all doctoral-level classes, and these evaluations are monitored by the Associate Dean for Academic Affairs. The Graduate School exit survey allows us to track students' self-reported satisfaction in comparison to that of graduates from other units. PhD students have additional opportunities to provide feedback on their experience through representation on all major committees of the school. The PhD Program also conducts at least two Town Hall meetings a year in which the Steering committee meets with the student body at large to discuss program development and issues.

Findings of the assessments of student learning and satisfaction

Although the sample is small in any one year, comparative data from the Graduate School's exit survey are consistent across multiple years and very positive. Nearly all report publishing papers while in the program and/or publishing from their dissertation, a rate well above that of all PhD graduates at the university. They also assessed the School more favorably on most dimensions than did all graduates, with particularly positive ratings (4.5 or above) of the school's academic standards, their own academic and professional training, the quality of the faculty and career mentoring.

Students accepted into the program have high rates of completion. The program's emphasis on small cohorts

allows intense faculty-student interactions and mentoring throughout the various phases of the program and fosters supportive, collaborative relationships among students. As a result, students in our School's doctoral program enjoy a high rate of completion. From its inception in 1975 through fall 2008, the program had enrolled 241 students. Only 31 of these students have withdrawn from the program without completing their degree. Considered another way, after the full ten year Graduate School limit on time-to-degree has been reached, approximately 75 percent of our entering students have completed their PhD (using the 1996-97, 1997-98, and 1998-99 entering cohorts). Most of the withdrawals occurred after the first year or between the fourth and sixth years.

Student progress toward the degree is somewhat longer than optimal, on average, but within an acceptable range for the majority of students. Admission to the program requires a graduate degree in Social Work or a related field, with optimal time-to-completion of the PhD of four years. Analysis of the period 1996-2008 shows that 42 percent graduated within the recommended four years and 66 percent within five; the average time to completion was 5.23 years. The average time-to-completion is lengthened for some students by their success in completing additional certification programs, as described above, or obtaining student-initiated research projects, which can extend the time necessary for coursework and for data collection and analysis. Although a longer period of time in doctoral studies is warranted for some students, the School has increased formal monitoring in an effort to assure that all students are making appropriate progress toward their degree.

Another measure of students' successful learning in the PhD program is their ability to attract external funding through fellowships and student-initiated research grants. In AY2007/2008, the School's PhD students received a total of 37 quarters of UW support (other than that provided by the SSW), 62 quarters of support through training grants, and 5 quarters of support for student-initiated research. In AY2008/09, quarters of support from the UW and training grants declined to 27 and 40, respectively, reflecting reductions from funding sources; quarters of support from student-initiated research increased, however, to 13. The sources of individual pre-doctoral grants and fellowships are quite diverse, reflecting the highly individualized preparation of our students. Over the last 9 years, 20 students have successfully obtained support from 16 of the most competitive sources in the country, including the Hartford Foundation, the National Science Foundation, the Agency for Healthcare Research and Quality, the Guggenheim Foundation, the U.S. Department of Housing and Urban Development, the US Department of Health and Human Services Administration, the National Science Foundation, the National Institutes of Justice, the National Institutes of Mental Health, the Society for Social Work Research, and the Association of American University Women.

The success of the PhD program is evident in short-term and longer-term outcomes for graduates. Of the 62 PhD's awarded since 1998, the large majority are in tenure track faculty positions or non-tenure track research or teaching positions. Of the 35 most-recent-decade graduates in tenure track positions, 31 percent are now tenured associate professors and 9 percent have advanced to full professorships.

Table 5: Current Positions of PhD graduates, 1998 to 2008

Appointment	Number	Percent Total
Tenure track faculty appointment	35	56%
Post-doctoral fellowship	4	6%
Non-tenure track research scientist	10	16%
Non-tenure track lecturer	3	5%
Private practice	4	6%
Missing	6	10%
Total	62	100%

Among the tenure track placements of the most recent decade graduates, several are at prestigious institutions, including Arizona State University, the University of Chicago, the University of North Carolina at Chapel Hill, the University of Minnesota, the University of Pennsylvania, Smith College and the University of Texas. International career placements include the Beijing University, Seoul National University, the University of Southampton and the University of Toronto. Our PhD program graduates are recruited by the top ranked schools and 14 of our graduates are currently serving as school of social work Deans (8) or Directors of social work programs (6). Among the schools and departments led by our PhD graduates are the Department of Social Welfare at Seoul National University, UCLA Department of Social Welfare, and the University of Denver School of Social Work.

All Programs

Using findings about student satisfaction and student learning to bring about improvements, curricular changes, and make decisions about resource allocation

The SSW is committed to continuous improvement of its programs, and the School's inclusive governance structure provides mechanisms for involving faculty, students and other stakeholders in efforts to increase the quality and responsiveness of our programs. Three examples suggest how the School community has identified areas of concern and allocated time, attention and other resources to bring about program improvements.

Reorganizing the PhD Program. In period since the last Graduate School Ten Year Review, the PhD Program has undertaken a number of curricular revisions intended to strengthen foundation preparation. Based on an analysis of feedback from faculty and students, and of procedures at peer schools and departments, the Committee revised the process for advancement to candidacy by adding the comprehensive exam on foundational content and the required Qualifying Paper as the basis for the General Examination. The Qualifying Paper, unlike the more tradition written General Exams, is expected to serve as a basis for pre-doctoral publication, an increasing crucial accomplishment in a highly competitive post-doctoral job market. Thus far this new approach seems to be fruitful. The first two years of implementing the Qualifying Paper have yielded not only a more meaningful appraisal of progress toward independent scholarship but some first rate papers published in influential journals.

Developing Specializations in the Part-Time MSW Program. In AY2007/08, the School began an intensive review of its part-time or extended degree program (EDP). This review was motivated by analyses of current and emerging trends in the field, concerns about the integration of the extended degree program with the School's other academic programs, and data suggesting that students in the EDP wanted more choice in their coursework and greater access to the expertise and specializations represented on the SSW faculty. The School assembled a working group to solicit input from internal and external stakeholders and to design new EDP options. Within a year the working group of students, faculty and school administrators developed and brought to the faculty two proposals for two new "hybrid" concentrations that combine the core elements of four existing MSW specializations. The new specializations within the Interpersonal/Direct Concentration -- *Integrated Health and Mental Health Practice* and *Multigenerational Practice with Children, Families and Elders* -- are being launched in AY2009/10. The new concentrations have been received with great enthusiasm by the EDP students and by Practicum Instructors in the field, and, as an added benefit, have substantially increased faculty commitment and involvement with the part-time evening and weekend program.

Strengthening Students' Preparation in Research and Evidence-Based Practice. Based on analyses of learning outcomes in the BASW and MSW programs, and of curricula at peer institutions, the Program Committees for each of the three degree programs are addressing the need to strengthen students' mastery of applied research skills. The BASW Program Committee has started discussions about the content, timing and sequencing of its research courses. Potential changes include expanding the research sequence and linking the classes more directly to students' practice classes and practicum experiences. In the MSW Program Committee, faculty and students have undertaken several follow-up assessments of the issues, including workgroups with instructors for the research courses and student surveys. The Committee will be considering revisions to the research course structure, such as the linking the advanced research course to the practice concentrations, that will be addressed as part of curriculum streamlining and revisions in AY2009/10. The PhD Program Committee undertook a top-to-bottom review of the required methodological preparation during the AY2008/09. A special committee of faculty and doctoral students reviewed the methodological requirements in the nation's top tier doctoral programs and recommended several changes, including the addition of a required advanced multivariate analysis course; an expansion of foundational qualitative methods to include a two course sequence covering qualitative design and qualitative data analysis; and an experimental agreement to resources with the Department of Sociology for basic and intermediate statistics.

What efforts are made to gauge the satisfaction of students of under-represented groups?

The SSW recruits and enrolls one of the most diverse student bodies on campus. The entire community of the School shares responsibility for developing and maintaining a responsive learning environment that is safe, supportive and inclusive for all students, including those from under-represented groups.

As described above, students have multiple opportunities to communicate their experience of the school's learning environment, through brown-bag and Town Hall sessions that bring students, faculty and administrators together to raise and address issues in the School community and curriculum. In addition to participation in governance committees, students are active in other faculty, staff and student committees that address special interests and issues, including for example the *Disability Committee* and Social Work Q's: Lesbian, Gay, Bisexual, Transgender, Queer, Two Spirit, & Intersex Students, Faculty and Staff, and their Allies. Students also organize themselves into a number of groups that represent specific student interests and concerns. Student groups have the assistance of a faculty advisor and are eligible for other forms of school support for their activities. Currently active student groups include the Organization of Student Social Workers; the Association of Black Social Work Students; Muslim Students of Social Work; Christian Social Workers and Jewish Social Workers.

Student learning goals for non-major students in undergraduate courses

Our undergraduate program consists primarily of courses offered only to those enrolled in our BASW Program. However, we offer several courses to students outside the program on prevention science, evidence-based practices in social work, and intergroup dialogues. We also offer an introductory course on the field of social work, which is available to non-majors. Student achievement in these courses is assessed via assignments, exams and other mechanisms common to the BASW classes. These courses are free-standing for any undergraduate and also function as feeder courses for the major; many students who take one or more of the courses apply to our BASW or MSW programs.

Instructional Effectiveness

Methods used to evaluate the quality of instruction

Classroom teaching faculty in the School are required to complete the IAS student evaluation for each class that they teach and all evaluations are forwarded to the Associate Dean for Academic Affairs. The results of student evaluations are reported by all full-time faculty as part of tenure and promotion processes and on the annual Faculty Activity Fact Sheet that are used to recommend merit increases to the Dean. Students also complete evaluations of Practicum Instructors, which are reviewed by Practicum Faculty and the Associate Dean for Professional Development and Community Engagement.

In addition to student evaluations, classroom instructors are expected to participate in collegial reviews. In 2008/09, the School updated policies and procedures for collegial reviews and expanded the requirement to include non-tenure track Lecturers who have at least half-time appointments. Collegial reviews are designed to provide tailored and candid feedback. Completion of the reviews is monitored by the Associate Dean for Academic Affairs but the full content of the review remains confidential unless the faculty member chooses to add it to his or her personnel file.

