SCHOOL OF SOCIAL WORK
UNIVERSITY *of* WASHINGTON

2022-2023 Academic Program Review

Bachelor of Arts in Social Welfare
Master of Social Work
Doctor of Philosophy in Social Welfare

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Mission

Over the past 10 years, the University of Washington School of Social Work (SSW) has maintained its status as 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 the last five years, the SSW has been ranked as the No. 1 School of Social Work in the world (Center for World University Rankings 2017), and No. 2 in the nation for Best Graduate Schools (U.S. News & World Report's 2023 Best Graduate Schools). In 2022, the Council on Social Work Education (CSWE) reaffirmed the School's full accreditation until 2030. The organizational chart for the School is in Appendix A.

Through our School's mission, 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.
- **Public service** that enhances the health, well-being, and empowerment of disadvantaged communities and populations at local, national, and international levels.

The SSW offers an undergraduate major (BASW); a terminal master's degree (MSW); and a PhD degree. The SSW's undergraduate and master's programs are accredited by the CSWE. Additionally, the School is the leading regional provider of Continuing Education for Social Work professionals, including certificates in Gerontology and Guardianship. 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. Program mission statements can be found in Appendix B.

The School's ability to compete with other public and private research universities is due to our reputation and dedication to supporting students' training in research and practice in social work and social justice. We encourage students to pursue research and practice interests from a multi- and inter-disciplinary standpoint. Our commitment to providing robust, accessible, and social justice-oriented education is demonstrated by:

- Over $5 million awarded annually in student support such as scholarships.
- Over 600 field sites for BASW and MSW student practicum placement options. The program works closely with community agencies and organizations to ensure real-world experience

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that complements classroom theory and research. An example of a MSW field placement in practice is studying food justice and building links with Black and Indigenous urban farmers in Washington State and British Columbia.
- Diverse array of methods, theory, and practice coursework, including Dialectical Behavioral Therapy (DBT), Cognitive Behavioral Therapy (CBT), Motivational Interviewing (MI), Screening, Brief Intervention, and Referral to Treatment (SBIRT), Human Behavior in the Social Environment (HSBE), Indigenous health and theories, community organizing, Child Welfare Training and Advancement Program (CWTAP), palliative care, among others.
- Welcomes students from all backgrounds and nationalities. Almost one-half of enrolled students were students of color or international students in AY2020-2021.
- Interest and affiliate groups that provide community support and a voice for students from backgrounds that have traditionally been underrepresented in higher education (e.g., Association of Black Social Work Students, the Disability Committee, Trans* Student Group, and BIPOC Student Group), Black Student Union, Muslim Student Association, Native Alliance, Queer Student Union, and the Asian-Pacific Islander Student Union.

Academic Programs

Undergraduate Program. The BASW program has enrolled approximately 80-106 undergraduate students each year over the last five years. Students are enrolled in their Junior and Senior years. This program prepares students for generalist social work practice with and on behalf of individuals, groups, communities, and organizations. Approximately 25 percent of BASW graduates transition into the Advanced Standing MSW program. There are usually 4-7 students enrolled in the BASW Honors Program. The Honors Program includes a mentoring research project component and offers a 1-credit seminar each quarter during their senior year. Examples of research projects include, "Impacts of Involvement in Pro-Democracy Movement on Hong Kong Youth Mental Health and Systems of Support," and "Caught in the crosshairs of oppression: Disability and race."
Based on the 2016 alumni survey, 67 percent of BASW respondents reported going into direct mental health care and child welfare practice settings after graduation. These alumni surveys are conducted every 10 years at the unit level.

Graduate Programs. The SSW offers two robust graduate degrees; a **Master of Social Work (MSW),** and a **PhD in Social Welfare**. MSW students are enrolled through one of three program options: a two-year Day Program; an Advanced Standing Day Program for students with a BA from an accredited social work program (students enroll for one summer quarter and the advanced year of the MSW day program, full time 10 months, or part-time 17 months); and a part-time, fee-based Extended Degree Program (EDP), which students typically complete over nine consecutive quarters of day and weekend classes.

Areas of specialized practice for the Advanced Standing and Day MSW students include Clinical (Social Work with individuals, families, and groups), Community Centered Integrative Practice (Social Work with organizations and communities), and Administration and Policy Practice (Social Work with human services and policy arenas). EDP program specializations include Multigenerational Practice with Children, Families, and Elders, and Integrative Health-Mental Health Specialized Practice. The

school also supports joint degree programs leading to concurrent MSW/Master in Public Health, MSW/Master in Public Administration, MSW/Master in Public Policy, and MSW/Master in Bioethics degrees that are usually completed within three years. Additionally, students are also able to complete a joint degree in MSW/JD, or MSW/PhD in Social Welfare.

Field Education. 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 and is the profession's signature pedagogy. The BASW and MSW programs work closely with community agencies and organizations to ensure real-world experience that complements classroom theory and research. 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 collectively contribute more than 200,000 hours of community service annually through their practicum placements, and field placement opportunities also lead to employment opportunities upon graduation.

The PhD in Social Welfare is a rigorous training process designed to support future leaders in the field of Social Work. The admissions process for this highly competitive program is overseen by the School's PhD Program Committee. This group is composed of faculty and PhD student representatives that review applicants based on an inclusive list of standardized criteria. Considerations for acceptance are holistic, including removing the GRE as an application requirement to reduce barriers for applicants from historically marginalized communities. Between 2016 and 2022, the SSW received approximately 55 to 60 applications each year, and of those, on average 3 applicants per year were waitlisted. The average incoming class size during that period ranged from three to five students per year. Each incoming student is offered four years of guaranteed financial support (stipend and tuition waiver) through Research Assistant and Graduate Assistant positions, with additional fellowships provided by the unit whenever available. While in the program, PhD students are treated as future leaders in the advancement of knowledge in the profession and relevant interdisciplinary domains. Students, faculty, and administrators collaborate to create a highly individualized program that emphasizes the development of substantive and methodological competence to advance theoretical formulations and empirical research. The PhD degree is awarded through the Graduate School and a significant number of PhD graduates take academic positions upon graduation, while others have moved into the public sector in other spaces such as local and federal government positions.

Student enrollment history for all programs from FY08 through FY19 is located in Appendix C.

Certificate Programs. The School is also one of the leading regional providers of continuing education for Social Work professionals offering certificates in Gerontology and Guardianship. In the three-course Gerontology Certificate Program administered through Professional Continuing Education and reviewed and approved by the School of Social Work, students examine specific challenges and opportunities involved in supporting older adults and their family members. Nine students successfully completed the program in 2021-22 AY. In the one-year Guardianship program, students learn skills and knowledge to become effective certified professional guardian and conservator

(CPGC-certified) guardian and financial conservator for adults with cognitive impairments who require support making decisions as determined by the courts. Thirty-six students successfully completed the program in 2021-22 AY.

Student 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 academic and professional advising and related activities are provided by faculty and staff. Advising is tailored to support all students, recognizing and responding to particular needs of students from underrepresented groups.

Additionally, in 2021 the School invested in a 0.5 FT Mental Health Therapist to provide in-person, Zoom, and hybrid therapy for SSW students in light of impacts during COVID-19. This provider has extensive experience with LGBTQ and other historically marginalized clients and began a "Let's Talk" model that meets regularly to offer drop-in mental health support. The School is deeply committed to regular and responsive academic and professional advising by faculty and staff, as well as counseling services.

Students in the BASW 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 are 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.

Student academic and professional advising for all programs begins at the point of admission to the program in all program options. Informational meetings are held for newly admitted students in Spring and provide students with the opportunity to learn more about the program, courses, and field opportunities, and to meet program faculty. In addition, they help students start to plan their academic and professional goals for their time in the program and beyond. Students also have a required orientation to their program shortly before their first quarter with more specific information they need to begin their program. Students in the MSW program are provided regular academic advising by staff within the Office of Student Services and receive professional advising from faculty advisers. At the point of admission, all students are given information about which office/person they should contact for advising questions. These initial contacts in all programs are professional staff members at the university who are specifically trained to meet the needs of incoming students.

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. The PhD Program Director and Assistant Director also meet regularly with students, particularly in their first year, as a check-in resource for progress in the program, research, and networking within SSW and other UW departments. As of 2020, all first-year doctoral cohorts are also provided the option of having a tutor for the required statistics series as an additional scholastic resource.

In AY 2009/10, the School added a second, 1-credit professional development seminar that is designed to support doctoral 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 online Career and Job Search Information section to the PhD manual that includes information on how to develop teaching and research portfolios. Additionally, doctoral students are supported by the program if they need travel funds to present at domestic and international conferences.

Shared governance. Our governance is three-pronged and includes representation from faculty, staff, and students in all degree programs. The executive team or Faculty Council includes the Dean and a diverse faculty body of different categories and ranks. These councils work in tandem with the Student Advisory Council and Staff Council to address programmatic and administrative projects and challenges. Each council is consulted on their ideas, solutions, and collective statements on current events. Each council meets regularly, and members are elected each year. Students and UW Tacoma social work faculty are also represented in each program committee to give their input on curricular directions and alignment. As of 2020, doctoral students created the Advisory Council of Doctoral Cohorts that includes representatives from each cohort, the Program Director, and Program Assistant Director, to coordinate communication during the COVID-19 Pandemic.

Budget and Resources

Outline of School resources. The School of Social Work currently exceeds annual revenues and expenditures of over $88 million that spans instruction, innovation, research, and administration, which directly impacts over 335 faculty, staff, and academic student employee FTEs and 706 BASW, MSW, and PhD student populations as of fiscal year 2022. The School of Social Work uses a diversified budget strategy in order to meet the daily and emerging needs of its 11 operational units and 16 research and innovation centers. The School of Social Work leverages all State, Research, Self-Sustaining, gift, and tuition derived revenues to maximize available income to run our complex operations.

Based on official UW fiscal records from FY22, the School of Social Work had $88.1 million of revenues and $52.5 million of expenditures, as summarized in Tables 1a and 1b. The diversified funding base allows the School to excel at research, innovation and instruction concurrently.

Table 1a: Fiscal Year 2022 Revenues

Sources	Dollars	Percent Total
Direct Research	$30,865,050	35%
Dedicated Program Funding & Fees*	$26,632,121	30.2%
Donor Gifts	$14,676,413	16.6%
General Operating Funds	$9,990,568	11.3%
Extended Degree Program Tuition & Fees	$4,476,283	5%
Research Cost Recovery Funds	$1,266,573	1.5%
University Local Fund Allocation	$263,409	.4%
Total Revenues	**$88,170,417**	**100%**

Table 1b: Fiscal Year 2022 Expenditures

Uses	Dollars	% Total
Direct Research	$13,169,326	25%
Dedicated Program Funding & Fees*	$20,230,647	38.5%
Donor Gifts	$4,152,339	7.9%
General Operating Funds	$9,980,430	19%
Extended Degree Program Tuition & Fees	$3,548,784	6.8%
Research Cost Recovery Funds	$1,217,765	2.3%
University Local Fund Allocation	$259,886	.5%
Total Expenditures	**$52,559,177**	**100%**

*dedicated program funding & fees including Alliance/CSSAT/CWTAP/summer quarter and other training & fee for service contracts offered via the School of Social Work

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, innovation and administrative operations. To do so, the Dean and Assistant Dean of Finance & Administration work with the School's governance systems in our four-part governance structure (see Appendix D, graphic 1) to evaluate the current and optimal future uses of resources. The Assistant Dean of Finance & Administration assists the Dean and executive team in creating preliminary budgets that speak both to current and emerging commitments in personnel and operations to run all facets of the organization in teaching, research, and service (see Appendix D, graphic 2). The use and evaluation of funding is done on a quarterly basis based on University of Washington deadlines. Direct input by unit directors and the School's governing bodies-the Faculty Council, Student Advisory Council, and Staff Council ensure that key financial recommendations to the Dean are in alignment with the mission and priorities of the School. Budget administration is carried out by the Assistant Dean of Finance & Administration upon final approval by the Dean. To ensure transparency in budget administration, the Assistant Dean of Finance & Administration and their staff report monthly progress to unit directors and quarterly to the entire School of Social Work community so that resource management is kept in check.

