

College of Social Work Strategic Plan 2010



COLLEGE OF
SOCIAL WORK



EMBRACE DIFFERENCE. SEEK JUSTICE. BE THE CHANGE.

College of Social Work

Strategic Plan

Overview

Letter from the Dean	1
Introduction to the Strategic Plan	3

College Directives

Mission	4
Vision	4
Values	4
Context	5

Goals, Objectives, Strategies, Initiatives

Goal 1 – One University	10
Goal 2 – Students First	13
Goal 3 – Faculty and Staff Talent Culture	23
Goal 4 – Research Prominence	26



Office of the Dean

College Of Social Work
Stillman Hall
1947 College Road
Columbus, OH 43210-1162
Phone (614) 292-5300
Fax (614) 292-6940
www.csw.ohio-state.edu

Dear Friends of the College of Social Work:

It is a pleasure to share with you the 2010 College of Social Work strategic plan. Our plan builds upon the long tradition of exceptional social work education at The Ohio State University, and places the college on a continued trajectory toward eminence. The following document describes the challenges and opportunities for our college and specifies our strategic focus over the next two to three years. As we build on the success of this current plan, subsequent planning activities will develop longer term goals. Although this is a time of many meaningful activities at our college, this planning document focuses exclusively on four areas of strategic emphasis. These areas were derived after thoughtful consideration of our current internal environment and a careful assessment of external opportunities. Our plan links closely to our university's strategic planning effort, and its successful implementation will strengthen both the College of Social Work and The Ohio State University.

Our strategic plan recognizes the importance of the social work profession to the health, safety, and quality of life of the individuals and communities in which are graduates reside. Our students, faculty and staff accept the challenge of advocacy and leadership for the most vulnerable members of society. In the "new" economy we see the potential for a significant shift in service delivery and a potential further retraction of services from the most needy. Our redesigned undergraduate and master's curriculum will be highly engaged with the community and prepare students for leadership in responding to today's challenges, and those that will follow. Concurrently, trends in funded research include a significant focus on intervention and translational research. This represents a movement toward implementing research in manner that is more participatory and community based, and research that ensures that the science finds its way into the community, and ultimately improves well-being.

Our first area of strategic focus builds upon the spirit of One University. Toward that end the plan emphasizes the creation of a collaborative and supportive work climate where challenging conversations set the stage for inspired accomplishments. Such a climate will embrace diversity and encourage risk-taking and creativity. Our work climate will reflect the belief that individual and organizational success are dependent on our ability to work well together. This strategy recognizes that our best accomplishments often follow from our most collaborative endeavors. Also contained in this strategy is a plan for communicating our accomplishments to all of our constituents. The results of this successful endeavor will ensure a sense of pride among our faculty, staff, students, and alumni, and an national awareness of eminence at the College of Social Work. Our strategic plan considers these and other contexts as we build a better world together.

The movement toward a semester curriculum is a tremendous opportunity for the College of Social Work. Our second area of strategic focus is curriculum redesign at the undergraduate, master's, and

doctoral level. We are designing a curriculum that is relevant, rigorous, and responsive to the individual and social conditions of today's environment locally and globally. Our curriculum design is highly engaged with the communities in which we will practice, and emphasizes assessment of student mastery of important practice competencies. Our re-designed doctoral program will be among the first in the country to organize its curriculum around intervention and translational research.

Faculty and staff talent and culture is a third area of strategic emphasis. The college will move forward by building upon the considerable strengths of our faculty and staff. Our plan describes a commitment to support an exceptional faculty and staff who thrive in a culture of high expectation and high performance. We will accomplish this by creating incentives and rewards, and redesigning policies to create an environment where all members of the community can contribute to its success. We will increase national recognition for the excellent work we produce.

Our fourth and final area of strategic emphasis is the continued growth of our research infrastructure and further expansion of funded research at the college. We will complete the construction of a research center to better support funded research. The hiring of an associate dean for research will bring additional senior mentorship and leadership to our faculty, as will development efforts to create endowed professorships. We will continue to build collaborative research partnerships both within and outside the university. We are well poised to benefit from the overdue emphasis on funding translational research. The coming years will see an expansion in funded research activity by our faculty as we advance the conduct and dissemination of research that makes a difference.