Opportunities and support for training in teaching

In addition to individual monitoring and support, the School organizes a variety of regular and occasional events to support teaching development. During 2008/09 the School organized a five session faculty development series. In AY2009/10, we hope to expand on this by launching a new Dean's Colloquium series engaging the faculty in collegial discussion of "defining issues" in social work education, community engagement and research. The School uses several approaches to provide extra orientation and support for part-time instructors, who have less routine contact with the School and regular faculty activities. An orientation is led by the Associate Dean for Academic Affairs each fall to introduce part-time instructors to Program Directors, academic affairs and student services staff, and to provide current information about the School, curricular goals and instructional resources and supports. In AY2009/10 half-time Lecturers, with the support from the Dean's office, began organizing peer-led sessions for part-time instructors on teaching issues such as assessing and evaluating student learning and managing conflict and difficult moments in the classroom. All instructional faculty are strongly encouraged to make use of CIDR resources to improve their courses and teaching skills.

The School uses a Lead Instructor model to provide additional support for classroom instructors in the MSW program, particularly those who are part-time and/or new to teaching. Senior faculty serve as Lead instructors in each multi-section course in the MSW program. Leads are responsible for working with all instructors for the course to develop common syllabi and coordinate course content and assignments. Leads have a special charge to mentor new instructors. A similar role is played by Concentration Chairs in the advanced MSW curriculum.

The school pays particular attention to the development of the teaching skills of PhD students. All PhD students are required to take a 3-credit course during their second year, "*Preparing to Teach: Instructional Theory and Practice*," and to complete a one-quarter supervised Teaching Practicum. Most students are also able to serve for one quarter or more as Teaching Assistants in BASW classes as part of their financial aid and training support package during their first three years at the school, and many have TA-ships for multiple quarters. After they complete the required coursework and Teaching Practicum PhD students are eligible to

serve as sole instructors in BASW and MSW classes. In AY2008/09, PhD students were the lead instructors for about eight percent of classes.

The School is currently assessing the adequacy of teaching opportunities for its PhD students. As described above, the PhD program has been very successful in securing pre-dissertation and dissertation support for doctoral students. This creates something of a quandary for teaching development because funding sources often discourage or prohibit additional employment. In AY2008/09 the School crafted a policy statement on teaching preparation for doctoral students, which will be reviewed by the PhD Program Committee and the Faculty Council in coming months.

Another important challenge for the School is development and training of Practicum Instructors, who provide the instruction for a significant portion of student learning in the professional degree programs. Practicum Instructors are not compensated for the field supervision and education that they provide for BASW and MSW students, and increasing the consistency of their training and preparation has been a high priority in recent years. This academic year the School launched a newly designed training program, *Field Instructor Training Program: From Practitioner to Educator*. The curriculum is delivered through 10 modules that address competency based learning objectives, leading to a Certificate in Field Instruction and providing Continuing Education Units. All new Practicum Instructors, and those without prior training, will be required to complete the 10 modules within their first year of teaching.

Examples of instructional changes in response to evaluation of teaching

Instructors in the BASW program meet periodically to discuss feedback provided by students at brown bag sessions held several times during the academic the year. When concerns about a course or instructor are brought to the committee or director of the program, efforts are made to remedy the problem by working directly with the faculty instructor. Changes in response to student feedback have included, for example, modifications of the content of particular courses, changes in content to reduce redundancy of material across courses, and modification of assignments and due dates so that students have sufficient time to prepare and successfully complete their work.

In the MSW program instructors have made both substantive and structural changes to courses in direct response to student evaluations. For example, the program originally structured a key foundation course, *Historical and Intellectual Underpinnings of Social Work*, as an intensive three-week course at the start of the foundation year. Student feedback indicated that students found it difficult to read that much material and to absorb the challenging content in such a brief period. In response, we ultimately restructured the course to span a full ten week quarter. More recently, the foundational course *Social Work for Social Justice* has been redesigned to address student concerns about its connection to practice and to create more opportunities for students to process challenging and sometimes difficult issues of diversity, multiculturalism, social and economic privilege and oppression.

Faculty teaching in the PhD program routinely revise course syllabi and their pedagogical strategies in response to both student outcomes and evaluative feedback from students. As a specific example, based on both direct discussions with students and formal course evaluation feedback in 2008-09, the Contemporary Social Welfare Policy course was revised this year to include more explicit content and emphasis on the role of the welfare state as a reflection and engine of racial stratification.

Teaching and Mentoring Outside the Classroom

Faculty involvement in student learning and development outside the classroom.

One of the signature strengths of the BASW program is the connection of students to direct practice in community settings. In advance of the one year of formal practicum instruction, which begins in the senior year, the School engages students as community volunteers through a required Community Service Learning placement and seminar. To manage the administrative demands of these placements the School is currently working with the Carlson Leadership and Public Service Center to develop a SSW sponsored Service Learning course. BASW students have other opportunities for learning outside the classroom through independent study and involvement in faculty research projects. Several students over the years have presented their work at the UW Undergraduate Research Symposium, which brings together students from across campus to share ideas and discuss project findings.

For MSW students, opportunities for faculty-supervised learning outside the classroom and practicum sites include faculty-supervised independent studies and RAships with faculty research projects. Typically these projects give students the opportunity to gain more in-depth content in an area of particular faculty expertise, or in which there is no existing course in the formal curriculum. Some faculty supervise MSW theses, a program option in which students to develop and implement an original research project under the supervision of three committee faculty members.

The PhD Program places significant emphasis on individualized student-faculty learning contracts in the form of 1-3 credit Graduate Tutorials in Social Welfare (SocWI 600). These tutorials for one or a small group of students are provided by faculty members with expertise in theory, methods or substantive issues relevant to the students' individualized programs of scholarship. Students typically have a mixture of formal courses and tutorials after they have passed their first year Comprehensive Exams. Most PhD students are also involved with the research projects of one or more faculty members within the first or second year of the program, and many continue to closely with faculty on research projects throughout their time in the program.

Student recruitment

The admission of highly qualified and highly diverse students is a high priority for the School. With this in mind, our recruitment and admissions process are geared to provide as much insight and support to applicants learning about the field of social work, the curriculum and specialties of the school, and the application process.

Total student enrollments in all SSW programs reached 526 in AY2009/10, a nearly 23 percent increase over AY2000/01 due primarily to expansion of the fee-based EDP program. As the figures in Table 6 suggest, the School was able to accomplish this growth while remaining highly competitive in its admissions and enrolling a highly diverse group of students each year.

Table 6: 2009-2010 Academic Year Student Enrollments

	Applicants Enrolled	Of Enrolled, Racial/Ethnic Minorities
BASW	56%	60%
MSW	31%	39%
PhD	10%	33%

Recruitment for the BASW program is geared primarily to students within Washington State. Materials are shared with advisors, faculty and students at community colleges in the state and at nearby regional colleges, and with students in their freshman and sophomore years at the UW. Great attention is taken to providing clear and comprehensive information on the website as research shows that students use the web as a primary source of information on academic programs. The School mails materials to colleges, makes regular visits to regional community colleges, and participates in several university-wide efforts to reach gatekeepers from institutions around the state. The School also holds regular information sessions that attract students on and off campus, and makes invited presentations in classes around the UW and at local feeder community colleges.

Recruitment for the MSW program is both statewide and national. The Admissions staff participate in a number of graduate fairs around the county in major cities, and attends a limited number of national conferences to connect with social work professionals and academics. They also stay in close contact with current practicum sites, as many have staff members that pursue formal training in social work. More recently the School has collaborated with three other graduate units to further our reach in national markets in which we have a shared recruitment interest. Keeping abreast of new technologies, Admissions staff are experimenting with a presence on a major social networking site and tracking the impact on the School's presence to a wider audience.

The diversity of the students who apply and enroll in the School's programs reflects sustained and successful efforts by the Director of Admissions and her staff to reach potential students who might not otherwise know about or consider the UW and the SSW programs. The School has partnered with GOMAP for a number of years to ensure a presence at the venues they attend. Additionally, we have formalized a relationship with a foundation that supports an underrepresented student demographic for undergraduate work to serve as a pipeline to our MSW program. We continue to work on facilitating a feeder school relationship with a Tribal University in state. The Admissions Office has a well developed visitation program for students who choose to spend a day on campus visiting classes and meeting with students and staff, and employs a current MSW student to provide more customized outreach and support to applicants from underrepresented racial and ethnic groups and to applicants with a disability.

A current challenge for the School's recruitment is the growth of similar educational options in the region. The school continues to see overall growth in the pool of students interested in social work and in total enrollments. The state also has experienced dramatic growth in CSWE accredited social work programs. Whereas in 2000 there were five BASW programs and five MSW programs in Washington State, there are now eight accredited program and one additional applying for accreditation at that BASW level, and seven accredited MSW program options. This growth of social work education opportunities will require the school to more clearly define our most strategic niche in the market and to educate our contacts in feeder institutions, current social worker professionals and prospective students about the unique strengths of the UW SSW programs.

PhD Program student recruitment is highly selective and cohort sizes are kept small. In a typical year, only 8 out of the 50-60 applications received result in admission. The characteristics of successful applicants include: strong aptitude for research, a clear focus on research questions and issues that are linked to critical domains of social work practice and social welfare policy, and a clear commitment to the advancement of social justice. There is also a significant emphasis on the recruitment of PhD students that reflect the diversity within the social work profession and society at large: over the past 5 years 17 of the 56 successful applicants (30.4 percent) were from underrepresented minorities. Given the individualized structure of the program,

recruitment of students whose interests match those of faculty is also critical, and faculty are closely involved in application review and admissions decisions.

Ensuring academic progress and preparation for academic and professional success

The SSW mobilizes considerable faculty, administrative and other support to ensure the success of its students while they are in the program and as they transition into the next phases of their professional lives. The School has one of the most diverse student bodies on campus, and advising and other activities are tailored to support all students and to recognize and respond to particular needs of students from underrepresented groups.

Students in the BSW and MSW programs are provided regular advising through the Office of Student Services and assigned faculty advisers at the beginning of each fall quarter. Faculty advisers help students with issues of professional and personal development, including choice of concentration/specialization; issues related to socialization to the profession; and career choices. Students also meet individually with Practicum Faculty to plan their field education placement and develop an individual learning plan for each year of field education. Additional oversight and advising for MSW students is provided through the development of an individual Student Learning Plan in their first year, in which students articulate their immediate practice interests and longer term goals, along with their concentration choice and plan for second year courses.

Throughout the academic year, a regular program of academic and professional supports is provided for BASW and MSW students, including workshops and TA consultants in the areas of writing, statistics, and study skills. The School routinely brings professionals and agency representatives to campus as guest speakers and workshop leaders, to support students' professional development and networking opportunities. Each year the School also sponsors a career fair during early Spring Quarter highlighting 25-30 agencies and organizations that provide employment opportunities for MSW graduates. The School has a very high completion rate in its BASW and MSW programs, due in part to aggressive interventions at first sign of academic trouble. As needed, students are referred to tutoring and study skills supports. Additional support for students with academic challenges include a highly individualized writing course for BASW students and a two-track research sequence in the MSW Day program, with regular and accelerated sections.