Since 2018-19 the School's leadership has concentrated on strategies that align with our strategic aims. The School of Social Work strategic plan/aspirational aims emphasize effective, culturally

dignifying, and sustainable solutions that are rooted in the profession's social justice mission and are intimately linked to our commitment of equity and impact. Our strategic, aspirational goals include:

- Creation of a culture of equity and inclusion at the School of Social Work;
- Impact Science: strengthening the capacity of our faculty and doctoral students to engage in collaborative impact science by expanding opportunities for community engaged, collaborative, transdisciplinary research that are real-world, scalable, sustainable, and scientifically and culturally appropriate;
- Impact Education: co-creation and transformation of our curricula by providing our students with cutting-edge knowledge, skills, and mentored experiences within diverse settings that allow our students to take on new roles and leadership positions within the field;
- Inclusive Innovation: Identification of new funding streams and opportunities to fuel and accelerate innovation to impact pipelines;
- Social Compacts: expansion and exploration of current partnerships with the State of Washington

The UW School of Social Work is known as an entrepreneurial unit within the University of Washington. Its overall growth of total annual financial resources of over 60% in ten years ($52M to $88M – see Appendix D, graphic 3) speaks to the success of the School's creation and cultivation of inventive partnerships with public and private entities. Funding from partnerships has increased not only student scholarship support but has fueled the dramatic growth of innovation in social work practice regionally in Puget Sound and across Washington state. Student support has increased 95% over ten years from $3.0M to $5.9M overall reaching over 555 students annually. Innovation funding from public/private partnerships with the State of Washington in child welfare and technology has grown over 125% from $12M to over $28M annually in revenues that directly support training and services that affect our most vulnerable populations. The ability to harness this funding allows flexibility with funds from central resources to support instructional and research driven activities. As a result, the School has had a consistent history of solid fiscal health over 10+ years at the University of Washington. There are always challenges to face from an unexpected dramatic economic downturn to variability in enrollments at times. With solid financial footing and a contingency reserve of over $1 million, the School can continue to support its innovation while solidifying funds for its core mission of teaching, research, and service.

To make certain we plan our resources in finance and human capital we plan both towards future needs to project stable fiscal health over the next 5 to 6 fiscal years while meeting current day uses based on the following trends:
- Conservative modeling of revenues and expenditures that consider merit, unit adjustments, new faculty hires within the School, related support staff for SSW, and enrollment management to grow programs to meet current and emerging needs.

- Continuing large applicant pools that ensure consistent enrollment projections and are in alignment with future job prospects as a profession.
- Market analysis of tuition of peer institutions to make sure that the School is not only affordable within our peer group but - given our Top 2 ranking from US News and World Report and our #1 ranking from the Center for World University Rankings - accessible to the range of students who seek a degree in social work.
- Moderate tuition increases of 3.5% every other year that keep the School at the 27th percentile of resident and 22th percentile of non-resident tuition for our top 15 peer MSW programs both public and private and at the 50th and 40th percentile for public resident and non-tuition tuition respectively.
- Modeling has been in alignment with plans set forth during the 2018-2019 academic year and has continued at the same pace since without deviation in tuition nor enrollments to allow for predictability in academic and programmatic planning for faculty, staff, and students.

The strategies and trends above have allowed the School to stay financial solvent since 2008.

Finally, the School of Social Work has also been successful in maintaining our infrastructure. The School is housed in a singular building on campus that has over 86,800 square feet of instructional, research, and administrative space. In addition, the School of Social Work has over 5 externally rented research offices totaling well over 25,000 square feet of space. In all, the School can accommodate well over 200 offices that function either as shared or single assignment spaces. All tenured faculty have individual offices while part-time lecturers and auxiliary faculty share office space as needed. All PhD students have individual office cubicles in which to conduct their studies. Staff mainly share space but exceptions lie depending on the kind of work effort needed. The School of Social Work facility proper has 4 kitchen units to accommodate students, faculty, staff, and events along with numerous public and private study spaces in which to work on educational and research projects.

The School of Social Work has adequate square footage to support our basis needs in classroom instruction. The School of Social Work building itself has over 15,000 square feet of instructional space directly that supports the School's educational mission from classrooms to meeting rooms. In addition, the School can leverage over 454,000 SQFT across campus as programs expand. Back in 2016, UWIT invested over $300,000 towards modernizing technology capacity within general assignment classrooms. The School singularly invested over $100,000 to upgrade all hard wiring within its signature conference spaces that not only align with classrooms but provide world class education within our walls. This upgrade enhanced both the remote access experience to seminars and colloquia that the community expects along with a streamlined presentation panel that presenters can use at the ready.

In the coming year, the School will see a dramatic growth in educational spaces. It has partnered with other University of Washington Health Sciences Schools including the Schools of Medicine, Nursing, Pharmacy, Dentistry, and Public Health in the planning and construction of an interprofessional education building to promote team-based learning. Known as the Health Sciences Education Building, it opened Fall 2022 and will prove to be a game changer in both the kinds of curricular pedagogy it can accommodate to adding much needed capacity across the Health Sciences in teaching and lab space. The facility will house over 94,000 SQFT educational building that is 100% devoted to the training and education of future health sciences students. Lastly, the School has secured over $2M in facilities resources to create a dedicated Interprofessional Education classroom within the School of Social Work building. Planning has been in the works for two years and will break ground March 2023 for a late summer 2023 completion.

Academic Diversity, Equity, and Inclusion

During the most recent CSWE re-accreditation process, the SSW developed an extensive diversity, equity, and inclusion strategies. The unit's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

The School's Diversity, Equity, and Inclusion (DEI) champion is our Assistant Dean for DEI, Dr. Kalei Kanuha, who also serves as the SSW representative to UW DEI efforts. With social justice as our guiding value, the SSW has long been a leader in the university and nationally in DEI and has many of the top experts in our field on faculty. Thus, DEI is well integrated into all standing committees within the School as well as our research, teaching, and service efforts. Our committees are diversely represented by faculty, staff and students, as well as occasional members of our community.

There are also committees focused on issues of DEI within the SSW. For example, the instructors for our foundation course, Soc W 500 Social Work and Social Justice, are typically responsible for organizing and implementing the School's social justice orientation when students are first introduced to our DEI values and curricular expectations. Another group that intently discusses DEI issues is the Faculty Council, which has prioritized anti-racist, decolonizing social work education. The office of Academic Affairs is actively engaged in both curricular and climate issues regarding DEI and, in turn, brings these issues to faculty and committee groups for discussion. Other DEI-related committees include the Martin Luther King Jr. celebration with the Health Sciences schools; Khalfani Mwamba is our school representative.

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Recruitment and Retention of a Diverse Faculty. Over the years, the School regularly recruits for and hires historically underrepresented community members to join its faculty and staff communities. Currently, BIPOC individuals make up more than half of the Dean's, Admissions, Student Services, and Program Offices' staff. The majority of incoming faculty the last five years has been from underrepresented groups. In 2021, the SSW hired three new tenure-track Assistant Professors with research interests in serving Black or African American communities (Drs. Abril Harris, Kristian Jones, and Maya Williams). In this same year, the SSW hired two senior Indigenous scholars; Dr. Roberto Orellana (a member of the Mayan people), and Dr. Michelle Johnson-Jennings (a member of the Choctaw Nation). In addition to the SSW, these senior faculty also joined our Indigenous Wellness Research Institute (IWRI) led by Drs. Karina Walters and Tessa Evans-Campbell. As a National Institutes of Health (NIH) Center of Excellence, IWRI and the SSW is home to one of the largest number of Indigenous faculty in any R1 school of social work nationally. Of IWRI core faculty, 9 of 10 are BIPOC and 8 of 10 are Indigenous.

At the tenure-track and research professorial ranks, over 50 percent of our faculty identify as BIPOC. Over 70 percent of our teaching professors and teaching associates identify as BIPOC and nearly 50 percent of our part-time faculty identify as BIPOC. While there was greater racial and ethnic diversity among SSW pro staff grades 11-14 compared to UW at-large, additional outreach to BIPOC populations for pro staff grades 8-10 is planned during recruitment to create more robust candidate pools. Overall, SSW employees' average age, years of service, and time in position are very similar to larger University figures. Beyond race, our faculty and staff also represent a broad range of intersectional identities, including various gender identities, sexual orientations, abilities, economic backgrounds, etc. While we do not collect specific data on some of these identities, the school's climate and values support openness and inclusion of all individuals and their multiple identities. This is particularly relevant due to increasing hiring needs considering higher rates of retirement in SSW in recent years compared to UW at-large and presents opportunities to evaluate needs and hiring practices.

According to an internal audit of staff demographics from 2020-2021, SSW's new and current staff were more likely to disclose disability status compared to the larger UW population (please see Appendix C). While this is encouraging, SSW is committed to ongoing implementation of additional measures to support employees (and students) of all abilities as visible and valued members of SSW. For more information on SSW's faculty demographics compared to UW, please see Appendix E.

Institutional Resources. The School regularly partners with the UW Graduate School Graduate Opportunities and Minority Achievement Program, now Graduate Student Equity and Excellence (GSEE), in outreach, recruitment, and retention activities designed to increase the applicant pool, admissions, and successful graduation of students from historically underrepresented groups. Alongside established support and affinity groups, the School supports students (along with faculty and staff) who wish to organize among the SSW community to address emerging issues and identities. During the 2020-21 academic year, an MSW student was instrumental in creating a support organization for students who have been formerly incarcerated and serves as the president of that campus-wide group. Some other communities within the SSW include:

- PhD Social Justice Committee
- PhD Student Advisory Council
- Social Work Q's (Lesbian, Gay, Bisexual, Transgender, Queer, Two Spirit & Intersex)
- Anti-Racism and White Allyship Group (ARWAG)
- Association of Black Social Work Students
- Transracial Adoptee Group (TAG)
- SSW QT Group
- Native Circle Alliance
- UW SSW Diversability Collective
- Sizeism and Weightism Advocacy Group (SWAG)
- Biracial-Multi Racial Affinity Group
- BIPOC Student, Staff, and Faculty Affinity Group
- Social Work Asian and Pacific Islanders (SWAPI)
- Social Workers for Environmental Justice
- Justice 2.3/Abolition and Social Work

For an example of the weekly BIPOC Affinity Group, please see Appendix F.

Outreach strategies. The SSW has developed innovative approaches to reaching and attracting individuals from underserved populations. The Admissions Office works continuously to develop and sustain a feeder-school relationship with the community college system in Washington state, which serves a highly diverse population, and also with the Northwest Indian College and Heritage University. The examples below illustrate how the UW and the SSW mobilize educational and social resources to support diversity efforts:

- 2020 Black Opportunity Fund: An endowment to acknowledge the harm that systemic racism has on the Black community and to fund a strategic agenda that meets immediate and ongoing needs of our Black students, faculty, and staff.
- Faculty Diversity Initiative: Designate $3 million in bridge funding in this fiscal year 2021, and another $2 million in fiscal year 2022, to support recruitment of faculty to the Seattle campus whose research, teaching, mentoring, service, and outreach will enhance the UW's diversity mission and goals for equity and inclusion.
- DEI Leadership Workshops: Reaches 1,200 faculty and staff to date on antiracism tools and strategies by national experts.
- Tri-Campus Climate Survey: Examines the full range of student, faculty, and staff experiences related to learning, working, and living on their respective UW campuses.
- Funding and resource support to build wǝɫǝbʔaltx Intellectual House, as an Indigenous honoring and gathering space for Native staff, faculty, and students, along with the UW Native Life and Tribal Relations program, Native American Advisory Board, and Tribal Liaisons.

Additionally, in 2020 the School created a COVID-19 emergency fund and made grants to students facing increased need due to the pandemic. This move towards equity supported many students that may not have had access to networks of financial support or intergenerational wealth.

Section 2: Teaching and Learning

Student Learning Goals and Outcomes

The BASW and MSW Program goals are developed around CSWE's Educational Policy Assessment Standards (EPAS) 9 competencies, which are specifically aligned with each generalist and specialist course offered. They are listed below.

- Competency 1 – Demonstrate Ethical and Professional Behavior
- Competency 2 – Engage Diversity and Difference in Practice
- Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4 – Engage In Practice-informed Research and Research-informed Practice
- Competency 5 – Engage in Policy Practice
- Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Students are evaluated at the end of each required course and field placement on the mastery of a targeted subset of competencies. In the BASW program, 89 to 97 percent of students mastered each of the 9 targeted competencies in the 2020-21 academic year. In the MSW Program, 92 to 100 percent of students mastered each of the 9 targeted competencies in the 2020-21 academic year. These calculations are done each academic year and each targeted competency is revisited for each course by the faculty who teach the course and the program office based on this data. The CSWE EPAS and thereby the competencies are revised every 5-8 years.

Instructional Effectiveness

Two types of evaluations are done on instructional effectiveness: 1) Instructional Assessment System (IAS) standard student evaluations completed at the end of the quarter, and 2) Supervisory evaluations done any time during the quarter and after a teaching observation is completed. All student instructors and teaching assistants have IAS student evaluations of their teaching. As mandated by The Graduate School, all doctoral students assisting an instructor or sole teaching for the first or second time are evaluated by a faculty "course supervisor." This "course supervisor" may be a current instructor of the course, a course lead instructor, a concentration chair, a program director, or a faculty member who has successfully taught the course multiple times in the past. The purpose is to create an interactive learning-focused process that is meant to be helpful and support the student's growth as an instructor as they progress through the doctoral program.