Our small college has a huge footprint. From the inception of social work as a profession the College of Social Work at The Ohio State University has been a leader both in our community and nationally. We prepare professional social work practitioners with the knowledge and skills to improve the lives of individuals, couples, and families, and to strengthen communities at the local, national, and international levels. Our graduates amplify the voices of those who are often ignored and ensure their safety, dignity, and quality of life. Our scholarship informs practices, programs, and policies that society depends upon to fulfill its obligations to our most vulnerable citizens. Our strategic plan is written with full knowledge of our profession's responsibility and a high measure of enthusiasm for our ability to prepare the practitioners and scholars who will change the world. We look forward to working with many of you as we move the College of Social Work from excellence to eminence.

Sincerely,



Tom Gregoire, MSW, PhD
Dean

College of Social Work Strategic Plan

Introduction

The following pages describe our strategic emphasis for the next two to three years. Our areas of focus include the creation and communication of a One-University climate that builds on excellence; the reconceptualization of the curriculum that prepares practitioners and scholars to respond to social problems of today and tomorrow; the development of a high performance work culture that steers our college to eminence, and the continued increase in our funded research in a manner that strengthens the college and contributes to an emerging literature on intervention research. Our plan has evolved from the ongoing planning efforts of faculty workgroups who have contributed to the creation of a strategic vision over the past four years. These workgroups have consulted with students, community practitioners, and national experts in identifying initiatives and activities that will advance our college. This current effort is the product of the administrative team at the College of Social Work. It incorporates much of that prior work while considering the current context at our college and university, and the many communities in which we make a difference.

Our best efforts, in all that we do, are the product of creativity. It underlies our ability to produce novel research that improves quality of life. Creativity allows us to teach in ways that both inspire and challenge. Our strategic plan recognizes that creativity and risk taking are the products of a nurturing, diverse, supportive, and challenging workplace. We are crafting a climate that enables exciting and challenging conversations that will give rise to transformational ideas. This climate will promote a culture of high-expectations and high achievement that is consistent with our overarching strategic plan.

Our strategies recognize the great opportunities provided in the current environment, and position the College of Social Work to capitalize on those prospects. The transition to semesters provides a once in a life time opportunity to design a new curriculum that addresses both current societal needs and anticipates future needs. Our approach to curriculum renewal is thoughtful and challenging. It reflects our commitment to define a curriculum that defines the College of Social Work. Similarly, the current environment provides opportunities for social work research to inform some of the critical issues facing society today. Social Work research is translational, immediately relevant, and badly needed. In this time of economic upheaval social work research is especially desirable as communities are forced to redefine how to best meet social needs with reduced funding. We advance our research agendas with an understanding that our work will contribute to new, more effective models and methodologies of accountable social service delivery.

Mission

The College of Social Work, through excellence in teaching, research, and service, prepares leaders who enhance individual and community well-being, celebrate difference, and promote social and economic justice for vulnerable populations. The College fosters social change through collaboration with individuals, families, communities, and other change agents to build strengths and resolve complex individual and social problems. As an internationally recognized college, we build and apply knowledge that positively impacts Ohio, the nation, and the world.

Vision

Three principles guide the implementation of the College of Social Work mission:

Embrace Difference. Seek Justice. Be the Change.

Values

The college is committed to pursuing its mission within the values of the social work profession:

- The dignity and worth of all people.
- The importance of human relationships.
- Building knowledge through ethically conducted, open inquiry.
- Competence in all aspects of professional practice.
- The maintenance of integrity in professional interactions.
- The pursuit of social justice.
- A commitment to service.

Planning Context

The context in which we create our strategic plan is influenced by current trends in research, education, social service delivery, and the recent economic crisis. It is also shaped by the rich history of the College of Social Work as a leader in preparing social work practitioners and researchers. Social work education began at The Ohio State University in 1875 with the offering of course work on poverty. These courses were soon followed by curriculum on scientific charity and philanthropy. As early as 1901, students from The Ohio State University were undertaking field work in a local settlement house in concert with their curriculum on social case work. In 1918, we awarded the first Bachelor of Science in Social Service degree. Graduate education soon followed. We initially conferred the Master of Science in Social Administration in 1923. We awarded our first doctoral degree in 1934. Our doctoral program in social work is among the oldest in the United States.