Although the School invests substantial resources in advising for BASW and MSW students, student evaluation of these services on Graduate School and SSW exit surveys have been at or slightly below their average evaluation of other dimensions of the School's programs. Analysis of advising issues by the Office of Student Services and Program Directors suggests that this may be due in part to the reliance on all faculty to serve as student advisors. Given the complexity of the programs, particularly the MSW program, one consequence of this broad expectation has been unevenness in faculty advisors' knowledge and availability. To ensure a deeper commitment among faculty advisers to student development, in AY2009/10 the School has recruited faculty "mentors" to serve as advisers to students if they had expressed an interest in serving in this larger, mentoring role. Each faculty member was assigned eight students to meet with as a group several times each quarter, to assure that all students will have met with faculty advisers who are committed to assisting students as they begin the program.

In the PhD Program, student progress is monitored and supported by faculty mentors. Entering students are assigned an initial mentor who is responsible for helping the student further define their substantive interest, identify appropriate courses and instructors, and develop an awareness of the culture of the PhD Program and the academic community. The student's primary mentor during their first year may continue in this role as the student forms a dissertation supervisory committee or another faculty member may assume this role as the

student's career aspirations and scholarly directions crystallize. During their first year, all PhD students participate in a 1-credit seminar led by the PhD Program Director to support their socialization into the school and doctoral studies. In AY 2009/10, the School added a second, 1-credit professional development seminar that is targeted at students making the transition to independent research and scholarship. For students approaching graduation and the job market, the PhD program holds an annual workshop session on preparing for the major discipline job-market conferences. The program has a specialized on-line Career and Job Search Information section to the PhD manual that includes information on how to develop teaching and research portfolios.

The School makes every effort to provide PhD students financial support during their time at the School. Successful applicants to the PhD Program in Social Welfare are offered a minimum of three academic years of funding that provides full tuition support and a modest living stipend. The guaranteed funding resources come from a variety of resources, and the PhD Program Office has been highly effective in helping students leverage in their first three years and beyond. An analysis of the most recent three years of funding shows that PhD program students as a whole received a yearly average of 26 quarters of funding for RA support and 20 quarters of TA support from the School, 5 quarters of external fellowship support, 13 quarters of support from faculty grants, 25 quarters of Graduate School resource support, 50 quarters of training grant support, and 11 quarters of funding from individual student grants. In effect this has meant that, while the PhD program only guarantees three years of guaranteed funding to in-coming students, it has been quite typical that students are fully funded through the completion of their PhD program.

The School is strongly committed to developing and maintaining a responsive learning environment that supports the inclusion and success of students from diverse social, racial, ethnic, linguistic and other backgrounds. The focus of the BASW, MSW and PhD curricula on issues of social justice and practice in multicultural settings bring issues of diversity, discrimination, oppression and inclusion directly into the classroom. The use of student mentors and membership in student organizations—for example, the Association of Black Social Work Students; Muslim Student Association; LGBTQ Students; International Students—provide a foundation of community and support for students from groups and backgrounds that have traditionally been underrepresented in higher education and that may be represented now by only a minority of students.

Section III: Scholarly Impact

The SSW is consistently ranked in the top five schools of social work nationwide, and the School's research productivity is an important factor in that ranking. In FY2008/09 the school's external research funding totaled \$22 million, in comparison to \$8.9 million at the last Graduate School review in 1995. After a peak of funding in 2003-2004, external research funds declined between 2004 and 2008, reflecting nationwide trends in public and private foundation funding for research. This trend appears to be reversing with the past year's total external funding and the receipt of \$13 million as of October 30, 2009. The School's faculty has been particularly successful in securing funding from federal agencies, which accounted for 53 percent of its funding in FY2008/09. NIH is one of the largest funding sources for our researchers and, according to the Research Portfolio Online Reporting Tool (RePORT, <http://report.nih.gov/award/trends/FindOrg.cfm>), the School had the largest amount of NIH support among the top ten social work schools over the past three funding cycles.

Impact of Faculty Research

The School's faculty conducts cutting-edge research on the causes, prevention, reduction and amelioration of social, health and socio-economic problems and inequalities. Their work draws from and contributes to theory and practice issues in the field of social work and in related social and behavioral sciences. The breadth and depth of these contributions is suggested by their publication record. Over the past two years (2008-2009), faculty published more than 288 journal articles, 73 book chapters, and seven authored or edited books. (Numbers include duplicated counts since each publication may be multiple authored with other SSW faculty.) Their work appeared in the leading journals in social work (including *Child and Family Social Work*, *Child Welfare*, *Children and Youth Services Review*, *Social Services Review*); sociology (including *Journal of Health and Social Behavior* and *Social Sciences and Medicine*); psychology (including *American Journal of Community Psychology*, *Developmental Psychology*, and *Journal of Consulting and Clinical Psychology*); Public Health and medicine (including *American Journal of Public Health*, *American Journal of Psychiatry*, *Annals of Behavioral Medicine*, *Archives of Pediatrics and Medicine*); and public affairs (including *Journal of Policy Analysis and Management* and the *Journal of Public Management and Research*). SSW faculty contribute regularly to interdisciplinary journals that address critical issues in the field, including for example *Journal of Interpersonal Violence*, *Prevention Science*, and *Race and Social Problems*.

Reflecting their prominence as prevention, intervention, practice and policy experts, faculty serve on major editorial boards, including current or recent service on the *Journal of Brief Treatment and Crisis Intervention*, *Children and Youth Services Review*, *Journal of Public Child Welfare*, *Social Work Research*, *Journal of Elder Abuse and Neglect*, *Child and Family Social Work*, *Affilia*, *Administration in Social Work*, *Social Service Review*, *Journal of Sociology and Social Welfare*, *Child Welfare*, *Journal of Emotional and Behavioral Disorders*, *Journal of Interpersonal Violence*, *Journal of Child Sexual Abuse*, *Child Abuse and Neglect*, *Journal of Public Management and Research*, *International Journal of Social Welfare*, *American Sociological Review* and *Sociological Perspectives*. Professor Jon Conte serves as editor for two of the leading journals in interpersonal violence research, the *Journal of Interpersonal Violence* and *Trauma, Violence and Abuse*.

SSW faculty have also served currently or recently on the boards of a number of professional research and academic associations, for example the Robert Wood Johnson Foundation, MedRest, Small Group Research, the Society for Social Work Research, the Annie E. Casey Foundation; the Society for Behavioral Medicine, the Council on Publications, the Office of AIDS Research, SAMHSA, the Association for Policy Analysis and Management, ASPCA and the American Professional Society on the Abuse of Children. Faculty routinely serve

as reviewers on federal grant panels and as ad hoc reviewers for foundation and other research funding sources, including the NIH Risk Prevention and Intervention for Addictions Review Panel, the NIH Health Disparities Panel, the WT Grant Foundation, the Russell Sage Foundation, the NIH Institutional Research Training Grants and Research Education Grants; the NIH Community Influences on Health Behavior and National Center on Health and Health Disparities.

The School continues to examine different metrics to measure its performance and impact. We recently formed a committee of faculty and staff to develop measures of the School's scholarship, teaching and community service. One example of this type of metric is the h-index to measure scholarly impact. The h-index was proposed by physicist Jorge Hirsch to quantify a scientist's scientific research output. A scientist has index h if h of his/her N_p papers have at least h citations each, and the other (N_p-h) papers have no more than h citations each. According, if a person has an h-index score of 10, the scientist has 10 publications with at least 10 citations. It aims to measure the cumulative impact of a researcher's output by looking at the amount of citation a scientist received. The index is not particular sensitive to a single publication with a high number of citations. In a preliminary analyses of the School's full professors ($N=14$), the School's average h-index score is 24.7 (total h-index divided by the number of full professors) which is much higher than the "norm" for biological and engineering scientists (20). The School's full professors also had a higher h-index score than full professors in the top social work schools (range of 16.0 to 19.8). Again, these are preliminary analyses meant to show how we are in the process of developing a set of indicators to measure our productivity and impact.

SSW faculty conducts their research as individual investigators and as collaborators and affiliates of faculty-led research centers and groups. Although it does not capture all of the scholarly accomplishments and contributions of the School's faculty, a description of eight of these groups is attached as Appendix F to highlight some School's signature strengths and contributions.

Student accomplishments

Our doctoral students are able to participate in a wide range of research studies and have opportunities to publish papers as a co-author or lead author. Accordingly, they are able to disseminate some of their ideas to scientific audiences and to the general public. Two recent examples illustrate how our students impact the field. Tatiana Masters, received her doctorate in June 2009, published "The Opposite of Sex? Adolescents' Thoughts About Abstinence and Sex, and Their Sexual Behavior" in *Perspectives on Sexual and Reproductive Health*. The paper examined adolescents' attitudes toward abstinence and how it affected their sexual behavior. Aileen Duldalao, a current doctoral student working on her dissertation, published her qualifying paper in the *Archives of Suicide Research*. Aileen's paper investigated how immigration and gender affected the behaviors and thoughts related to suicide among Asian Americans. Once they were published, both papers received wide media coverage and public attention. This broad coverage shows the potential impact their work has on policy-makers, social work and health care practitioners, parents, and different communities confronting the issues the papers address.

Influence of advances in the field, changing paradigm and funding patterns

One of the most pressing issues over the past seven years that has affect our research programs has been the reduction of funding at NIH to support social and behavior sciences and the decision at the National Institutes of Mental Health to reduce funding for predoctoral research training programs. Much of our federal external research funding comes from the National Institutes of Health. Over the past decade, the Institutes funding to

support social and behavioral sciences research has been reduced as they have increasingly turned their attention to a focus on biological and genetic causes of diseases.

Accordingly, the school did see a decrease in its federal research funding drop off in 2004-2008. Recently, with new emphases on support for the social and behavioral sciences and with economic stimulus funding, the school has seen an increase in its research funding over the past year. We are optimistic that this trend will continue.

On a related note, the National Institute of Mental Health has provided substantial support for predoctoral research training programs, especially for minority doctoral students. Over the recent past, the leadership at NIMH has decided to reduce its support for such training programs. The CSWE's Minority Fellowship Program, which has provided some fellowships for doctoral students at UW, will no longer receive support for NIMH. This reduction of training support does place an added burden on the school to recruit and supportive doctoral students from diverse racial and ethnic backgrounds.