IAS evaluations are required of all instructors teaching social work courses. If an instructor received over 4.7 adjusted median for the first four items on the evaluation form, they receive a congratulatory letter from the Associate Dean for Academic Affairs and that is kept on file. If an instructor received under 3.0 adjusted median for the first four items on the evaluation form, they are required to check in with the Associate Dean for Academic Affairs to work on a plan for improvement in the future.

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In addition to these processes, the School also requires a collegial consultation (peer review) every three years. This process was first approved by the faculty more than ten years ago and was revised within the last three years to include multiple forms of the evaluation. The process reflects a commitment by the faculty to promoting excellence in teaching at the university and a recognition of the value of structured feedback from one's peers.

The School also 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. 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. 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 augmented 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.

Teaching and Mentoring Outside the Classroom
Faculty-student engagement outside of the classroom happens in many ways at SSW. For example, faculty serve as sponsors for student organizations, serve as chairs and committee members for MSW thesis and PhD exams and dissertations, support independent studies related to student interests, as well as work with students on faculty research projects. Faculty and staff also serve as mentors for individual students, but there is no formal mentoring program for faculty and students at the BASW or MSW levels. PhD students are assigned faculty advisors who often act as the first mentor in the program. Faculty and peer mentoring can be facilitated for those students who have an interest and informal channels are used for this purpose, e.g., introductory email, matching of first- and second-year students.

Mentoring is not only limited to faculty-student interactions. Peer mentorship programs hold much promise for students at the BASW and MSW level, as demonstrated through pilot efforts. Mentoring structures within the doctoral program have also been implemented across cohorts to provide peer support and navigation, particularly for incoming students. Doctoral students have also extended mentoring to masters and bachelors students to provide support for students interested in pursuing additional education in SSW as well as within faculty research labs.

Section 3: Scholarly Impact

Faculty Impact

The School is led by Dean Edwina Uehara, the first endowed deanship in social work at a US public university. Among the UW SSW faculty, 12 professors have been inducted as fellows of the American Academy of Social Work and Social Welfare (AASWSW), in recognition of their accomplishments as high-impact scholars and practitioners. This is one of the highest honors among social work scholars. SSW faculty are co-leads for five of the 13 identified Grand Challenges for Social Work, which will be described in more detail below. As of 2021, 9 SSW researchers were among the top 2 percent of the world's most influential scientists in their fields (Stanford University-Elsevier, 2021).

Across the diverse range of research areas and training backgrounds, the SSW faculty excel in professional leadership and research. Notably, Dr. Nancy R. Hooyman (Dean Emerita) was recently awarded the 2022 Donald P. Kent Award – A distinguished honor given to the Gerontological Society of America's member who exemplifies the highest standard of professional leadership. Dr. David T. Takeuchi's excellence in research and teaching has also been highlighted by many awards, and most recently, was awarded the 2022 Carl Taube Award for Lifetime Contributions to Mental Health Services Research by the American Public Health Association.

In the last three years, J. Ionnaides and Elsevier annually highlight the Top 100,000 researchers. These scholars are identified using Elsevier's publicly available database of top-cited scientists that provides standardized information on citations, h-index, co-authorship adjusted hm-index, citations to papers in different authorship positions and a composite indicator (c-score). Separate data are shown for career-long and, separately, for single recent year impact. As of March 2022, SSW scholars Drs. Catalano, Fredriksen-Goldsen, Haggerty, Hawkins, Levy, Nurius, Pecora, and Takeuchi are named in their respective field of Social Work, and subfields in Gastroenterology, Gerontology, Public Health, and Substance Abuse. Additionally, Drs. Nurius and Pecora have been named in a 2022 global career impact study in the *Journal of Research on Social Work Practice* as among the top 100 global contributors to social work journal scholarship.

The School's scholarly impact is also evident in the many nationally recognized institutes and research centers housed within the SSW. The Indigenous Wellness Research Institute (IWRI), co-lead by Drs. Karina Walters and Tessa Evans Campbell and awarded as an NIH Center for Excellence, has a vision to support the inherent rights of Indigenous peoples to achieve full and complete health and wellness by collaborating in decolonizing research and knowledge building and sharing. IWRI accomplishes this by marshalling community, tribal, academic, and governmental resources toward innovative, culture-centered interdisciplinary, collaborative social and behavioral research and education. The Social Development Research Group (SDRG) is a recognized leader in the field of prevention research whose work is guided by the belief that many common behavior, health, and social problems can be prevented. For the past four decades, SDRG has studied the causes of these problems in childhood, adolescence, and adulthood. Building on what SDRG has learned, they have developed and tested intervention programs and tools that families, schools, and communities can use to promote wellbeing and reduce behavior, health, and social problems. SDRG's research has

enriched lives, influenced policy, and strengthened communities across the United States and around the world. See discussion below of our institutes and centers for more information.

The Office for Faculty Excellence and Research (OFFER) was recently established with the goal of advancing scholarship and strategic career development in the School and is led by Associate Dean for Faculty Excellence David Takeuchi. Built on the School's many years of research expertise and rigorous scholarship, OFFER strives to enable faculty, researchers, and doctoral students to establish new research programs, enhance career trajectories, and uncover new scholarship opportunities. Dr. Rona Levy, Associate Dean for Research, and Dr. Takeuchi work collaboratively to support a variety of new programs to meet OFFER's aims. Some of these activities include:

- A weekly newsletter that highlights recent publications authored by the school's researchers and doctoral students, federal and foundation grant opportunities, research workshops and training sessions, webinars at UW and nationally, and speakers at the school and UW.
- Coordinate periodic sessions for faculty and students to receive feedback on new research ideas.
- Consultation on research and grant ideas including on methodological issues.
- Review of drafts of grants.
- Establish network opportunities with different schools, departments, and centers such as the School of Medicine, School of Public Health, Center for the Statistics and Social Sciences, and Center for the Study of Demography and Ecology.
- Assist in problem-solving grant and research administrative obstacles.
- Enhanced support to individual faculty for all phases of the grant submission process, among other activities.
- Mentorship on academic and career decisions such as timing of the tenure and promotion application, making career decisions, and preparing for different doctoral student milestones such as the General Examination, dissertation proposal, and dissertation.

For more information, please see Appendix G for a list of research centers.

Undergraduate and graduate student accomplishments. During 2022, UW SSW students and faculty received a total of 29 teaching, leadership, mentorship, and public service awards from the UW Awards of Excellence. While this is not an exhaustive list of student awards through UW, the following table includes highlights of undergraduate and graduate SSW recipients between 2016-2022:

Year	Student Program	Number of Students	UW Award/Accomplishment
2022	MSW	2	Husky 100
		2	Foreign Language and Area Studies Fellowship (FLAS) (in Turkish and Portuguese)
2021	BASW	1	Alan R. Spence Transfer Student Scholarship
	MSW	2	Husky 100
		2	Harry Bridges Center for Labor Studies
		1	Three Minute Thesis Competition
		1	Alumni Association Homecoming Scholarship
		2	Multicultural Award Partnership
		4	FLAS (in Vietnamese, Filipino/Tagalog, and Persian)
2020	BASW	1	Bonderman Scholarship
	MSW	1	Bonderman Scholarship
		1	Husky 100
		1	Social Work Practice with Latinx Communities Traineeship
	PhD	1	Husky 100
2019	MSW	3	Husky 100
	BASW	1	Martin Family Honors Scholarship
2018	BASW	1	Husky 100
		1	Martin Family Honors Scholarship
2016	BASW	3	Husky 100
	MSW	1	Husky 100

Outside of UW awards, BASW and MSW students have been recipients of the Mary Gates Leadership Scholarship, Mary Gates Research Scholarship, Morgan Heart of the Future Scholarship, Truman Scholarship, JC Lady Graytop Memorial, and others.

Additionally, 12 doctoral students received the NIH Translational Research ITHS TL1 training scholarship between 2016-2023. As of 2022, current doctoral students have published over 92 peer reviewed publications. Our students also present their research each year at the two premiere social work academic conferences, CSWE and SSWR. In the last 10 years, our doctoral students have also been the recipients of prestigious national awards such as the Robert Wood Johnson Health Policy Research Scholarship, Minority Fellowship Program funded by the Council on Social Work Education, Ford Foundation Predoctoral Fellowship overseen and funded by the National Academies of Sciences, Engineering, & Medicine. Additionally, doctoral students have also received funding through the NIH, including the F31 Predoctoral Fellowship, the Magnuson Fellowship, and more. Recently, two SSW

doctoral students were the recipients of the 2023 Group for the Advancement of Doctoral Education (GADE) Initiative for Cross-Institutional Student Collaboration Award.

Graduates impact on the field/professionally. Our SSW alumni occupy every corner of the social work landscape in the state of Washington and the Puget Sound region and have made their presence in the field known through their numerous accomplishments. The School identifies a small sample of these distinguished alumni each year for their work in community, and to advance the field of social work. These awards include: the Moya M. Duplica Distinguished Alumni Award honors a School of Social Work graduate for exceptional service, social innovation or professional leadership -- locally, nationally or internationally; the Bright Star Award (previously known as the Early Career Achievement Award); and the Emerging Leader Award.

Past Distinguished Alumni Award recipients include Tina Orwall, Washington State Representative 33rd District, Speaker Pro Tempore; Sue Eastgard, co-founder of Forefront, a School-supported initiative that educates and empowers individuals and communities to improve mental health services and suicide-prevention policy; Lynn Behar, oncology social work innovator, scholar, philanthropist; Amnon Shoenfeld, mental health champion and retired director of the King County Mental Health, Chemical Abuse and Dependency Services Division, and James Herbert Williams, former Social Work Dean at the University of Denver and Arizona State University. The 2022 Bright Star awardee was Roxanna Norouzi (MSW 2010), executive director of OneAmerica and a clinical instructor at the UW School of Public Health. The 2022 Emerging Leader awardee was Bella Luz (MSW 2018), operator of Washington state's only Spanish-language blog, Bienestar WA, that provided information about COVID-19 during the pandemic. She served as the professional voice for the Department of Health on several Spanish-language media outlets, bringing needed updates about COVID-19 to the Spanish-speaking community.

Graduates of the UW Social Welfare PhD program have long made significant impacts on the field academically and professionally. Former PhD students in the last 10 years have gone on to top-ranked, prestigious peer institutions, as well as state and federal sector positions. Recent graduates have taken academic appointments at University of North Carolina at Chapel Hill, University of Wisconsin, University of Texas at Austin, Rutgers University, and others.

Advances in the field/changing paradigms & trends. Social work faculty have been involved in a number of advances in the field as well as the changing paradigms of our field. One of the most significant and paradigm shifting advances in the past ten years in social work has undoubtedly been the Grand Challenges for Social Work, a homegrown advance that was originally conceptualized and elevated by our own Dean Edwina Uehara. The SSW has been at the center of the Grand Challenges initiative since the beginning, when the idea grew out of a 2012 gathering co-sponsored by Dean Uehara. In recognition of her contributions, the AASWSW named Uehara as an inaugural honorary fellow. In the same year, she was inducted as a regular fellow, becoming the first person to hold both designations within the academy.

Under Dean Uehara's lead, UW SSW faculty have played a major role in forwarding goals of the Grand Challenges to the national movement that it is today. Several UW faculty serve or have served in a variety of roles, such as co-leads of the 13 grand challenges, advisory committee members,

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executive committee members, or other ad hoc committees organized under each challenge. These challenges and current/former co-leads include:

- Ensure Healthy Development of Youth (Profs. David Hawkins/Richard Catalano/Keven Haggerty)
- Close the Health Gap (Profs. Michael Spencer/Karina Walters)
- Create Social Responses to a Changing Environment (Prof. Susan Kemp)
- Reduce Extreme Economic Inequality (Prof. Jennie Romich)
- Eliminate Racism (Prof. Michael Spencer)

Professors Walters and Dean Uehara have served as members of the Grand Challenges Executive Committee, and Prof. Spencer currently sits on the Executive Committee. In July 2020, the AASWSW added a 13th grand challenge, Eliminate Racism, during a pivotal moment when the nation's and the world's attention were focused on racial injustices against Black communities. Prof. Spencer co-founded and co-chairs this new grand challenge. The Grand Challenges 5 Year Impact Report provides a summary of the many advances the field has made in these areas, including those by UW SSW faculty.

Behavioral health. UW SSW plays a transformational role in advancing behavioral health in the state of Washington that has an impact nationally. Dean Uehara spearheaded an ambitious, multi-level approach to addressing the serious shortage of graduate-level clinicians in Washington's community-based behavioral health agency (CBHA) system. The School's new approach aims to increase the number, diversity, and preparedness of graduates who commit to careers in a system that has struggled to meet the complex needs of people and families who need behavioral health services, particularly during the COVID-19 pandemic and particularly in communities of color. Thus, this effort does more than change paradigms, it changes systems through a unique public-private partnerships.