To meet some of these challenges, the School provide temporary support for Betsy Wells, Research Professor, to work with faculty in developing new grant applications or refining their previous proposals. The School also worked with different NIH through the Office of Behavioral and Social Sciences Research to enhance research support for the social and behavioral sciences.

Collaboration and interdisciplinary efforts in research

Individual faculty and research groups at the SSW are actively engaged in interdisciplinary research that involves scholarly collaboration with other UW academic units and with other institutions across the nation and in other countries. Approximately 60 percent of the School's grant applications include collaborators from other UW academic units or research centers. These collaborative ties have led to more funding possibilities for our students, opportunities to seed grants, the inclusion of diverse perspectives in research studies, and well-designed research studies.

On campus, SSW faculty are active in a number of cross-campus initiatives, including the Center for Statistics and Social Sciences (CSSS), the Center for the Study of Demography and Ecology (CSDE), and the Institute for Translation Health Sciences (ITHS). Three of the School's most prominent centers described in Appendix F – the WCPC, IWRI and IDEA – are multi-unit or University centers that are located at the School and led by SSW faculty. The School's NIH funded Prevention Research and Training Program also spans units at the UW, involving faculty from Public Health, Nursing and other units as faculty mentor.

Other centers are notable for their collaborations with non-university partners. POC, for example, is partnering not only with faculty from other UW units but also the state Department of Social and Health Services. The IWRI is forging innovative partnerships for research and training with indigenous researchers, tribes and nations within the US and internationally. Faculty who specialize in applied program and practice evaluations and participatory action research methods routinely collaborate with local agencies and communities. Increasingly, faculty are expanding their collaborations to partner with colleagues and practitioners in other countries.

Support for junior faculty

The school is strongly committed to supporting the success of its junior faculty. Pre-tenure faculty begin with a reduced teaching load and allowed to restrict their participation in faculty committees during the first years of their appointments. Their 'start up' package typically includes six quarters of RA support along with summer salary and modest research start-up funds. The School provides a mentor or mentoring team for junior faculty who meet regularly to provide research and teaching mentorship, career advice, and professional socialization. The Associate Dean for Research provides additional, individual support for new faculty and several have been successful in obtaining multiyear pre-tenure research and training awards from NIH and other sources.

In addition to individual mentoring, the School supports a regularly scheduled lunch meeting where assistant professors can meet to discuss issues related to their academic or other activities. Towards the end of each academic year, the Dean and Associate Deans meet with assistant professors as a group to raise any issues they encounter over the past 9 months and to suggest possible workshops or activities for the next academic year. Finally, the school provides support in reading grants and research papers that give junior faculty a means to enhance their productivity.

A current challenge facing the School is support for the career progress of research faculty. As described above, the School has traditionally included non-tenure line research faculty at all ranks, and the number of these appointments has grown in recent years. Research faculty are supported by external research funds and join the faculty with either well-developed individual research portfolios or as more junior members of one of the School's research centers. The faculty recently revised policies for the recruitment and appointment of research faculty to improve the visibility and contribution of these appointments. Moving forward the faculty will be examining policies relating to the career progress of junior research faculty, particularly policies regarding promotion.

Recruitment of faculty from under-represented groups

The SSW is strongly committed to recruiting and supporting the career success of faculty from under represented groups and has one of the most diverse faculties on campus. This commitment is expressed through active recruitment and retention efforts that have increased the representation of women and persons of color on the faculty. In 1997 of the 40.3 full-time equivalent (FTE) state-funded faculty positions, 45 percent were women and 29 percent were persons of color; in Spring 2009 of the 46.2 FTE state-funded faculty positions, 74 percent were women and 35 were persons of color.

The School makes active efforts to diversify its faculty through targeted recruitment, including "early recruitment" of promising doctoral students at a point just prior to when they would typically go on the job market. By identifying candidates and mobilizing resources to provide a transition period during which they can complete their dissertations and launch their research programs, the School has been very successful in recruiting and retaining an exceptionally talented and diverse group of newer faculty. Of the three pre-tenure hires that the School has made over the past seven years, two are faculty members from under-represented groups.

The School continues to scan the field for the most promising opportunities to recruit talented faculty, including those from under-represented groups. Because of funding constraints within UW, however, our

opportunities to act on these opportunities have become increasingly limited. A related concern is that of retaining highly accomplished, nationally and internationally prominent faculty, particularly those from under-represented groups. As one indicator of our success and national prominence, faculty at the SSW are frequently the targets of recruitment efforts by top tier schools of social work, public affairs, and other disciplines. To date, the School has been successful in most efforts to retain top faculty. As UW resources decline, particularly in comparison to those of privately funded colleges and universities, our ability to continue to fend off these recruitment efforts may be jeopardized.

Section IV: Future Directions

Future opportunities, directions and goals

In the following section we describe five goals that showcase some of the School's major directions for the future.

#1. *Recruit a diverse and world-class body of students who are dedicated to service and leadership.* There exists a "perfect storm" of employment, leadership, and recruitment opportunities and challenges ahead of us that compels our goals and directions for student recruitment. Over the coming decade, employment rates in social work are expected to grow at a much faster rate than the average for all U.S. occupations. The Bureau of Labor Statistics projects a 22 percent increase in social work jobs over the next decade, with the greatest growth occurring in mental health and substance abuse (37 percent), medical and public health social workers (24 percent, particularly with elder populations, and continuing strong growth in child/family and schools (19 percent). In fact, social work positions in mental health, substance abuse, and geriatric social work are among the fastest growing occupations in the nation.

The expected growth rate for social work jobs in Washington mirrors those for the nation as a whole. The state's Higher Education Coordinating Board also warns of a looming "management gap" in the decade ahead of us, as a generation of well-educated, highly skilled baby boomers retire, replaced by a generation with lower average levels of education and skill. The gap will be acute across public, private and civic sectors, encompassing all of the social services. As the National Association of Social Work (NASW) suggests in a recent labor study, social work's "leadership gap" will be exacerbated by two trends: (1) older, experienced social workers are retiring at earlier ages and (2) recent entrants into our field are leaving the field at a faster than expected rate--creating a revolving door problem for the field.

Although employment prospects are good for social work graduates, the he problem of a high ratio of debt to salary, described earlier, is common across all schools of social work in the country, and a serious concern for the profession's ability to attract and train the highest caliber professionals.

At both the state and national levels, the next decade will bring major demographic changes in the college-bound student body. Washington's resident high school graduates are expected to decline by more than 7 percent over the next five years. College-bound graduates will then increase again, reaching approximately 2008 levels again around 2020. However, the racial and ethnic composition of this cohort will be very different. In 2020, compared to 2008, the proportion of Caucasians is expected to decrease by 23 percent and Asian Americans and Latinos will increase by 41 and 130 percent respectively. A higher proportion of college-going students are expected to come from low-income families; many will be first generation college students. Nationally, the "millennial generation" of college students will be highly diverse: 20 percent are second-generation immigrants; 31 percent are minority; and 1 in 10 has a non-citizen parent. With internet, satellite news, porous national borders, and the end of Cold War, this will be the first generation of college students to think of itself as global. And compared to previous generations, more "millennials" will be drawn to public service and the desire to "make a difference."

SSW is prepared for UW's diverse student body of the future. In all three programs, we currently successfully recruit student bodies that are highly diverse on dimensions of race/ethnicity, age, gender, sexual orientation, cultural and religious background; many are first generation college students. Our mission, vision and goals will

connect strongly with the public service and social change aspirations of the generation of students entering the university in the coming decade. We're supremely well prepared to recruit and support the best and brightest of the generation to critically needed service and leadership roles in Washington State and the world beyond. The urgent need and opportunity for bringing the "best and brightest" to critical service and leadership roles—and the School's capacity to meet that need—are clear.

We envision several strategies to reach our goal: (a) Expand student recruitment efforts--locally, regionally, nationally and internationally – that attracts candidates highly motivated to serve the public good, who might otherwise be drawn to other professions (business, law, architecture) and disciplines; (b) attract, recruit, and enroll diverse, world class student body; (c) increase student scholarship and grant support and opportunities for paid practicum instruction placements; (d) expand support for international practicum placements; and (e) Expand support for career counseling and placement.

#2 Reinvent our educational programs to meet the challenges of 21st century social work practice.

Significant opportunities exist for the School to reinvent and extend our educational program offerings in the coming decade, particularly given the strong fit between regional and national employment needs and distinctive strengths and capacities of the School. For example, over the coming decade the greatest job growth in social work will occur in areas of our school's greatest teaching and research strengths (i.e., health, gerontology, mental health and substance abuse, children/families). Our school also has great strengths to bring to bear on educating the next generation of service sector leadership. Ours is the oldest social work administration concentration in the nation, and one of very few in the region. We also have one of the few social welfare policy practice concentrations in the region. We have concurrent degree program with two other academic units with strong, complementary foci in service and leadership curricula (Public Health and Public Affairs).

Our extensive applied research portfolio, our applied research centers, and our innovative curricular approaches afford us a clear source of distinction. Our faculty is renowned—regionally, nationally and internationally—for its expertise in areas key to quality social work practice and education now, and in the future, including, for example, research and practice with diverse populations; diversity education and intergroup dialogues pedagogy; school- and community-based prevention; community-based practice and community-based research.

At the same time, important changes in UW resource strategy, including the move to Activity Based Budgeting, underscore the importance for all academic units of directing resources toward distinctive strengths. That is, instead of doing "what we've always done", we must ask what we do best, what contributes optimally to mission and revenues, and what's promising for the future. To thrive under the University's new resource strategy, the School must gain a more sophisticated understanding of program cost structures and market opportunities. We must also strengthen our capacity for imaginative dialogue about future possibilities, sophisticated analysis of our markets and opportunities, and agile implementation and assessment of educational innovations.

Our academic programs must build upon our "distinctive strengths", and our curricula must effectively leverage who we are, what we do best, and what makes us distinctive in the region, the nation, and the world. Strategies that will help us reach our goal include: (a) Redirect resources to enhance our technical capacity for timely, sophisticated analysis of our markets and opportunities, program costs, and tuition/financial aid models; (b) develop performance measures for each SSW program element and create a process for wide ownership of the analysis and use of the findings; (c) establish mechanisms for frequent and regular reviews of the curriculum for each academic program in relation to quality, costs, outcomes, and revenues, performance,

(d) create and support “dialogic spaces” to engage the SSW community in imaginative, ongoing dialog about the future and our place in it, the changing marketplace for professional skills; (e) create mechanisms to support timely implementation, review, and modification of curricular innovations and (f) enhance support for concurrent degree programs and exploration of collaborative program possibilities.

#3. Reinvigorate our commitment to practice. Over the coming decades, the asymmetry between human service needs and the resources likely available to meet them will reach serious proportions, leaving social workers, direct care (non-degreed) workers and the people depending on their services in the lurch. The United States, like many other affluent nations, will experience unprecedented levels of demand for health and social services among older adults, with no appreciable decrease in the demand for other categories of service: child care, healthcare, financial assistance and social services —particularly for children and families in poverty. The swell in demand will affect federal and state budgets, health and social services, and income transfer programs—as well the need for social workers, allied professionals, and direct care workers.

Given the increasing racial, ethnic and cultural diversity of all populations served by social workers, the appeal for “culturally competent care” and for professionals of color will be especially prominent. At the same time, fiscal pressures in the coming decade will intensify the demand for “evidence-based” services while undermining our capacity to deliver them. The needs explosion will create complex requirements and demand for new skills and services. These services will likely be provided in organizational settings with decreasing resources for supervision and supports—and with the attendant tensions and issues associated with increasingly diverse workplaces. In other words, we will ask practitioners to provide and prove the efficacy of more complex, “evidence-based” and “culturally competent” care, for greater numbers of clients—in fiscally strained, diverse environments, with less supervision and support.

Not all of the burden of increased demand and constricted resources will fall on bachelor’s and master’s level - educated social workers. In fact, direct care workers are expected to increase by 50 percent over the next decade. This workforce, typically low wage, is also more vocationally isolated, has more need for supervision, and is more at risk of job instability. They are often recent immigrants and women of color. To grapple with these challenges, schools of social work need to join in close partnership with practitioners to address the challenges to practice and to practitioners. The SSW has begun this effort with the elevation of responsibility for practice development and strategic collaborations to the Dean’s Office (the Associate Dean for Professional Development and Community Engagement) and to our commitment to community engagement.

We propose several strategies to move forward: (a) Strengthen the bonds with the practicum agencies, including through development of field-based Learning Centers, (b) leverage the extensive SSW’s resources to expand the Schools engagement with issues of the professional social work community in the field; and (c) address the structural obstacles to the achievement of workforce excellence and the retention of skilled people in social work and human services through a program of research, analysis and translation to support policy initiatives and institutional change.

#4. Design sustainable solutions to the seemingly intractable social problems of our day, in partnership with others equally committed to the task. Now, perhaps more than at any other point since the founding of the American research university, society expects our leadership and resolve in tackling the seemingly intractable social problems of the day, from poverty, homelessness, and environmental degradation, to inadequate and inequitable access to health and healthcare, education, and human services. The size, complexity and urgency of the challenges facing us requires the expertise, energy, and will of leaders from all societal sectors—public, private, nonprofit, and philanthropic.

No university is better prepared to leverage cross-sector talent and to lead in problem-solving than is UW; no unit on our campus is better prepared for leadership than is the School of Social Work. In the coming decade, the School will continue to seek opportunities for solutions-focused partnerships, to harness our capacity to address real-world social problems, in close collaboration with committed partners from the University and the public, private and nonprofit sectors. When optimally structured and positioned, we are confident that these solution-focused partnerships will provide deeply enriched learning environments for students and faculty, compelling environments for innovation and practical knowledge development (“Bell labs without borders”), and the stimulus for innovations in practice, intervention programs and public policies. Some of the strategies to reach our goal includes: (a) continue support and full implementation of Partners for our Children, our own prototypical solutions-focused partnership with university, public sector, private/nonprofit, and philanthropic partners; (b) seek resources and opportunities for other strategic partnerships that leverage our signature strengths (c) support and create incentives for the evolution and expansion of our researchers, and research centers and groups toward solutions-focused discovery; (d) develop the technical capacity to assess partnership opportunities, evaluate performance, outcomes and impacts, and identify “best practices” in the field; and (e) extend and expand collaborative, solution-focused efforts with UW partners.

#5. Sustain and strengthen the conditions for individual and organizational “flourishing” in a vibrant, diverse school community. As President Emmert once observed, when it comes down it, “the success of people *is* our resource.” The work of staff, faculty and students comprise the work of the School. A central task of leadership is to provide the resources and work environment that allows staff, faculty and students to succeed in the pursuit of collective aspirations, and to flourish. To continue to attract and maintain our world class faculty, staff, and student body and to enhance the organizational conditions that allow all our members to thrive while maximally contributing to our public engagement mission, the School’s leadership must support access, excellence, and empowerment.

To thrive and to lead change in the coming decades, the School must become a flexible and adaptive organization, continually scanning the global environment, encouraging “out of the box” analysis of emerging societal issues and trends, and reinventing the profession’s role in the world. While pursuing agreed upon directions, we must also allow room and resources to encourage faculty, staff, and students to look beyond current directions. While relying on School’s leadership to maintain the appropriate balance of change and stability, we must cultivate an organizational culture, structure, and membership that reward strategic analysis and risk-taking, self-reflection, and reinvention. Our priorities for the future in this area include: (a) Seek every opportunity to increase revenues to support the teaching, research, and service missions of the School and the recruitment, retention, and quality of life of the School’s highly diverse, productive, world-class students, faculty, and staff; (b) continue and expand current efforts to establish organizational policies and norms that reinforce inclusivity and participation, transparency, and reflective and responsible shared governance for faculty, staff, and students; (c) continue current efforts to strengthen alignment of the School’s resource allocation and expenditure pattern with our mission and our major goals and directions.

Current and future benefit and impact regionally, statewide, nationally and internationally

As this report illustrates, our impact on the local, national, and international levels is deep, substantial, and significant. The great majority of our graduates continue to reside and work in Washington, assuming critical service and leadership positions across the State’s public and nonprofit sectors. Graduates from our professional degree programs direct many of the region’s largest and most successful service organizations, including Seattle Urban League, City of Seattle’s Department of Neighborhoods, City of Seattle’s Human Service Department’s Family and Youth Services Division, Atlantic Street Settlement, and Therapeutic Health

Services. Our Continuing Education program is the largest in the region, last year providing 114 CE course to over 1,700 human service professionals. Each year, through their practicum placements, our BASW and MSW students contribute approximately 200,000 hours of supervised volunteer service hours to more than 190 Puget Sound nonprofit and public service agencies.

Our School's faculty includes some of the nation's most well-published, influential social work scholars, social scientists, practitioners, and educators. Part of their reach can be seen in some of the top journals in social work, public health, prevention science, and social services that impact theory and evidence. Our research centers and investigators collaborate with public and private agencies and community organizations at the international, national, and local levels to work on pressing social and health problems including enhancing the quality of life for foster care children and adolescents, preventing substance abuse and mental health problems, critically examining poverty policies, reducing obesity among children, examining maternal depression, and reducing health disparities.

Our faculty is also renowned as a major force for innovation in social work education. Two examples illustrate our national influence.

Professors Ratnesh Nagda, Margaret Spearmon, Mary Lou Balassone, Stan DeMello and Sue Sohng established the *Intergroup Dialogue, Education, and Action (IDEA) Center* at the SSW. The Center integrates the practice and pedagogy of intergroup dialogue into social work practitioner education and research and serves as a resource for other campus, community, and national efforts addressing inequalities, fostering empowerment, and building alliances for social justice. IDEA trains undergraduate and graduate students; provides national and international leadership in intergroup dialogue applications in social justice education, civic engagement, and peace building efforts; and conducts ongoing curriculum development, research, and evaluation. In 2006, the IDEA Center received UW's prestigious Brotman Award for Instructional Excellence. Intergroup dialogue classes are offered in the SSW BASW and MSW programs, and are now part of the UW diversity minor and are a pre-requisite for Early Childhood and Family Studies in the School of Education and the Bachelor of Nursing program.

Professor Nancy R. Hooyman has provided national leadership for the advancement of gerontological social work education through establishment of the *CSWE National Center for Gerontological Social Work Education Center (Gero-Ed)*, funded by the John A. Hartford Foundation of New York City. The Center promotes gerontological competencies in social work education nationwide to prepare students to enhance the health and well-being of older adults. The Gero-Ed model encompasses faculty and programmatic development initiatives reaching over 230 programs in all 50 states; student recruitment and leadership development; educational policy an advocacy, such as the alignment of gero competencies and practice behaviors with the 2008 CSWE EPAS initiative; and (4) resource development and sustainability of curriculum changes after funding ends.

In addition to projects of national significance, the school has increasing global impact through collaborative international research in sites as diverse as Australia, Japan, China, Thailand, Cambodia, Kenya and New Zealand. Over the decade, our faculty has formed educational global partnerships with colleagues in the horn of Africa, and has been involved in collaborative efforts to build curricula and educational programs in Thailand and Cambodia. Our partnership with the Royal University of Phnom Penh (RUPP), directed by Professor Tracy Harachi, is a model for the future. Through the partnership, the School of Social Work graduated six highly accomplished Cambodian social work students who then returned to RUPP to take faculty positions. In 2008, the UWSSW-RUP partnership established a new social work department at RUPP—the first social work program in Cambodia's history.

The School of Social Work is a highly diverse, engaged, and accomplished academic community whose strengths and contributions are manifold. Over the past decade, the School has maintained its position as one of the top-ranked graduate schools of social work in the nation. Our graduate student body, historically highly qualified and competitive, is also now the most diverse on the UW campus, encompassing a higher percentage of students from historically underserved populations than any other academic unit. Our research portfolio has increased substantially since our last program review reflected, for example, in the nearly 260 percent increase in external research funding. As we look forward to the next decade, we have outlined five of our major goals. As we reach these goals, we fully expect to increase the depth and breadth of our benefit and impact, regionally and nationally and globally. In ten years, we expect to have graduated, in larger numbers than before, a generation of social work professionals from diverse backgrounds who are excellently prepared to meet the many service and leadership challenges of the day. We will continue to make a palpable difference in the lives of vulnerable populations through solutions-focused initiatives—and we will have helped to establish new UW models of long-term public/private/university partnership. We will bring our substantive expertise to bear on redressing social disparities in health and mental health, creating human services that empower and dignify communities of color, promoting healthy aging, and preventing problems experienced by economically disadvantaged and vulnerable children and families. Our research groups will continue their excellent track records for rigorous and real-world science; commitment to finding solutions to greatest challenges in social welfare; demonstrated commitment to collaboration and cross-fertilization of efforts and ideas, as well as to train the next generation of social work researchers. We will continue to be a diverse, vibrant and flourishing community—we will continue to value collective enterprise; collaboration for the greater good; and disciplined inquiry, innovation and risk-taking. We will maintain the prodigious intellectual and social capital necessary for success.