The School's Washington State Behavioral Health Workforce Development Initiative creates a debt-free or greatly debt-reduced pathway for more than 400 graduate students in Washington state over the next five years. The initiative will also address other key system challenges to attracting and retaining a capable, committed, and diverse workforce. The initiative awards generous two-year grants to students in accredited graduate-level social work and counseling programs at 13 participating universities in the state. Students, in return, will serve for three years, post-graduation, in one of the 119 CBHAs or tribal health centers that provide publicly funded comprehensive mental health and substance use services. Significantly, participating MSW and counseling programs and CBHAs are located throughout the state, enabling students to study and eventually work in the communities of their choice, including places where they already have deep roots.

The Ballmer Group gift to the School is part of a set of gifts the organization has recently made to the UW, totaling $38 million, to support a broad, collaborative response to the state's behavioral health needs. It comes in the context of significant investment in the behavioral health system by the state legislature and philanthropies to support other UW-led workforce innovations, as well as complementary efforts to advocate for increases in Medicaid reimbursement rates for community-based behavioral health. More information regarding this initiative is discussed in the unit-defined questions (Part B).

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The SSW has also been a part of major innovations in child welfare. With a focus on partnership, Partners for our Children (POC), led by Dr. Emiko Tajima, works with the Washington Department of Children, Youth, and Families and the School's Alliance for Child Welfare Excellence as well as state, federal and tribal stakeholders to improve workforce development, advance policy reform, share data, discover and scale evidence-based interventions, and involve private and public-sector funders. Established in 2007, POC works to improve the lives of vulnerable children and families in Washington state and across the country—especially those whose lives are touched by the child welfare system.

The West Coast Poverty Center (WCPC), a partnership of the School of Social Work, the Daniel J. Evans School of Public Policy & Governance and the College of Arts and Sciences, facilitates nationally significant, locally relevant social policy research. The center, led by Dr. Jennie Romich connects scholars, policymakers, and practitioners on projects related to poverty and inequality. Research of affiliated faculty revolves around the causes, consequences, and effective policy responses to poverty, with a specific emphasis on asset-building, demographic shifts, family structure, and social and economic inequality.

Interdisciplinary/Collaborative efforts. The SSW has 16 Research & Innovation Centers that address historical areas of social work research and practice, as well as populations that have been systemically underserved. This is a significant growth since 2003, which included 5 centers. The Indigenous Wellness Research Institute (IWRI), Latino Center for Health (LCH), Social Development Research Group (SDRG), and other prominent centers in the SSW are multi-unit or University centers led by our faculty (see Appendix G). Additionally, the School's NIH funded Prevention Research and Training Program also spans units at the UW which include faculty from Nursing, Public Health, and other disciplines. This includes SSW faculty leadership of the NIH funded Institute for Translational Health Sciences (ITHS). Across the UW campus, SSW faculty are active in several cross-campus initiatives, including the Center for Statistics and Social Sciences (CSSS), and the Center for the Study of Demography and Ecology (CSDE). Faculty also have adjunct appointments with other units including Public Health, Medicine, Public Policy, Sociology, etc. None of the achievements highlighted could have been accomplished if not for interdisciplinary and collaborative efforts between the UW SSW, the broader UW community, and our partners beyond the UW.

Additionally, the School has a robust group of adjunct and joint appointment faculty from other units, most notably from the University of Washington Tacoma social work program, but also from the other Health Sciences units like the Schools of Medicine, Nursing, and Public Health. Additionally, SSW faculty hold adjunct or joint appointments in the School of Law and nationally recognized research centers throughout the University. The School is an active participant in various Health Sciences committees that support the collaboration among health professionals to the University and outlining communities locally and regionally. The School also partners with universities from other states in various initiatives and projects that support communities who need a voice and a plan to help them flourish.

Promotion and Tenure Policies and Practices and Faculty Success. The SSW maintains its policy guidelines for tenure, promotion, and continuation of appointment for tenure-track faculty within its Faculty Code. These policy guidelines are designed to (1) assist candidates in assembling materials to

be reviewed by Ad Hoc Review Committees, and (2) assist the review committees in their evaluation of the evidence submitted by the candidates. They are meant to supplement the more general criteria for appointment and promotion contained in the University Handbook. Applications for tenure or promotion in rank shall be evaluated as part of the School of Social Work's overall mission to promote social and economic justice for poor and oppressed populations and to enhance the quality of life for all. In keeping with the spirit and wording of the University Handbook, teaching, research, and service are the fundamental aspects of a faculty member's record to be considered, with teaching and research to be of primary importance. All materials are located on the School's intranet site.

The SSW is strongly committed to supporting the success of its junior faculty and do so formally in several ways. Pre-tenured faculty begin with a reduced teaching load and are 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. Incoming faculty (teaching, research, and tenure-line) are each assigned a mentoring team to support their scholarly and teaching progress through their junior years. These teams meet regularly to provide research and teaching mentorship, career advice, and professional socialization. The Associate Deans for Faculty Development and Research provide additional support for new faculty, and several have been successful in obtaining multi-year pre-tenure research and training awards from NIH and other sources. The Associate Dean for Academic Affairs also meets with new junior faculty regarding teaching assignments and teaching goals. Professional development opportunities are provided, and weekly instructor drop-in sessions are available to any faculty member who has questions or would like to discuss teaching and instruction. 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 individually and as a group with assistant professors to raise any issues they encounter over the past 9 months and to suggest activities for the next academic year.

Section 4: Future Directions

The SSW's future directions have largely been shaped by two significant events within the School: the transition in a "post" COVID-19 pandemic society and the transition in our leadership. While it is a time of uncertainty, we have been preparing diligently for our future and we are confident that the SSW is well placed for continued national success and primed for new leadership.

"Equity" and "impact" comprise central parameters of our planning for the School's future, embedded throughout the School's aspirational goals, developed by faculty, staff, and deans over a series of retreats in 2017 and 2018. These high-level aspirational aims will guide the development of our strategic plan specifics. Through these goals, we assume that, in the face of today's complex and seemingly intractable problems, schools of social work as well as the communities and social service sectors to which they are connected, must learn to collaborate in new ways to create demonstrably effective, culturally dignifying, and sustainable solutions. As Hart et al. suggest, for institutions of

higher education, this commitment to "the path to solutions"—or, in our terms, "**impact,**" requires, "substantial innovation, risk tolerance, and persistence, as well as the development of new roles for faculty, students, and administrators,"[1] i.e., transformational as opposed to incremental change within the academy.

Our planning process also expresses our commitment to the profession's social justice mission and to the closely related concept of "**equity**." In simplest terms, equity denotes a social commitment to providing people with what they need to succeed in life, often through a strategic deployment of resources to "level the playing field." Our commitment to equity explains the overarching aims of our research, educational, and service missions—as well as our ambitions for how we conduct ourselves as an academic community.

Equity Culture: Create a "culture of equity and inclusion" at the School of Social Work

- Establish and reinforce organizational norms of mutual respect, deep listening, inclusion, and appreciation of diverse perspectives in our dialogs, deliberations, and decision-making.
- Align SSW organizational structures, policies, and practices to support professional development of faculty, staff and students and optimize our ability to flourish professionally and contribute to the School's mission and goals.
- Support all members of the SSW to become life-long learners, particularly around issues of race, inclusion, and equity.
- Strengthen our distinctive four-part governance structure (faculty, staff, students, and deans) and our collective ability to grapple with the complex and difficult determination of the School's purpose (telos) and its programmatic and budgetary priorities.

Impact Science: Strengthen the capacity of our faculty and doctoral students to engage in collaborative impact science *(high-impact, use-inspired research with lasting impact on the quality of life and life chances of populations and communities we serve)*
- Strengthen our skills and expand opportunities for community-engaged, collaborative, and transdisciplinary research.
- Strengthen our skills and preparation for "field to science" and "science to field" research.
- Strengthen skills needed to produce effective, culturally dignifying interventions, capable of:
  - Local ("real-world") implementation
  - Scalability
  - Sustainability
  - Scientifically and culturally appropriate assessment.

Impact Education: With our students and field education partners, co-create and transform our curricula (bachelors, masters and doctoral)
- Provide our students with cutting-edge knowledge, skills, and mentored experiences needed to take on new roles and leadership positions in a rapidly evolving and complex practice world (for example, in emerging models of collaborative, integrated health care).

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[1] Hart, D. D., Buizer, J. L., Foley, J. A., Gilbert, L. E., Graumlich, L. J., Kapuscinski, A. R.,... & Silka, L. (2016). Mobilizing the power of higher education to tackle the grand challenge of sustainability: Lessons from novel initiatives. *Elementa: Science of the Anthropocene*, 4.

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- Equip our students to work in highly diverse and collaborative settings to achieve effective, sustainable, demonstrable change in the quality of life and life chances of populations and communities we serve.
- Re-envision teaching-learning spaces in ways that more effectively draw on our faculty's prodigious expertise and cutting-edge impact-focused work (routinely look for and create "irresistible" opportunities to teach and learn).
- Capitalize on the potential hands-on learning opportunities created through our social compacts, centers, and partnerships—particularly those with interdisciplinary and cross-sector partners.

Inclusive Innovation: **Grounded in our growing capacities for inclusive innovation and impact science, create more space and opportunities for inclusive innovation and collaboration within the School and with our university, tribal, community, and public or social service sector partners**
- Support norms of and skills for inclusive innovation, co-creation, and positive beta building at the SSW.
- Identify new funding streams and opportunities to fuel and accelerate the innovation-to-impact pipeline for Washington's social service sector.
- Strengthen our role as a portal to UW's innovation capacity for the social service sector.

Social Compacts: Build on our record of success in forming "social compacts"—long-term commitments the School of Social Work makes to improve the lives of people and communities that fall within our mission, in partnership with public partners and others who are equally committed to the goal
- Capitalizing on recent federal and state legislative, policy, and programmatic changes:
  - Expand the scope and scale of training and education conducted by the Alliance for Child Welfare Excellence
  - Explore state partnership to support new state child welfare information system (with other UW partners).
- Create new agreements with the State to extend Partners for Our Children's (POC) technology innovations ("Oliver," "STRIVE") across Washington and to expand data-savvy social work workforce.
- Develop new social compacts in strategic areas (for example, statewide implementation of the School's "Communities that Care" program for youth drug and alcohol prevention; accelerated expansion of the behavioral health workforce for state funded health care services; and statewide access to mid-career "digital literacy" education for public sector social workers and other health care managers).

Sustainable Academic Business Model: Move towards a sustainable academic business model that:
- Relieves pressure on tuition increases as revenue source.
- Expands existing and generate new revenue streams, particularly by capitalizing on our proven capacity to form long-term, funded and/or revenue-generating social compacts.

Analysis: This report demonstrates the regional, statewide, national, and international impact of the UW SSW through our scholarly impact, our educational mission, and our service to community. Our future directions will continue to emphasize impact and equity as our "North Star" and utilize

innovation, collaboration, and sustainability as ingredients to attain our goals. As we prepare for our future, we highlight below new and emerging challenges to the SSW and plans for how we might address them.

These past few years have been particularly challenging for our School, the UW, and the nation. The pandemic has been a significant learning period for us in navigating remote learning access needs of students, as well as faculty and staff. This period of remote instruction while maintaining community connections within SSW has led to disconnection and disengagement by some members of our community. There has also been concern for the wellbeing of the collective SSW. The pandemic has also changed many aspects of our profession as well, where telehealth has become common, and interventions rely more heavily on technology for service delivery. While social work will likely always have a human element to its service provision, the social work profession must better understand how technology can enhance services and educate future professional of these impacts. In particular, it is critical for us to understand how social work practice through technology or online spaces might play a role in eliminating barriers to accessibility, promoting equity, and meeting constituents where they are.

Within our School, we are adjusting to a new culture where our work lives are both in person and online. While our pivoting has been impressive, we are still very early in the process of learning about norms, best practices, and the impact on organizational culture/climate and inclusivity. Opportunities to update meeting rooms and classrooms to meet hybrid and hy-flex teaching, and other components of digital pedagogy are at the forefront of SSW future goals. This will be a multi-year initiative beginning next year with two new hy-flex capable classrooms as part of our second-floor renovation. Our Faculty Council has taken leadership in understanding the impact of technology and detailing our future needs. Academic Affairs has been discussing a regional online degree program, focused on student access and equity, and providing cutting edge online pedagogy and content. Navigating and balancing the demands for online programming and doing it well are an ongoing challenge and require investment in training and development, as well as technology. Recent research completed by SSW's Dr. Marcenko found that schools of social work nationally are seeing a decline in admissions for all programs except online programs. Our plan is by 2024, to pilot one section of our EDP cohort as online. If successful, we will look into the full conversion of our EDP to an online program.

Although the School has already identified strategic aims to guide the School's programmatic growth, the School is currently also experiencing a transition from our current Dean, Dr. Edwina Uehara, who announced her return to the faculty at the end of 2023. The School is in the process of searching for a new Dean who will bring their own vision of growth for the SSW. A transition team is in place at the School and will be in place to support the new Dean. It goes without saying that the impact of Dean Uehara permeates throughout the SSW and the UW, and she has left an indelible mark that will never be erased. It is the hope that the new Dean will honor the great achievements of our past and propel us into the future, both known and unknown.

Other areas of growth and opportunity within the framework of research, teaching, and service is our SSW's anti-racist, anti-bigotry efforts. The most recent SSW reaccreditation process identified that faculty and teaching staff are advocating for future social work professionals to practice from an anti-

racist approach. A major goal of social work is to empower diverse and disadvantaged individuals, groups, and communities through effective, culturally and linguistically appropriate assessment, treatment/intervention, and outcomes evaluation. This area will be discussed more thoroughly in the section on unit-defined questions (Part B). Also, we have engaged as a faculty in conversations that center decolonization as a priority in social work research and curricula and lean on the strength of our indigenous faculty to guide us. Workforce development and reducing student income to debt ratio is also a major goal for the SSW and this will be also discussed further in Part B.

Finally, the school is committed to addressing recent reports of racial and age disparities in social work licensing exam pass rates. These exam pass rate have implications for a diverse workforce and for addressing the need for licensed social workers in our most impacted communities. These disparities directly impact our students and alumni and represent an important anti-racism initiative in the field of social work. In response, Dean Uehara has appointed Associate Dean Spencer to initiate a WA state task force consisting of deans/directors of WA schools of social work, NASW-WA, WA State Society for Clinical Social Work, WA State Department of Health, and other major constituent groups to study the data and make recommendations for changes that might address these disparities. This task force is also working alongside national efforts, including those initiated by NADD, CSWE, NASW, etc.

The School is also emphasizing the need to ground itself in current events that have implications for social justice. For example, Dean Uehara was one of the six Health Sciences Deans to co-sign a letter of solidarity for the people of Iran, and UW Persian faculty and students are collaborating with Academic Affairs to develop a SSW sponsored awareness event open to the UW community on the women-led revolution in Iran. Events were also held around issues of abolitionist theory and structural racism as well as Asian hate crimes during the pandemic. Social justice-oriented events bring the UW community to the SSW and provide students an opportunity to engage in scholarly conversations. It also provides an opportunity to address their own need for advocacy and activism against injustice. As we emerge from the pandemic, we hope to promote regular dialogue within the SSW around current social justice issues in person as well as online.

Part B – Unit-Defined Questions

1. **How is the School preparing students for 21st century anti-racist social work practice? How are we creating an educational, social, intellectual, and cultural environment conducive to learning anti-racism knowledge, skills, and practices?**

The University of Washington Social Work has been active in the development of research and knowledge on racism as an important upstream factor for social and economic wellbeing. UW SSW researchers have also been on the forefront in understanding how racism impacts service utilization as well as inequitable outcomes in both health and mental health. We have been a leader in the field with a long-standing national reputation for promoting cultural diversity and social and economic justice for disadvantaged populations in our research, education, and service. Following the protests and public outcry in 2020 to the murders of George Floyd, Breonna Taylor, and Ahmaud Arbery, among others, anti-racism has once again come to the forefront of social work education. CSWE's Task Force to Advance Anti-Racism in Social Work Education was convened in 2020 with the purpose of developing a plan of action to make social work education stronger by integrating antiracism pedagogies and methods. The Grand Challenges for Social Work, a concept originally conceived at UW SSW by Dean Edwina Uehara and her colleagues, also responded to this outcry by introducing an additional 13th Grand Challenge to Eliminate Racism co-lead by UW faculty Mike Spencer.

We intend to build on our previous efforts in anti-racist social work education with an eye toward impact and opportunity. First, we have ample content that addresses anti-racism in both the foundation curriculum as well as advanced courses. These include Soc W 504 Social Justice and Social Work, which is intended to provide space for students to examine the role of power, privilege, and oppression within our society and within social work. Similarly, students in our BASW program engage in Soc WF Cultural Diversity and Justice and Soc WF courses 442 and 443 on building competencies and facilitating intergroup dialogues for intergroup communication. Other courses in our advanced curriculum include SOC W 536 Social Movements and Organizing: People, Power, and Praxis, SOC W 539 Breaking Down the Wall and Shifting the Paradigm: Engaged Practice with Latinas and Latinos, SOC W 570 Anti-racist Organizing for Social and Economic Change, SOC W 581 Historical Trauma and Healing, SOC W 584 Multicultural Mental Health Practice, SOC W 576 Contexts of Disability and Anti-Ableist Practice.

As we move forward in promoting anti-racism within the SSW, we turn to our mission, which is grounded in our commitment to racial, economic, gender, and social justice informed by and for those at the social margins of our local, national, and global communities. In 2021, the SSW Faculty Council prioritized anti-racism and decolonization in our social work classrooms through a series of discussions during faculty meetings on ways in which we might decenter our curriculum from the normative standards of whiteness and take steps to decolonize our classrooms. In addition to innovative ideas from colleagues, our faculty discussions also spurred a workshop on racial biases in

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research and grant funding sponsored by our Research Office. In 2021, Dr. Kanuha and our PhD students organized a presentation by abolitionist Dr. Beth Ritchie who spoke of black women, violence, and the nation's prisons. Dr. Spencer and Social Workers for Environmental Justice also hosted a year-long lecture series on climate justice for indigenous communities.

Several efforts define our next steps. First, we will improve our onboarding of both faculty and staff to our anti-racist mission and aspirational goals. We will be including a module on teaching from an anti-racist perspective in our new instructor orientation and provide opportunities for current instructors to attend. At a course level, we are in discussions regarding our primary foundation course on social justice, Soc W 504, and how we might make improvements. We have recently received the results of a survey from students, who have identified a range of issues that we hope to address. For example, we are considering where this course might best be placed in our curriculum to maximize the trust building necessary for such a sensitive course. We are also discussing pedagogical ways that we might improve the experiences for marginalized students who might be re-traumatized by discussing sensitive topics or working with students who may be at vastly different levels of understanding about anti-racism. We are considering innovative methods, such as race-based caucusing, to infuse into the first quarter experience for students. As we move toward more hybrid and online learning in social work, we have also emphasized the need to fold in our anti-racist agenda throughout the process of development. These include the pros and cons of remote learning for racialized groups and issues of accessibility.

Opportunities for DEI development exists within recruitment, retention, onboarding, messaging, trainings, and sponsored events. We are also investigating the hiring of a curricular specialist in anti-racist pedagogy to design and implement regular training and professional development opportunities, assist faculty with course design and methods, and work with our DEI office to provide content for our school, the UW community, and beyond. Our goal is to be leaders of anti-racism on campus and in our field nationally.

2. How can the school best meet the pressing workforce needs of the field (e.g., for highly committed, culturally skilled, and effective mental health professionals) particularly in/with socially marginalized individuals and communities, while significantly supporting debt-reduced professional social work education?

Reducing the income to debt ratio for our social work graduates is imperative to our mission. Efforts to reduce debt and target students from disadvantaged backgrounds have been successful due to the priority given to this area by the school. However, our students' needs far surpass our ability to make the necessary impact. To that end, the UW SSW has moved beyond traditional forms of scholarships to address student debt. We highlight three innovative initiatives and programs, the Child Welfare Training and Advancement Program (CWTAP), the Alliance for Professional Development, Training, and Caregiver Excellence, and the Washington State Behavioral Health Workforce Development Initiative (WDI), to demonstrate the UW SSW's commitment to expanding the diversity and numbers of well-prepared, debt-relieved social work and mental health practitioners in the State of Washington. The Alliance encompasses the CWTAP, which provides educational grants, specialized courses, and field education placements for MSW students who commit to working in the child welfare system upon graduation, as well as introductory and advanced training programs for all DCYF

staff and caregivers for adopted children and children in foster care. These initiatives serve as a model for collaboration between higher education, communities, philanthropy, and the public sector for impacting student debt and the profession of social work.

Now in its 30th year, **CWTAP** promotes training excellence for Washington State's child welfare workforce through the financial support of social work students and professionals. This state-funded partnership links the resources of UW School of Social Work, Alliance for Child Welfare Excellence, and the state's Department of Children, Youth and Families (DCYF). CWTAP's mission is to recruit and develop highly skilled, culturally competent public child-welfare social workers through a partnership between the state's Department of Children, Youth and Families (DCYF) and participating Washington State universities. We encourage the participation of DCYF employees and those preparing for employment in the DCYF offices. Participants earn graduate-level professional knowledge and skills through an integration of instruction, practice, and research. CWTAP provides qualified participants with specialized field education focused on casework in select DCYF offices. The field experience centers on topics such as abuse-and-neglect prevention, protective services, permanency planning, solution-based casework, and competency in working with diverse populations. Once students complete their MSW studies, they commit to seeking employment with the DCYF and agree to work for a time period equal to the time they received financial assistance. Today, many CWTAP-supported graduates are in leadership positions at the Washington State's Children's Administration and other leading child welfare agencies. Since its inception, the program has graduated more than 350 MSW professionals. In 2018, CWTAP was awarded the UW Martin Luther King Jr. Community Volunteer Recognition Award in recognition of its goal of diligently working to meet its goals of educating and training a culturally humble, racially diversified, equity-focused committed child welfare workforce.

The Alliance for Child Welfare Excellence, also known as **the Alliance**, is a groundbreaking collaboration that has, for the first time, generated a statewide roadmap for social work training and education. This work started in 2010, when the Washington State Department of Children, Youth, and Families (then called Children's Administration) invited three of the state's leading universities — the University of Washington, University of Washington Tacoma, and Eastern Washington University — to come together to form a partnership to improve the expertise of those working in the child welfare system. Since its inception, the partnership has grown to serve social workers, Tribal communities, judicial partners, and foster caregivers more broadly in service of positive outcomes for children, youth, and families across the state. In 2021, DCYF and UW SSW renewed the historic agreement that created the Alliance a decade ago for eight years, with the option for further extension, and will bring an estimated $80 million in funding for education and training to Washington State over the coming eight years.

The Alliance works to increase the capacity of Washington's social workers, partners, and foster caregivers to support community wellness. The Alliance's work is grounded in anti-racism and community service and aims to dismantle oppressive systems and processes. Through innovative and accessible training and supports, the Alliance empowers those caring for and serving families and communities to provide anti-racist, culturally relevant, trauma-informed service. Under Title IV-E, the Federal Children's Bureau helps states provide safe and stable out-of-home care for children until they are safely returned home, placed permanently with adoptive families, or otherwise placed with

planned arrangements for permanency. When states invest money in training related to these activities, the federal government matches the investment through reimbursement. When states create partnerships with universities the reimbursement is increased twofold.

WDI. The number of adults with mental illness is rising nationwide and Washington State is no exception. Yet nearly 25 percent of adults with mental health problems have reported they could not access care, particularly among low-income communities and communities of color. Community behavioral health is the broad field of mental health and substance use treatment, provided in the community, and funded by public sources of support, such as Medicaid. To help address Washington's persistent community behavioral health workforce challenges, the UW SSW launched in 2021 the **Washington State Behavioral Health Workforce Development Initiative (WDI)**, a groundbreaking multi-level approach aimed to increase recruitment of and debt-relief for BIPOC students and students from populations experiencing barriers to access and receiving culturally dignifying behavioral health care. Thus, WDI meets the workforces needs of increasing the number the diversity and preparedness of graduates who commit to careers in a behavioral health system that has struggled to meet the complex needs of people and families who require services. WDI is funded by a $24.8 million gift from Ballmer Group.

WDI supports master's level social workers, mental health counselors, and marriage and family therapists committed to serving individuals and families with mental health and substance use challenges. The aim of the initiative is to significantly decrease student debt as well as increase and then retain the number and diversity of exceptionally prepared graduates who work in the community agencies on which our state's most vulnerable populations depend. Students participating in the initiative receive generous conditional grants, up to $51,500, to offset master's degree expenses by agreeing to serve three years in an approved Washington state community behavioral health agency or tribal health center following their graduation. The initiative also provides expert career placement and mentoring support. The initiative also partners with more than 100 state-approved community behavioral health agencies and tribal health centers to serve as student training sites and potential future employers, providing services in some of the state's most marginalized communities. WDI's first cohort—a "quick start" group of 20 graduate-level students—began in September 2021 and will graduate in June 2022. This fall, 50 new students began the program. Success will be achieved when WDI is preparing at least 415 students to complete their academic programs and attain employment within two months of graduation. UW SSW is one of 13 universities and 20 graduate programs participating in this statewide effort. To date, we have recruited over 35 WDI scholars in our first year.