PART B: UNIT DEFINED QUESTIONS

How is the School preparing students for practice in diverse and multicultural environments and fostering a responsive learning environment on these issues?

The SSW is committed to fostering diversity in the School and to preparing students to practice effectively in increasingly diverse and multicultural environments. Beyond the goal of building an inclusive and responsive learning environment, the School has adopted multiculturalism and preparation for culturally competent practice as one of the organizing principles for its academic programs. This commitment includes a curriculum that requires faculty and students to critically investigate mono-cultural, ethnocentric and universalistic assumptions and to provide students with the intellectual and practical skills for culturally competent practice in a rapidly changing, increasingly diverse, and deeply inequitable global environment. These issues are addressed in specialized courses that focus on issues social justice, diversity and multiculturalism, including required coursework at the BASW level in *Cultural Diversity and Social Justice* and at the MSW level in *Historical and Intellectual Underpinnings of Social Work*, in *Poverty and Inequality* and in *Social Work for Social Justice*. They are also integrated throughout the curriculum through relevant theory, practice and ethics content.

The School's commitment to diversity and multiculturalism is more than a static element in the curriculum. It challenges the School community to engage in ongoing self-reflection, innovation and improvements in how we do business. Regular feedback from students, classroom and practicum instructors is used by the school community to identify and address issues in the school's learning environment and to sensitize members of the school community to historical patterns of discrimination and oppression by race, ethnicity, gender, disability status and sexual orientation, as well as emerging issues such religious intolerance.

One issue of consistent concern is faculty development on issues related to these topics and on pedagogical approaches and classroom skills for engaging in sometimes difficult classroom interactions on sensitive and challenging issues. Faculty development is particularly challenging given the large number of part-time instructors who teach in the School. The peer-led faculty development seminars led by half-time Lecturers starting in AY2009/10 will provide one new vehicle to engage part-time instructors in the development of knowledge and skills for the classroom. The 75th Anniversary *Endowed Professor Lecture Series* is providing another opportunity for classroom and Practicum Instructors to advance their knowledge on topics that have substantial social justice content. The Dean's Colloquium series, planned for AY2009/10, will create another venue for school-wide engagement with issues of social justice and other difficult and "defining issues" in Social Work education and research.

A related issue is that of orienting new students to the opportunities and challenges of addressing issues of social justice and multiculturalism in their education and professional development. This academic year, students in both the MSW and PhD programs worked with faculty to design and deliver new approaches to student orientation and faculty development at the start of the year. During the two-day orientation of new MSW students, second year students designed and facilitated a series of community building activities presenting a framework of social justice, principles for engaging in critical dialogue, and an opportunity to build a sense of common purpose among diverse learners. Based on input from received from doctoral students, the PhD Program Steering Committee established a sub-committee that was charged with the task of interrogating and promoting consistency between the PhD Program's commitment to diversity and social justice and the content and experience of doctoral education. As a critical step in the promotion of this

consistency, in Fall 2009 this committee worked with the PhD Program Office to expand the standard PhD Program Orientation to include a full day of orientation dedicated to an examination of the ways in which doctoral faculty and students in a learning community must work together to make real a collective commitment to social justice in theoretical preparation, in collegial relationships, and in experiences of classroom learning that are transformational for faculty as well as students.

What challenges is the School facing in practicum education? What steps is it taking to meet these challenges?

The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practice world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum-classroom and field are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Traditionally, social work education has relied on volunteer, social work practitioners in human services agencies to support this educational component of the curriculum. Changes in funding for human services, has severely compromised the availability of adequate field internship opportunities at all levels of social work education. The spread of managed care, perhaps the most dramatic change of all, has rendered protected caseloads and dedicated field instruction for social work students increasingly difficult to secure. Social service funding reductions and staff turnover exacerbate the problem, and each year field instruction programs face the challenge of securing viable placement sites and qualified field instructors. Schools of social work, including the UW SSW, are faced with grave inconsistencies in the quality of field education experienced by students.

To gain insight into the impact of these practicum challenges at the SSW, a number of mechanisms were employed to guide an inquiry process. Student focus groups, an analysis of practicum data and exit surveys all confirmed the existence of inconsistencies in the quality of field experiences along with student dissatisfaction with the minimal opportunities to integrate class and field learning. Polling field faculty and Practicum Instructors identified a need for training and enhanced support to practicum agencies. This data supported the findings reported in the literature and required multiple avenues of intervention.

To this end, in AY2009/10, the SSW implemented a mandatory new Practicum Instructors' training certificate, described earlier, and will pilot a new nontraditional model of field education winter quarter. *Field Learning Centers* will allow the SSW to develop intentional and mutually beneficial partnerships with social service agencies to strengthen student learning and practice while addressing community and agency identified needs and service priorities. This type of partnership involves a commitment to providing an exemplary educational experience for social work students, building the capacity of community organizations and groups, and employing community based research methods to meet the needs of communities and residents.

The Field Learning Centers pilot project will have three distinct components. First, they will provide generalist practice internships that reflect changing consumer groups, new evidence practice interventions, and current social issues, and will participate in an integrative seminar to facilitate the integration of class and field learning. Second, faculty and students will be encouraged to engage in technical assistance projects aimed at enhancing the capacity of the practicum agency. Through a collaborative process, the SSW and agency staff will identify and design strategies for strengthening the organization's functioning and service capacity through, for example, program development and evaluation, needs assessment, grant application preparation, professional development for agency staff, community outreach and strategic planning or community education, training and collaborative initiatives. Third, the pilot sites will be evaluated to understand the impact of this intervention on student learning outcomes, on organizational capacity and service effectiveness.

How is the School managing contraction in state revenues? What is the impact on the School's education, scholarship and service mission?

As described earlier in the report, the SSW employs a broadly inclusive governance structure and has made significant progress in recent years in increasing the transparency and utility of financial reports. The School's response to the AY2008/2009 reduction in state funds provides an example of how these processes have supported decision making in the School.

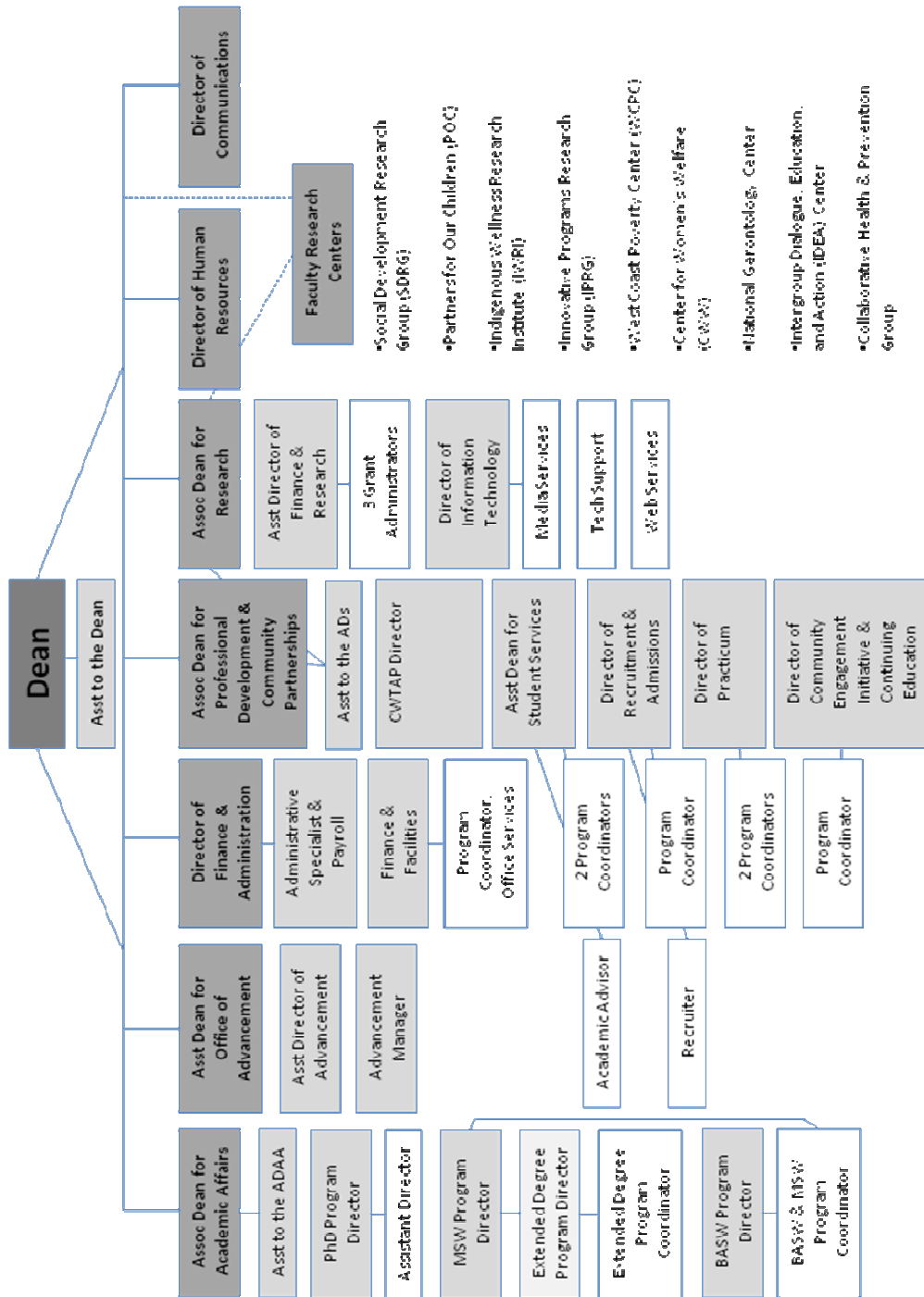
When the magnitude of the budget reductions was determined in the spring of 2009, the Dean and Director of Finance provided detailed information in a series of meetings with the School's faculty, staff and students. Two committees were formed to engage a broad cross-section of faculty, administrators and staff in deliberations about how to reduce expenses or increase revenues in two areas: administration and instruction.

Both committees met weekly for over two months to analyze operations in detail, and were able to reach consensus on recommendations for meaningful cost savings. The most dramatic recommendations were to streamline curricular offerings across each of the School's programs without reducing either enrollments or student credit hours. This recommendation is resulting in a saving of approximately \$190,000 annually through the reduction of redundancies, integration and consolidation of small classes and concentrations, and leveraging of additional resources on campus.