The three primary goals of the initiative are to 1) increase the number of well-trained master's level clinicians committed to working in community-based behavioral health agencies in WA State, 2) reduce clinical staff turnover, and 3) create better alignment between graduate training and behavioral health workplace demands. Six strategies will help the Initiative achieve its goals: (1) reduce or eliminate student debt through conditional grants offered by the Ballmer Behavioral Health Scholarship; (2) target scholarship recruitment efforts at individuals with diverse experience and committed to employment in community behavioral health; (3) create closer relationships between higher education programs and community behavioral health agencies; (4) provide career support to conditional grant recipients of the Ballmer Behavioral Health Scholarship; (5) measure

program impact; and (6) support better behavioral health policy. Key program metrics are tracked to support program progress and provide feedback to partners. WDI leaders also work with legislators who have demonstrated interest in behavioral health to build support for workforce-related policy reform.

3. In the next phase of the UW's Health Sciences Interprofessional Health Education, how can the School deepen the engagement of social workers in health and behavioral health systems? What is the role of social workers in achieving health equity? How can we translate social work's perspective on health equity and social justice into our IPE collaborations and partnership initiatives?

The SSW has been involved in the planning and implementation of interprofessional education (IPE) since 2015, and school members have been represented among IPE faculty leadership and by SSW students. IPE integrates teaching and learning across the UW's six health sciences schools. The goal is to transform the curriculum through reimagining the classroom and reshaping pedagogical approaches to health sciences training, education, and research. The initiative is spearheaded by the UW Board of Health Sciences Deans, representing dentistry, medicine, nursing, pharmacy, public health, and social work. As one of the Health Sciences schools, the SSW has long played an active role in Interprofessional Education (IPE). The majority of SSW's participation in IPE has come through the Center for Health Sciences Interprofessional Education, Research, and Practice (CHSIE), which is dedicated to transforming healthcare practice by furthering collaboration between the healthcare professions. The Center's core faculty, staff, and partners represent disciplines across the health sciences, who are passionate about advancing interprofessional teamwork to improve patient safety and quality in healthcare. The Center is led by Dr. Tracy Brazg, who is a graduate of UW SSW, and Dr. Brenda Zierler.

UW IPE and SSW efforts have focused on five strategic goals for local and global health system needs and outcomes: (1) Educational programs in which teamwork, shared learning, and collaborative practice are "how we do business as usual"; (2) Graduates who have the capabilities and vision for transformative leadership in response to complex local, regional, national, and global health challenges; (3) Health services that are responsive to pressing needs for affordable, accessible, safe, and relevant high quality care—particularly in poor, rural, and underserved communities; (4) Health systems focused holistically on the person and the local, regional, and global contexts around them; (5) Research emerging from and supporting continuous improvement of educational programs, health services, and positive health outcomes for the individual and populations.

Core services provided through CHSIE are available to our social work students and include:

- IPE Core Curriculum for UW Health Sciences pre-licensure students and trainees
- UW Health Sciences Service-Learning Outreach Programs (i.e., Health Science Common Book, Mobile Health Outreach Van Program, and the Listening Project)
- Team training and consultation for health research & clinical teams across the region
- Free Online Training & Resources:
  - *Toolkits*: Appointment, Promotion, and Tenure (APT); Team Writing; Ambulatory Care Nursing for Educators; Faculty Development IPE Training

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- *Self-paced modules*: Interprofessional Preceptor Training; Ambulatory Care Nursing Modules (i.e., telehealth, population health, health equity, etc.)
- *Simulation materials*: Simulation Training Toolkit & Teaching with Simulation Lessons

The SSW has also been active in developing innovative partnerships within the IPE space that have had campus-wide impact. In Fall 2017, the SSW launched a groundbreaking partnership between the School of Social Work, UW Psychiatry, and the King County Behavioral Health and Recovery Division with a substantial investment from Many Minds Collaborative, to work alongside consumers and provider organizations to create, implement, and test an innovative integrative model, which is widely seen as the future of health care. This collaboration led to the creation of the Partnership for Innovation in Mental Health (PIMH) to draw on a rich body of evidence about how health outcomes can be affected by integrated systems that are accountable for the full continuum of care. As in all phases of the partnership, the focus will be on developing, testing, and rapidly implementing effective interventions.

Social Work has participated in cutting edge IPE courses and seminars offered to Health Sciences students, such as UCONJ 647: *Antiracism in Action for Healthcare Professionals (1 credit)* co-taught by SSW Professor Charlotte Sanders. Social Work also co-leads an IPE workshop on Antiracism in Action: Intergroup Dialogue and Building Skills for Action and in 2014 focused on veterans' care, sponsored by the Health Sciences Foundations IPE group and held the day before Veterans Day. Case studies and small group discussions on post-combat health issues followed panel discussions with veterans, who are also health sciences program students, and with IPE faculty from the six health sciences professional schools.

While the SSW has been largely successful in contributing to IPE among Health Sciences schools, the participation of our students in the IPE core curriculum has been an area of concern. When investigating the problem, it was determined that scheduling was the primary barrier. Finding time to meet across the health science programs is daunting, and many students are already overburdened with courses and schoolwork. While the IPE core curriculum is currently optional, we are looking into requiring the core curriculum for all students doing field practicums in healthcare settings. This may also require releasing students from current responsibilities, such as seminar or field practicum to participate in IPE. We need to make space for IPE and not figure out how IPE fits in. In previous years, we have been successful with requiring IPE core curriculum within special programs such as the Northwest Leaders in Behavioral Health Program (NLBHP), which centered IPE. We are also looking into ways we can incentivize students to participate by offering a certificate or micro credential for IPE. We are also examining the potential for offering more of our own courses in IPE, including at the BASW level, where IPE has had less impact.

Part C – Appendices

Appendix A: Organizational Chart

SCHOOL OF SOCIAL WORK
UNIVERSITY *of* WASHINGTON

Dean
Eddie Uehara

School Faculty

Assistant to the Dean
TBA

RESEARCH & INNOVATION CENTERS

Integrative Oncology & Palliative SW
Taryn Lindhorst, Director

Behavioral Medicine Research Group
Rona Levy, Director

Center for Education Data & Research
Dan Goldhaber, Director

Healthy Generations Center
Karen Fredriksen Goldsen, Director

Forefront, Larry Wright, Director

Social Development Research Group
(SDRG), Margaret Kuklinski, Director

Latino Center for Health
Gino Aisenberg/Leo Morales, Co- Dirs

Partners for Our Children (P4C)
Emiko Tajima, Executive Director

Indigenous Wellness Research Institute (IWRI)
Karina Walters/Tessa Evans-Campbell, Co-Directors

Innovative Programs Research Group (IPRG)
Denise Walter, Director

West Coast Poverty Center (WCPC)
Jennie Romich, Director

Center for Women's Welfare
Lisa Manzer, Director

Center for Social Sector Analytics & Technologies (CSSAT)
Ben de Haan, Director

Joshua Center
Jon Conte, Founding Director

Alliance for Child Welfare Excellence
Christina Coad, Executive Director

Associate Dean for Social Service Innovation & Partnerships
Ben de Haan

Assistant Dean of Finance & Administration
Vicki Anderson-Ellis

Associate Dean for Faculty Excellence
David Takeuchi

Associate Dean of Research
Rona Levy

Director of Communications
TBA

Associate Dean for Transdisciplinary Scholarship
Paula Nurius

Associate Dean for Academic Affairs
Mike Spencer

Assistant Dean for Diversity, Equity & Inclusion
Kalei Kanuha

Director for Community Engagement
Margaret Spearmon

Assistant Dean for Advancement
Julie Sun

Assistant Director of Finance Admin
Saul Clifasefi

Office Services & Facilities Manager
Desi Schatz

Director of IT
Jon Hauser

Academic HR Manager
Don Berg

Assistant Director of Finance & Research
Tasha Murphy (interim)

CWTAP Director
Zynovia Hetherington

Asst to the ADAA / Academic & Faculty Srvcs Administrator
Madeline Galbraith

Asst to Asst Dean for DEI & Director for Community Engagement.
Nagem Donawa

Asst Director of Advancement
Jessica Turpin

Budget/Fiscal Analyst Supervisor
TBA

Office Services Coordinator
Wendy Wilford

Media Services
Brooks Callison

AHR/HR Manager
Kidesti Tadesse

Grants Administrator
Katia Jossa-Jouable

BASW Program Director
Amelia Gavin

MSW Program Director
Kalei Kanuha

PhD Program Director
Roberto Orellana

Assistant Dean of Field Ed.
Stan de Mello + Aida Wells (interim)

Events Manager
Edward Stone

Fiscal Specialist
Frankie Fowler

Assistant Director of Finance & Contracts
Shirley Alcantara

Technical Specialist
Jeremy Figueroa

HR Manager
Michelle Birdsall

Grants Administrator
Bryan Elion

BASW Asst Director
Nicole Guenther

Aliyah Vinikoor
MSW Asst Director

PhD Asst Director
Shirley Chu

Program Coordinator
Mark Bello

Advan & Steward Manager
TBA

Fiscal Specialist
MaryAnne Villenueva

Tech Support
Viktorya Lee

Sr. Web Developer
Matthew Hardesty

HR Manager
Abby Zorn

Grants Administrator
Gail Colfax

Director of Admissions
Jennifer Maglalang

Director of Student Services
Lin Murdock

Program Coordinator
Carrie Seaberg (interim)

Program Coordinator
TBA

Technical Project Manager
Lisa Jones

Sr. Comp. Specialist/ Webmaster
Robert Hendricks

Payroll Manager
Andrea Wagner

Assistant Director for Student Recruitment
Carol Dinh

Academic Advisor
Jennae Carpio

Field Education Faculty

Tech Support
Carol Tiberio

Costing coordinator
TBA

HR assistant
Nagem Donawa

Admissions & Outreach
Rose Reed

Program Coordinator Supervisor
Nancy Tran

Program Coordinator
TBA

Program Assistant
Lisson Tebebe

Rev. 10/16/2022

W SCHOOL OF SOCIAL WORK

School of Social Work Mission Statement

As members of the University of Washington Seattle School of Social Work (SSW), 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.
- **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. This mission is advanced through the School's programs, which provide an inclusive and rich learning environment for students supported by an engaged and vibrant community of scholars and practitioners.

The School has also developed specific mission statements for its professional degree programs, the Bachelor of Social Welfare (BASW) and Master of Social Work (MSW) Programs, by request of the Council on Social Work Education (CSWE).

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BASW Program Mission Statement

As members of the University of Washington Seattle School of Social Work Bachelor of Arts in Social Welfare program, we commit ourselves to promoting social, economic, and racial justice for oppressed populations and enhancing the quality of life for all. We strive to maximize human welfare and health through the education of our students to become:

- Effective change-makers and collaborators towards social, economic, and racial justice
- Skilled in working with diverse individuals, families, and communities with compassion and using a strengths-based lens
- Empowered, skilled, and culturally-responsive social work practitioners
- Able to apply multilevel analysis to understand how institutions, policies, and larger social structures can affect individuals and communities.
- Actively engaged in personal and institutional social justice and antiracism work, critical self-reflection, and practice according to our profession's ethical code and values.
- Able to critically analyze research and evaluation.
- Able to cultivate their own well-being and resilience through self-care and mindfulness
- Self-aware of their own positionality and able to engage with cultural humility and awareness of intersectionality
- Prepared to contribute to the health, well-being, and empowerment of disadvantaged communities and populations
- Able to respond flexibly and adapt to working in changing contexts.

We strive to provide equitable pathways to careers in social work for students from under-represented populations, including students of color, first generation college students, students who are immigrants, disabled students, undocumented students, LGBTQ+ students, and others with marginalized identities.

BASW Program Goals

1. To prepare entry-level baccalaureate social workers for generalist practice in a multicultural context that is rooted in knowledge and skills for understanding and solving complex social problems within the values of professional social work.

2. To prepare generalist social workers who can be informed and effective leaders able to understand and take action to challenge injustice and promote social and economic justice.

3. To foster a comparative and critical examination of social welfare and social work history, policies, research, and practice interventions in the education of social work practitioners dedicated to public service that promotes a more humane society.

4. To prepare for graduate education.

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MSW Program Mission Statement

MSW PROGRAM MISSION and STATEMENT OF PURPOSE

The MSW Program at the University of Washington School of Social Work is dedicated to preparing professional social workers through rigorous, community-engaged, critically reflexive research, teaching, and learning. The program is grounded in our commitment to racial, economic, gender, and social justice informed by and for those at the social margins of our local, national, and global communities.

MSW PROGRAM GOALS AND ASPIRATIONS

- To prepare social workers who possess the values, knowledge, and skills to proactively engage in life-long commitments to achieve racial, economic, and social justice, foregrounded in dismantling systems of white supremacy.
- To educate future social workers to employ professional standards, ethical principles, and critical thinking that address complex social problems through multiple levels of practice with diverse communities in need.
- To engage social workers to actively commit to diversity, equity, inclusion, and racial and social justice in practice, critically examining the social-cultural-economic- historical contexts in which they as practitioners, as well as people and communities are situated.
- To ensure that social work graduates foreground the strengths, resilience, and healing traditions embedded in all socially marginalized persons and communities by implementing culturally respectful, relevant, collaborative, and accountable evidence-based practice and practice-based evidence that aim to prevent and
intervene in social problems.
- To proactively recruit and support students, faculty, and staff who are underrepresented in higher education to co-create knowledge and practice together in a social work learning community aimed at promoting the health, well-being, and empowerment of those most impacted by racism and other structures of social oppression.

We acknowledge that the above aspirations reflect a set of commitments and organizational processes to which we will hold ourselves accountable as intentional, conscientious, and self-reflexive individuals in community. We know the MSW Program and its students, faculty, and staff are "works-in-progress," dedicated to enacting the above goals and ideals while attending and working at the University of Washington, School of Social Work, and the MSW Program.
We recognize that the MSW Program Mission is a dynamic representation of those values and practices which we will uphold and strive to achieve. Therefore, we are committed to respond to emerging *person-in-environment* changes in our community and the world by reflecting those conditions in the statement of purpose, aspirations,
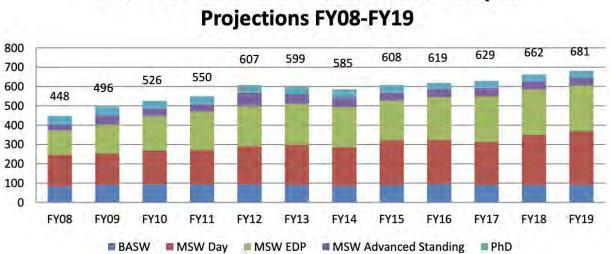and principles of the MSW Program.

MSW PROGRAM GUIDING PRINCIPLES

1. Honoring The First Peoples
2. Centering Actions to End White Supremacy and Racism
3. Working for Diversity, Inclusion, Equity and Justice
4. Acknowledging Intersectionality
5. Valuating Communities and Interactions of Care
6. Respecting Different Ways of Knowing
7. Practicing Critical Thinking and Reflexivity About our Profession
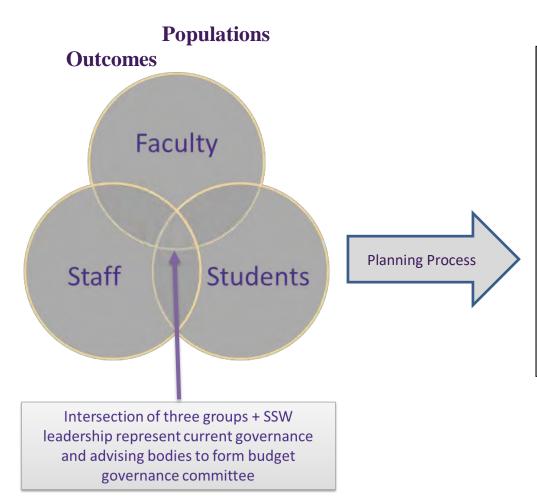
Appendix C: Student Enrollment History

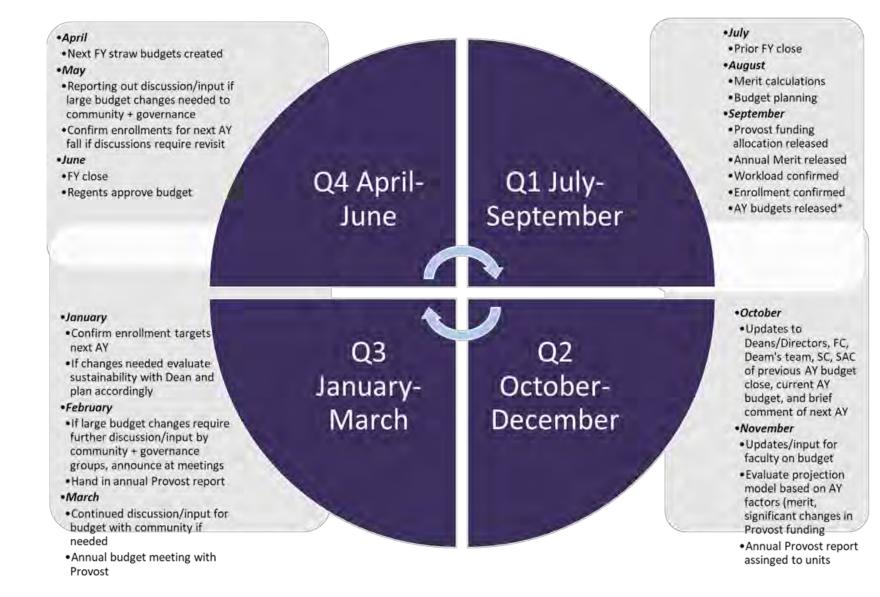## School of Social Work Enrollment History & Projections FY08-FY19

Appendix D: School of Social Work Budget Summary

Graphic 1: Shared Governance in Planning at UW School of Social Work

Populations

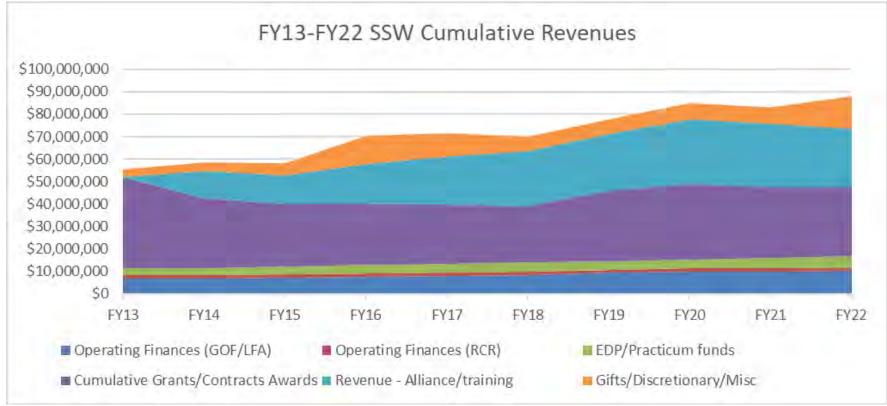Outcomes

Faculty

Staff Students

Planning Process

- Tie planning to SSW principles & aspirational aims
- Coordinate with existing committees for transparency of process and recommendations to Dean for consideration
- Inclusive communications process at all levels
  - Advisory group to be main conduit to constituent groups for feedback

Intersection of three groups + SSW leadership represent current governance and advising bodies to form budget governance committee

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Graphic 2: Annual Planning Cycle at UW School of Social Work

- *April*
  - Next FY straw budgets created
- *May*
  - Reporting out discussion/input if large budget changes needed to community + governance
  - Confirm enrollments for next AY fall if discussions require revisit
- *June*
  - FY close
  - Regents approve budget

- *July*
  - Prior FY close
- *August*
  - Merit calculations
  - Budget planning
- *September*
  - Provost funding allocation released
  - Annual Merit released
  - Workload confirmed
  - Enrollment confirmed
  - AY budgets released*

Q4 April-June

Q1 July-September

Q3 January-March

Q2 October-December

- *January*
  - Confirm enrollment targets next AY
  - If changes needed evaluate sustainability with Dean and plan accordingly
- *February*
  - If large budget changes require further discussion/input by community + governance groups, announce at meetings
  - Hand in annual Provost report
- *March*
  - Continued discussion/input for budget with community if needed
  - Annual budget meeting with Provost

- *October*
  - Updates to Deans/Directors, FC, Deam's team, SC, SAC of previous AY budget close, current AY budget, and brief comment of next AY
- *November*
  - Updates/input for faculty on budget
  - Evaluate projection model based on AY factors (merit, significant changes in Provost funding
  - Annual Provost report assinged to units

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Graphic 3: 10-Year History of Revenues

FY13-FY22 SSW Cumulative Revenues

Legend:
- Operating Finances (GOF/LFA)
- Operating Finances (RCR)
- EDP/Practicum funds
- Cumulative Grants/Contracts Awards
- Revenue - Alliance/training
- Gifts/Discretionary/Misc

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Appendix E: Information about Faculty

Faculty Name	Appointment and Rank	Affiliation with Other UW Units	Web Profile/CV
Aisenberg, Gino	Associate Professor		https://socialwork.uw.edu/faculty/professors/gino-aisenberg
Andazola-Reza, Paloma	Part-time Lecturer Temporary		https://socialwork.uw.edu/part-time-instructors
Autry, Brittney	Part-time Lecturer Temporary		https://socialwork.uw.edu/part-time-instructors
Bagshaw, Michelle	Associate Teaching Professor		*no longer with School of Social Work*
Barrett, Rachell	Clinical Instructor		https://socialwork.uw.edu/faculty/clinical-affiliate-part-time-lecturers/rachel-barrett
Berridge, Clara	Associate Professor	Adjunct - Evans School, Disability Studies Program Affiliate - Center for Studies in Demography and Ecology	https://socialwork.uw.edu/faculty/professors/clara-berridge
Briner, Leslie	Part-time Lecturer		https://socialwork.uw.edu/part-time-instructors
Brower, Jennifer	Associate Teaching Professor		https://socialwork.uw.edu/faculty/teaching-professors/jennifer-brower
Brown, Kayla	Part-time Lecturer Temporary		https://socialwork.uw.edu/part-time-instructors
Cantu, Ariana	Part-time Lecturer		https://socialwork.uw.edu/faculty/part-time-instructors/ariana-cantu
Carcamo, Giselle	Part-time Lecturer Temporary		*no longer with School of Social Work*
Clardy, Shermoin	Part-time Lecturer Temporary		https://socialwork.uw.edu/faculty/part-time-lecturers/shermoin-clardy
Cooke, Mark	Part-time Lecturer Temporary		https://socialwork.uw.edu/part-time-instructors
Cornwall, Saul	Associate Teaching Professor		https://socialwork.uw.edu/faculty/teaching-professors/saul-tran-cornwall

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Faculty Name	Appointment and Rank	Affiliation with Other UW Units	Web Profile/CV
Day, Angelique	Associate Professor		https://socialwork.uw.edu/faculty/professors/angelique-day
De Fries, Stacey	Associate Teaching Professor		https://socialwork.uw.edu/faculty/teaching-professors/stacey-de-fries
de Mello, Stan	Associate Teaching Professor		https://socialwork.uw.edu/faculty/teaching-professors/stan-de-mello
Delvalle, Derek	Part-time Lecturer Temporary		https://socialwork.uw.edu/part-time-instructors
Do, Leanne	Part-time Lecturer Temporary		https://socialwork.uw.edu/faculty/part-time-lecturers/leanne-do-%C4%91%E1%BB%97-kim-li%C3%AAn
Dotolo, Danae	Associate Teaching Professor		*no longer with School of Social Work*
Duckworth, Sonia	Lecturer		https://socialwork.uw.edu/faculty/teaching-professors/sonia-duckworth
Duran, Bonnie	Professor		https://socialwork.uw.edu/faculty/professors/bonnie-duran-rtd
Ellis, Mei Ling	Part-time Lecturer Temporary		https://socialwork.uw.edu/part-time-instructors
Epstein, Marina	Part-time Lecturer Temporary		*no longer teaching for the School of Social Work*
Erosheva, Elena	Professor (Joint Appointment)	Professor - Dept of Statistics	https://socialwork.uw.edu/faculty/professors/elena-erosheva
Evans-Campbell, Tessa	Associate Professor		https://socialwork.uw.edu/faculty/professors/tessa-evans-campbell
Fredriksen-Goldsen, Karen	Professor		https://socialwork.uw.edu/faculty/professors/karen-i-fredriksen-goldsen
Gallegos, Denise	Part-time Lecturer Temporary		*no longer with School of Social Work*
Gavin, Amelia	Associate Professor	Affiliate - School of Public Health; Affiliate - Center for Studies in Demography and Ecology	https://socialwork.uw.edu/faculty/professors/amelia-gavin