Although the School continues its very successful trajectory of obtaining external research funding, and has been able to absorb recent reductions in state funds without reductions in instructional offerings, the School has little capacity to absorb additional reductions. As described earlier, despite its success in raising external funds, the SSW receives less permanent funding relative to its FTE than other units on campus. As of the last fiscal year, the School generated 2.3 percent of total Indirect Cost Recovery received by the University but received less than 1.3 percent of permanent state funding allocated to academic schools and colleges.

PART C: APPENDICES

Appendix A: Organizational Chart



Appendix B: Budget Summary

School of Social Work FY04-FY09

School of Social Work Overall Finances*

	2003-2005 Biennium		2005-2007 Biennium		2007-2009 Biennium	
	FY04	FY05	FY06	FY07	FY08	FY09 ¹
Operating Finances	\$5,945,611	\$6,273,371	\$6,898,911	\$8,446,859	\$8,159,730	\$7,587,847
Direct Research Expenditures	\$15,979,328	\$21,206,970	\$17,782,806	\$16,269,227	\$15,075,855	\$17,252,518
Totals	\$27,206,970	\$24,056,177	\$23,168,138	\$24,218,290	\$23,235,585	\$24,840,365

School of Social Work Core Operating Budget**

	2003-2005 Biennium		2005-2007 Biennium		2007-2009 Biennium	
	FY04	FY05	FY06	FY07	FY08	FY09
Sources	\$5,202,259	\$5,340,143	\$7,105,245	\$8,236,473	\$7,786,916	\$7,622,713
Uses	\$5,202,259	\$5,340,143	\$7,105,245	\$8,236,473	\$7,786,916	\$7,622,713

School of Social Work Gross Research Awards*

	2003-2005 Biennium		2005-2007 Biennium		2007-2009 Biennium	
	FY04	FY05	FY06	FY07	FY08	FY09 ¹
Totals	\$29,109,417	\$23,885,808	\$19,778,270	\$16,657,687	\$16,773,527	\$22,293,327

*All figures for the Overall Finances and Gross Research Awards from the Office of Research Annual Report of Awards and Expenditures from FY04-FY08

**Reports based on annual reporting locally from the School of Social Work and only include units central to instruction and support operations in research and general administration; dedicated finances for matching or other non-central commitments are not included

¹Figures from FY09 based on Data Warehouse report

Appendix C: Information about Faculty

Faculty Name	Rank	Appointment	Affiliation(s)
Aisenberg, Eugene (Gino)	Assistant Professor		
Allen, Allethia	Emeritus Faculty		
Almgren, Gunnar	Associate Professor		
Anderson, James	Emeritus Faculty		
Arthur, Michael	Research Associate Prof		
Averill, Lloyd	Emeritus Faculty		
Bagshaw, Michelle	Teaching Associate		
Balassone, Mary Lou	Associate Professor		
Balsam, Kimberly	Research Assistant Prof		
Berleman, William	Emeritus Faculty		
Berliner, Lucy	Clinical Associate Prof		
Bonney, Shirley	Lecturer, Part-time		
Brave, Lorraine	Lecturer, Part-time		
Carrigan, Lynn	Lecturer		Adjunct Lect - Bioethics and Humanities
Catalano, Rico	Professor		Adjunct Prof - Education & Sociology
Cherin, Sarah	Lecturer, Part-time		
Conte, Jon	Professor		
Coumar, Anil	Lecturer, Part-time		
Courtney, Mark	Professor		
Davis, Kelly	Research Assistant Prof		Adjunct Res Assis Prof - Psychology
de Mello, Stan	Lecturer		
Dear, Ronald	Emeritus Faculty		
DeLong, James	Lecturer		
Duplica, Moya	Emeritus Faculty		
Ellis, Jack	Emeritus Faculty		
Erera, Pauline	Associate Professor		
Ernst, Elise	Lecturer, Part-time		
Erosheva, Elena	Assistant Professor WOT		Assistant Professor WOT - Statistics
Etnyre, Bill	Clinical Associate Prof		
Evans-Campbell, Tessa	Associate Professor		
Farwell, Nancy	Associate Professor		
Fieland, Karen	Lecturer, Part-time		
Fredriksen-Goldsen, Karen	Associate Professor		
Garcia, Jaime	Lecturer, Part-time		
Gavin, Amelia	Assistant Professor		

Faculty Name	Rank	Appointment	Affiliation(s)
Giddens, Brian	Clinical Associate Prof		
Gilchrist, Lewayne	Emeritus Faculty		
Gonzales, Roberto	Acting Assistant Professor		
Grote, Nancy	Research Associate Prof		Adjunct Res Assoc Prof - Psychiatry and Behavioral Sciences
Haggerty, Kevin	Lecturer		
Haley-Lock, Anna	Assistant Professor		
Harachi, Tracy	Associate Professor		
Hawkins, David	Professor		Adjunct Prof - Education & Sociology
Henderson, Mae	Teaching Associate		
Herrenkohl, Todd	Associate Professor		
Herrick, James	Emeritus Faculty		
Hetherington, Zynovia	Lecturer		
Hill, Karl	Research Associate Prof		
Ho, Edwyna	Lecturer, Part-time		
Hooyman, Nancy	Professor	Dean Emeritus	
Isaacson, Treg	Lecturer, Part-time		
Ishisaka, Anthony	Emeritus Faculty		
Jackson, Ronald	Affiliate Professor		
Jones, Teresa	Lecturer, Part-time		
Kaiser, Blake	Lecturer, Part-time		
Kelly, Jerry	Emeritus Faculty		
Kemp, Susan	Associate Professor		Adjunct Assoc Prof - Women's Studies
Kessinger, Jerry	Affiliate Instructor		
Kruzich, Jean	Associate Professor		
Langer, Shelby	Research Assistant Prof		
Leggett, Karl	Lecturer, Part-time		
Letinich, Bonnie	Clinical Assistant Prof		
Levy, Rona	Professor		Adjunct Prof - Psychology & Medicine
Lindhorst, Taryn	Associate Professor		
Lock, Eric	Lecturer, Part-time		
Longres, John	Emeritus Faculty		
Loughlin, Elaine	Lecturer, Part-time		
Lustbader, Wendy	Lecturer, Part-time		
Marcenko, Maureen	Associate Professor		
Mason, Alex	Research Associate Prof		Adjunct Res Assoc Prof - Dept. of Epidemiology
Mbilinyi, Lyungai	Research Assistant Prof		

Faculty Name	Rank	Appointment	Affiliation(s)
Merchant, Laura	Clinical Assistant Prof		
Meyers, Marcia	Professor	Associate Dean	Professor - School of Public Affairs
Miller, Sidney	Emeritus Faculty		
Morrison, Diane	Professor		Adjunct Prof - Psychology
Nagda, Biren (Ratnesh)	Associate Professor		
Nicoll, Anne	Lecturer, Part-time		
Nurius, Paula	Professor		
Nystrom, Nancy	Lecturer, Part-time		
Oesterle, Sabrina	Research Assistant Prof		
Oxford, Monica	Research Associate Prof		
Pearce, Diana	Senior Lecturer		
Pecora, Peter	Professor WOT		
Perez, Anthony	Lecturer, Part-time		
Perry, Tyler	Lecturer, Part-time		
Preston, Leon	Lecturer, Part-time		
Pulkkinen, Ann	Affiliate Instructor		
Resnick, Herman (Hy)	Emeritus Faculty		
Richards, Martha	Affiliate Assistant Professor		
Richey, Cheryl	Emeritus Faculty		
Rivara, J'May	Lecturer		
Roffman, Roger	Professor		
Romich, Jennifer	Assistant Professor		
Ronquillo, Theresa	Lecturer, Part-time		
Shore, Nancy	Lecturer, Part-time		
Sohng, Sue	Associate Professor		Adjunct Assoc Prof - Women's Studies
Spearmon, Margaret	Senior Lecturer	Associate Dean	
Stately, Antony	Lecturer, Part-time		
Stern, Paul	Lecturer, Part-time		
Stier, Florence	Emeritus Faculty		
Stuber, Jennifer	Assistant Professor		
Tajima, Emiko	Associate Professor		
Takeuchi, David	Professor	Associate Dean	Professor - Sociology
Teather, E.C. (Ted)	Emeritus Faculty		
Terry, Patricia	Clinical Instructor		
Uehara, Edwina	Professor	Dean	
Van Dernoot-Libsky, Laura	Lecturer, Part-time		
Van Soest, Dorothy	Professor		

Faculty Name	Rank	Appointment	Affiliation(s)
Walker, Denise	Research Assistant Prof		
Walters, Karina	Associate Professor		Adjunct Assoc Prof - SPHM
Weatherley, Richard (Dick)	Emeritus Faculty		
Wells, Betsy	Research Professor		
Whittaker, James	Emeritus Faculty		
Wicks, Mark	Clinical Associate Prof		
Wien, Perry	Lecturer, Part-time		
Wilson, Dee	Senior Lecturer		
Wilson, Steve	Lecturer, Part-time		
Winn, Scott	Lecturer, Part-time		

** this list includes paid faculty members; there are approximately 250 non-paid practicum instructors*

Appendix D: HEC Board Summary

Number of instructional faculty, students enrolled, and degrees granted over last three years (Autumn through Summer Quarters)

	2006-2007	2007-2008	2008-2009	AVG	TOTAL
FTE instructional faculty**	31.0	31.6	28.1	30.2	90.7
FTE graduate teaching assistants***	15.0	9.0	16.0	13.3	40.0
Degree Program	BASW	BASW	BASW	BASW	BASW
Headcount of enrolled students*	110	83	91	94.7	284
Number of degrees granted	48	46	36	43.3	130
Degree Program	MSW	MSW	MSW	MSW	MSW
Headcount of enrolled students*	383	321	359	354.3	1,063
Number of degrees granted	122	172	163	152.3	457
Degree Program	PhD	PhD	PhD	PhD	PhD
Headcount of enrolled students*	51	44	46	47	141
Number of degrees granted	7	7	10	8	24
TOTAL Enrolled Students	544	448	496	496	1,488
TOTAL Degrees Granted	177	225	209	203.7	611

* Autumn Quarter 10th Day Enrollment

** FTE calculated – 20%=1 course; 40%=2 courses; 60%=3 courses; 80%=4 courses; 100%=5 courses taught for tenure-line faculty and professional staff, research faculty, administrators, practicum liaisons who teach courses. 16.7%=1 course based on a 6-course load for lecturers (sole purpose is teaching).