Faculty Name	Appointment and Rank	Affiliation with Other UW Units	Web Profile/CV
Gonzalez, Glen	Teaching Associate		https://socialwork.uw.edu/faculty/teaching-associates/glen-gonzalez
Greene, Makeba	Part-time Lecturer Temporary		https://socialwork.uw.edu/part-time-instructors
Harris, Abril	Assistant Professor		https://socialwork.uw.edu/faculty/professors/abril-n-harris
Hellmann, Arden	Lecturer		https://socialwork.uw.edu/faculty/teaching-associates/arden-m-hellmann
Hetherington, Zynovia	Teaching Professor		https://socialwork.uw.edu/faculty/teaching-professors/zynovia-hetherington
Huh, David	Assistant Research Professor		https://socialwork.uw.edu/faculty/professors/david-huh
Issari, Kata	Part-time Lecturer Temporary		https://socialwork.uw.edu/part-time-instructors
Jackson, T. Ron	Clinical Professor		https://socialwork.uw.edu/faculty/part-time-lecturers/t-ron-jackson
James, Carol	Lecturer		https://socialwork.uw.edu/faculty/teaching-professors/caroline-james
Johnson, Shawnti	Teaching Associate		https://socialwork.uw.edu/faculty/teaching-associates/shawnti-johnson
Johnson-Jennings, Michelle	Professor (Joint Appointment)	Professor - School of Public Health	https://socialwork.uw.edu/faculty/professors/michelle-johnson-jennings
Jones, Kristian	Assistant Professor		https://socialwork.uw.edu/faculty/professors/kristian-jones
Kanuha, Kalei	Teaching Professor		https://socialwork.uw.edu/faculty/teaching-professors/val-kalei-kanuha
Kim, Hyun-Jun	Assistant Research Professor		https://socialwork.uw.edu/faculty/professors/hyun-jun-kim
Kuklinski, Margaret	Associate Professor WOT		https://socialwork.uw.edu/faculty/professors/margaret-kuklinski
La Fazia, David	Part-time Lecturer		https://socialwork.uw.edu/part-time-instructors
Lanza, Carrie	Assistant Teaching Professor		https://socialwork.uw.edu/faculty/teaching-professors/carrie-lanza
Lee, Jane	Assistant Professor		https://socialwork.uw.edu/faculty/professors/jane-j-lee

Faculty Name	Appointment and Rank	Affiliation with Other UW Units	Web Profile/CV
Lerner, Justin	Associate Teaching Professor		https://socialwork.uw.edu/faculty/teaching-professors/justin-e-lerner
Levy, Rona	Professor	Adjunct - School of Medicine Adjunct - Dept of Psychology	https://socialwork.uw.edu/faculty/professors/rona-l-levy
Light, Michael	Part-time Lecturer Temporary		*no longer with the School of Social Work*
Lindhorst, Taryn	Professor	Affiliate - Center for Studies in Demography and Ecology	https://socialwork.uw.edu/faculty/professors/taryn-lindhorst
Lustbader, Wendy	Clinical Associate Professor		https://socialwork.uw.edu/faculty/part-time-lecturers/wendy-lustbader
Macy, Jane	Part-time Lecturer		https://socialwork.uw.edu/part-time-instructors
Magarati, Maya	Adjunct Assistant Professor	Dept of Psychiatry	https://socialwork.uw.edu/part-time-instructors
Marcenko, Maureen	Professor		https://socialwork.uw.edu/faculty/maureen-o-marcenko
Martinson, Melissa	Associate Professor	Adjunct - Dept of Sociology	https://socialwork.uw.edu/faculty/professors/melissa-l-martinson
McConnell, Anna	Part-time Lecturer Temporary		https://socialwork.uw.edu/part-time-instructors
Moore, Megan	Associate Professor	Associate Director - Harborview Injury Prevention and Research Center	https://socialwork.uw.edu/faculty/professors/megan-moore
Mwamba, Khalfani	Assistant Teaching Professor		https://socialwork.uw.edu/faculty/teaching-professors/khalfani-mwamba
Myers, Gerilyn	Lecturer		https://socialwork.uw.edu/faculty/teaching-professors/gerilyn-myers
Nurius, Paula	Professor	Affiliate - Center for Studies in Demography and Ecology; Harborview Center for Injury Prevention and Research; Center for Statistics in Social Sciences;	https://socialwork.uw.edu/faculty/professors/paula-s-nurius

Faculty Name	Appointment and Rank	Affiliation with Other UW Units	Web Profile/CV
		Center for Child and Family Well-being	
Okoloko, Lara	Part-time Lecturer		https://socialwork.uw.edu/part-time-instructors
Orellana, Roberto	Professor		https://socialwork.uw.edu/faculty/professors/e-roberto-orellana
Ozawa, Jenn	Part-time Lecturer Temporary		https://socialwork.uw.edu/faculty/part-time-lecturers/jenn-ozawa
Pearson, Cynthia	Research Professor	Adjunct - American Indian Studies	https://socialwork.uw.edu/faculty/professors/cynthia-r-pearson
Pecora, Peter	Professor WOT		https://socialwork.uw.edu/faculty/professors/peter-j-pecora
Petros, Ryan	Assistant Professor		https://socialwork.uw.edu/faculty/professors/ryan-petros
Pham, Lan	Part-time Lecturer Temporary		*no longer with the School of Social Work*
Price, Terry	Part-time Lecturer Temporary	School of Law	https://socialwork.uw.edu/part-time-instructors
Ranchigoda, Tanya	Part-time Lecturer		https://socialwork.uw.edu/faculty/part-time-lecturers/tanya-ranchigoda
Rivara, J'May	Associate Teaching Professor		https://socialwork.uw.edu/faculty/j%E2%80%99may-rivara
Roberson, Kendra	Part-time Lecturer		https://socialwork.uw.edu/faculty/part-time-instructors/kendra-roberson
Robinson, Carson	Part-time Lecturer Temporary		https://socialwork.uw.edu/part-time-instructors
Romanelli, Meghan	Assistant Professor		https://socialwork.uw.edu/faculty/professors/meghan-romanelli
Romich, Jennifer	Professor	Affiliate - Center for Studies in Demography and Ecology; Center for Statistics in Social Sciences	https://socialwork.uw.edu/faculty/professors/jennifer-romich
Ryan, Alice	Part-time Lecturer		https://socialwork.uw.edu/part-time-instructors
Sanders, Charlotte	Teaching Associate		https://socialwork.uw.edu/faculty/teaching-professors/charlotte-sanders

Faculty Name	Appointment and Rank	Affiliation with Other UW Units	Web Profile/CV
Self, Jen	Clinical Assistant Professor		https://socialwork.uw.edu/clinical-affiliate
Spencer, Michael	Professor	Adjunct - School of Public Health; Affiliate - Center for Studies in Demography and Ecology	https://socialwork.uw.edu/faculty/professors/michael-s-spencer
Stuber, Jennifer	Associate Professor		https://socialwork.uw.edu/faculty/professors/jennifer-stuber
Sullenszino, Julie	Part-time Lecturer Temporary		https://socialwork.uw.edu/part-time-instructors
Tajima, Emiko	Associate Professor		https://socialwork.uw.edu/faculty/professors/emiko-tajima
Takeuchi, David	Professor		https://socialwork.uw.edu/faculty/professors/david-takeuchi
Taylor, Kathy	Lecturer		https://socialwork.uw.edu/faculty/teaching-professors/kathy-taylor
Thompson, Lara	Lecturer		https://socialwork.uw.edu/faculty/teaching-professors/lara-thompson
Tillery, Adrianne	Part-time Lecturer Temporary		https://socialwork.uw.edu/part-time-instructors
Timbang, Norma	Part-time Lecturer		https://socialwork.uw.edu/faculty/part-time-lecturers/norma-timbang
Uehara, Edwina	Professor		https://socialwork.uw.edu/faculty/professors/edwina-s-uehara
Underwood, Traci	Part-time Lecturer Temporary		*no longer with the School of Social Work*
Vesneski, William	Associate Teaching Professor		https://socialwork.uw.edu/faculty/teaching-professors/william-vesneski
Vollendroff, Jim	Part-time Lecturer Temporary		https://socialwork.uw.edu/part-time-instructors
Walker, Denise	Research Professor		https://socialwork.uw.edu/faculty/professors/denise-walker
Walker, Kimberly	Part-time Lecturer Temporary		https://socialwork.uw.edu/part-time-instructors
Walters, Karina	Professor	Adjunct - School of Public Health	https://socialwork.uw.edu/faculty/professors/karina-l-walters

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Faculty Name	Appointment and Rank	Affiliation with Other UW Units	Web Profile/CV
		Global Health; Adjunct - Dept of Women's Studies; Affiliate - Center for Studies in Demography and Ecology	
Walton, Brian	Teaching Associate		https://socialwork.uw.edu/faculty/teaching-associates/brian-walton
Weber, Jamie	Part-time Lecturer Temporary		*no longer with the School of Social Work*
Wells, Aida	Associate Teaching Professor		https://socialwork.uw.edu/faculty/teaching-professors/aida-v-wells
Wells, Morgan	Lecturer		https://socialwork.uw.edu/faculty/teaching-professors/morgan-wells
Williams, Maya	Assistant Professor		https://socialwork.uw.edu/faculty/professors/maya-williams
Wilson, Stephen	Part-time Lecturer		https://socialwork.uw.edu/faculty/part-time-lecturers/stephen-wilson
Winn, Scott	Part-time Lecturer		https://socialwork.uw.edu/faculty/part-time-lecturers/scott-winn
Wise, Dan	Part-time Lecturer Temporary		https://socialwork.uw.edu/faculty/part-time-lecturers/dan-wise
Wollemborg, Karen	Part-time Lecturer		https://socialwork.uw.edu/faculty/teaching-associates/karen-wollemborg
Wrenn, Rachel	Assistant Teaching Professor		https://socialwork.uw.edu/faculty/teaching-professors/rachel-wrenn-retd
Yu Simpson, Beth	Teaching Associate		https://socialwork.uw.edu/faculty/teaching-associates/beth-yu-simpson
Zucker, Eli	Part-time Lecturer Temporary		https://socialwork.uw.edu/part-time-instructors

Appendix F: DEI Example

Sarah Porter <sporter7@uw.edu>

[Sswphd] [All School] BIPOC Affinity Group - Movie Night!
1 message

Jenn Maglalang <jennmag@uw.edu>   Mon, Dec 5, 2022 at 7:17 PM
To: "sswall@uw.edu" <sswall@uw.edu>

Come together to celebrate the end of the quarter, decompress a little, and chill! Join us December 15th at 5:00PM for a Movie Night – room 305 at the School of Social Work! Help us narrow in on a movie genre by completing our poll
https://tinyurl.com/4c6skw3m

About us: This affinity group holds space for SSW students, staff, and faculty who self-identify as BIPOC, including Black, Indigenous, People of Color, Brown, Asian & Pacific Islander, Mixed & Multiracial folks.

We also encourage our BIPOC community members to join our email listserv to stay in touch!

On behalf of our planning group,

jenn

Jennifer Maglalang, MSW

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Appendix G: Research & Innovation Centers

Field	Research & Innovation Centers
Behavioral Medicine	Behavioral Medicine Research Group
Child Sexual Abuse Prevention	Joshua Center on Child Sexual Abuse Prevention
Child Well-being	Partners for Our Children
Data Science	Center for Social Sector Analytics and Technology
Early Interventions	Innovation Programs Research Group
Education and Social Impact	Center for Education Data and Research
Global Health	Global Health Partnership (Cambodia's Royal University in Phnom Penh (RUPP)
Health, Aging, Gender and Culture	Goldsen Institute
Healthy Aging	Healthy Generations Hartford Center of Excellence
Indigenous Health and Wellness	Indigenous Wellness Research Institute (NIH-designated Center of Excellence)
Latino Health and Well-being	Latino Center for Health
Oncology and Palliative Care	Center for Integrative Oncology and Palliative Care Social Work
Poverty and Policy	West Coast Poverty Center
Prevention Science	Social Development Research Group
Suicide Prevention	Forefront
Women and Family Welfare	Center for Women's Welfare

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OJIBWE HORSES
(Lac La Croix Indigenous Ponies)

THE HUMBLE HORSE

MN and WI's own Indigenous Horses

Did you know we have indigenous horses? The Ojibwe Horse (LLCIP) is a small, friendly horse that is the horse of the Ojibwe people. Historically, this horse helped them check traplines, drag firewood, and were used for transportation. After being nearly extinct with only 4 mares in the 1970s, there are currently less than 200 horses worldwide and 20 in the US.

The Humble Horse

We are a volunteer-based, Ojibwe led 501(c)3 dedicated to the preservation and reconnection of the Ojibwe horse to their Ojibwe relatives, and education to the wider community.

You Can Help!

Please let people know our horses are still here! You can also donate via our website or the QR code. You can visit our website to learn more, or to help support our organization here: www.thehumblehorsewi.org

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