***FTE calculated for TAs who assist and sole instruct – 50%=1 course/quarter

Appendix E: Draft UW SSW Competencies and Practice Behaviors for BASW and Foundation Year MSW Students

DRAFT MSW FOUNDATION COMPETENCIES AND PRACTICE BEHAVIORS

CSWE EPAS Core competency	Practice Behaviors
1: Identify as a professional social worker and conduct oneself accordingly.	• advocate for just social structures and equitable client/constituent access to the services of social work in the context of diverse and multidisciplinary settings;
	• practice personal and critical reflection to assure continual professional growth and development;
	• attend to professional roles and boundaries;
	• demonstrate professional demeanor in behavior, appearance, and communication; and
	• engage in career-long learning, including consistent use of supervision and consultation.
2: Apply social work ethical principles to guide professional practice.	• recognize and manage personal values so that professional values guide practice;
	• make ethical decisions, in practice and research by critically applying ethical standards including, but not limited to, the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles, and other salient codes of ethics;
	• tolerate and respect ambiguity in resolving ethical conflicts;
	• apply ethical reasoning strategies to arrive at principled, informed, and culturally responsive decisions; and
	• understand the role of consultation and use it appropriately in ethical decision making.
3: Apply critical thinking to inform and communicate professional judgments.	• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and client/constituent experience;
	• critically analyze models of assessment, prevention, intervention, and evaluation, especially in relation to their cultural relevance and applicability, and promotion of social justice; and
	• demonstrate effective listening skills and oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
4: Engage diversity and difference in practice.	• recognize the ways in which a culture's history, structures and values may oppress, marginalize, and alienate other groups, and create or enhance the privilege and power of dominant group members and institutions;
	• develop and demonstrate sufficient self-awareness to understand the influence of personal biases and values in working with diverse groups;
	• recognize and communicate their understanding of the role of difference and the multiple intersections of oppression and privilege in shaping a person's identity and life experiences; and
	• view themselves as learners and engage the knowledge, strengths, skills, and experience of clients/constituents;
5: Advance human rights and social and economic justice.	• understand the forms and mechanisms of oppression and discrimination and approaches to advancing social justice and human rights;
	• advocate for human rights and social and economic justice; and
	• engage in practices that address disparities and inequalities and advance social and economic justice.

6: Engage in research-informed practice and practice-informed research.	<ul style="list-style-type: none"> • use client/constituent knowledge and practice experience to inform scientific inquiry; • use qualitative and quantitative research evidence to inform practice; and • know and apply the research literature on social disparities in selecting and evaluating services and policies;
7: Apply knowledge of human behavior and the social environment.	<ul style="list-style-type: none"> • know theories and conceptual frameworks relevant to understanding people and environments across system levels; and • critique and apply these theories and frameworks to assessment, intervention, and evaluation at multiple system levels.
8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	<ul style="list-style-type: none"> • demonstrate a critical understanding of the history and current form of US social welfare and social service policies, institutions, governance, and financing and use this understanding to formulate policies and strategies that advance social well-being and social and economic justice; and • collaborate with colleagues, clients/constituents, and other actors to advocate for social and economic justice to effect policy change.
9: Respond to contexts that shape practice.	<ul style="list-style-type: none"> • continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide culturally relevant services; • provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services and to alleviate disparities in the access and utilization of services as well as the disproportionate representation of persons of color in systems of care; and • recognize and develop understanding of local-global context of practice.
10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	<p>ENGAGEMENT</p> <ul style="list-style-type: none"> • effectively prepare for engagement with individuals, families, groups, organizations, and communities in the context of diverse and multidisciplinary settings; • use listening, empathy and other interpersonal skills to establish respectful rapport and engagement with diverse populations in diverse contexts; • develop a mutually agreed-on focus of work and desired outcomes with clients/constituents; and • affirm and engage the strengths of individuals, families, organizations & communities. <p>ASSESSMENT</p> <ul style="list-style-type: none"> • collect, organize, and interpret client/constituent/system data; • assess client/constituent/system strengths, stressors, and limitations; and • identify and select appropriate and culturally responsive intervention strategies. <p>INTERVENTION</p> <ul style="list-style-type: none"> • initiate actions to achieve client/constituent/organizational goals; • implement prevention interventions that enhance client/constituent capacities; • help and empower clients/constituents to resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>EVALUATION</p> <ul style="list-style-type: none"> • critically analyze, monitor, and evaluate interventions.

Appendix F: Illustrative Examples of SSW Research Centers

Behavioral Medicine Research Group (Director, Rona Levy) The mission of the Behavioral Medicine Research Group (BMRG) is to improve the quality of life for individuals, families, and communities by increasing the understanding of psychosocial factors that affect health-related conditions. This mission is achieved through NIH-funded studies of psychosocial factors associated with the risk of the intergenerational transmission of illness behavior, and testing interventions designed to reduce symptoms in children with unexplained chronic pain, improve wellness in children with chronic gastrointestinal disease, maintain weight loss in adults, reduce stress among caregivers of cancer patients, prevent pediatric obesity through primary care, and decrease cardiovascular risk in Native Americans. BMRG's team has received national and international recognition and findings of these studies are published in key journals.

Collaborative Health and Prevention Group (Elizabeth Well, Contact). The Collaborative Health and Prevention Group conducts basic and intervention research related to sexual health and the promotion of sexual safety among children, teens, and young adults, often employing a mixed methods approach. Past research projects have included longitudinal research on development of children's and teens' attitudes toward health and risky behaviors; development and testing of interventions to increase sexual safety for teens; and interventions for Vietnamese immigrant families. Two currently funded projects are QVoices, a survey of 600 LGTBQ teens funded by NIMH, and Guy's Turn, funded by NICHD, which explores young men's expectations and norms for courtship and sexual behavior. The group has had a major impact in building theoretical models often used in research on sexual behavior, and furthers the empirically derived knowledge about under- and sometimes difficult-to-recruit populations through use of cutting edge methodologies.

Indigenous Wellness Research Institute (Karina Walters, Director; Tessa Evans-Campbell, Director of Child Welfare and Family Wellness). IWRI is a University-wide, interdisciplinary institute whose vision is to support the inherent rights of Indigenous people to achieve full and complete health and wellness by collaborating in decolonizing research and knowledge building and sharing. IWRI is one of the largest and most influential Indigenous research centers in North America. IWRI affiliates conduct responsive, community-driven research in the areas of HIV/AIDS prevention, cardiovascular disease prevention, historical trauma and its consequence to families, substance use, and mental well-being. In a few short years, IWRI has accumulated over \$13 million in research and training grants, established training programs to develop the next generation of indigenous leaders, and have begun to establish a national and international network of scholars who share similar research interests.

Innovative Programs Research Group (IPRG) (Lyunqai Mbilinyi and Denise Walker, Co-Directors) Since its establishment in 1987 under the leadership of Roger Roffman, IPRG affiliates have conducted intervention focused primarily on marijuana and other substance abuse and dependence, domestic violence prevention and early intervention and HIV/AIDS prevention. IPRG is widely recognized as a leader in the development and rigorous field testing of innovative assessment and intervention techniques to address these critical behavioral and health problems. Current research efforts include a NIDA funded evaluation of a brief telephone-delivered intervention for adult male batterers who are abusing alcohol/drugs and who are neither in counseling nor being adjudicated; a NIDA-funded study of interventions with adolescents marijuana users; a partnership with the University of Arkansas Medical Sciences to develop and evaluate the efficacy of computerized treatment for marijuana dependence; development; and testing of a web-based brief intervention service for men who have a history of sexual abuse. In addition to its success in receiving grants

and publication record, IPRG is widely recognized at NIDA and NIMH for its cutting edge research on addictions and domestic violence.

Partners for our Children (POC) (Mark Courtney, Director; other Social Work affiliates include Tessa Evans-Campbell, Susan Kemp, Jean Kruzich, and Maureen Marcenko) Partners for our Children promotes collaboration among the University, the Washington State Department of Social and Health Services (DSHS), and the private sector to create positive change within the system, which serves 19,000 children in foster or group care. The POC project represents a unique collaboration among UW School of Social Work faculty, the state of Washington and the donor community. Within the two years since its launch POC leveraged nearly \$2 million in additional external research support and received the American Public Human Services Association (APHSA) Academic Excellence Award.

The Social Development Research Group (SDRG) (Richard “Rico” Catalano, Director; other Social Work affiliates include Kevin Haggerty, John David Hawkins, Todd Herrenkohl, Karl Hill, and Sabrina Oesterle). SDRG is an interdisciplinary team of researchers who seek to understand and promote healthy behaviors and positive social development among children, adolescents, and young adults. SDRG conducts research on factors that influence development; tests the effectiveness of interventions; studies service systems and works to improve them; presents science-based solutions to health and behavior problems; and disseminates knowledge produced by research. In addition, SDRG offers survey research services to the community at UW and other academic institutions and community organizations. SDRG projects include the Seattle Social Development Project (SSDP), begun in 1981, that tests strategies for promoting positive development and reducing problem behaviors among children and youth; The Family Connections study, which has tested the efficacy of Staying Connected with Your Teen® with families of 8th grade adolescents; Raising Healthy Children (RHC), a collaborative project with the Edmonds School District, studying the effects of teacher and parent involvement on children’s behavior; and the Community Youth Development Study, a randomized controlled trial of the Communities that Care (CTC) operating system for youth development. The National Institute of Drug Abuse recently recognized SDRG’s national impact with a large-scale event reporting the results of a rigorous test of Communities that Care, a prevention system that provides community coalitions with scientific tools to assess and prevent an array of problematic youth behaviors.

West Coast Poverty Center (WCPC) (Marcia Meyers, Director, Jennifer Romich, Associate Director). A collaborative venture of the UW School of Social Work, the Daniel J. Evans School of Public Affairs, and the College of Arts and Sciences, the West Coast Poverty Center is one of three federally funded regional poverty research centers in the US. The Center currently has 22 affiliated faculty members from across campus, and creates new opportunities for cross-disciplinary exchanges and collaboration among poverty researchers on campus and in the West Coast region. The center also uses Federal and private foundation funds to mentor the next generation of poverty scholars through RAs, Dissertation Fellowships and small grants programs. The Center sponsors a biweekly campus-wide Poverty and Policy seminar; commissions and disseminates original research through conferences and resulting publications; publishes and disseminates Poverty Flash briefs to over 600 policymakers and researchers nationwide; and engages scholars and practitioners in Poverty Policy Dialogues that result in publications that bring academic and practice perspectives to critical issues in the field.