In 1919, Ohio State became one of the charter members of the Association of Training Schools for Professional Social Work (ATSPSW), the precursor organization to the Council on Social Work Education (CSWE). We have been continuously accredited since the 1919 co-founding of the ATSPSW and are the nation's oldest continually accredited social work program in a public university. Today we count over 10,000 alumni who have impacted countless lives across the globe.

Our physical setting plays a prominent role in the tradition of social work education at Ohio State. Our building was constructed with funding from the New Deal's Works Progress Administration and was dedicated on November 12, 1937 with Harry Hopkins, the New Deal's principal architect, serving as the principle speaker. Stillman Hall features many examples of both the history and values of our profession. Carved above the main entrance to Stillman Hall are six principles of a "good life" according to Charles Stillman our director at the time of the construction (Justice, Freedom, Democracy, Knowledge, Education, and Happiness). Our building also features a great deal of art work commissioned by the Federal Art Project and photography from the Federal Writers Project. The fourth floor of Stillman Hall contains extensive murals also commissioned by New Deal funding. A 2001 building addition includes tile sculptures honoring prominent social workers Jane Addams, Whitney Young, and Harry Hopkins. Our long and rich history and physical setting clearly helps anchor the current students' educational experience in the traditions and values of the social work profession.

National Ranking

US News and World Report currently ranks the College of Social Work 19th among public universities and 30th among all of the 219 graduate programs in social work. Our plan will facilitate a climb up the rankings and movement into the top twenty of all graduate social work programs. Because all social work rankings are reputational (not part of the NRC), movement in the rankings will be influenced not only by our educational programs and the quality of graduates we produce, but by the visibility of the

college and its leaders at the local, state, national, and international levels. In this context communicating our good work becomes a critical strategy.

International Social Work

As higher education becomes a more global experience, we must respond. Our students clearly feel an increased sense of responsibility to international social problems. Social media and the 24 hour news cycle create real-time communication across the globe and an increased awareness of, and sense of responsibility for, responding to social problems. Our responsibility begins with providing students greater opportunities to study social work and social welfare in an international context. However, we also find in our mission the challenge to recruit internationally and prepare students from developing countries to return and make a difference after graduation. It is insufficient to prepare students who are simply aware of the global challenges. We must produce global change-agents.

The College currently provides three different opportunities to explore social welfare and social work practice in other countries. Our Poland and India programs have been offered for a number of years. These programs allow students to study the emergence of social welfare in the post-Soviet era or to examine social welfare practice in the context of a developing country. Our newest program allows students to travel to Cuernavaca, Mexico and explore immigration and economic issues in that country. In addition to furthering coursework on international social work, our undergraduate program will provide the opportunity for an international concentration in the semester curriculum. We must also recognize the opportunity to utilize technology, as well, to increase exposure to social work in a global context for all of our students.

Translational Research

Translational and systems dynamics research have been identified as the leading edge of social work research. The increasing federal investment in funding of translational research reflects the expectation that science must have a practical application in order to improve the human condition. We anticipate the funding commitment to translational research will continue to expand. We will build much of the college's research infrastructure around translational research and train doctoral students in the conduct of clinical and translational science.

Social work researchers are uniquely suited to studying the translation of basic research into practice and policy, including examining the contextual aspects of this translational process. However, to maximize the contribution to this important work, research must be conducted in real-world settings. This research must examine recursive effects over time and use standard experimental designs. Additionally, this type of research requires a high degree of collaboration and interdisciplinary or transdisciplinary partnerships. It is situated in complex systems comprised of diverse cultures,

constituencies and communities. Thus, we must modify our curriculum to increase the focus on stages of intervention development and testing as well as implementation and dissemination. Although The Ohio State University is one of only 71 colleges and universities in the United States offering a doctoral degree in social work, and the demand for graduates outpaces the supply, the competition for the best positions at our peer and aspirational peer institutions is stiff. New faculty hires need to have sharply honed research skills, multiple publications, and a beginning record of funded research to secure the best positions.

Service delivery

Traditional models of social service delivery and program design may not survive the most recent economic crisis and the continued dwindling of resources for social service programming. Services are likely to become increasingly community based and self-help oriented. Volunteer organizations such as local churches and civic organizations may play an increased role in meeting community needs. In that context, there is likely to be an increasing chasm between evidence based practices and service provision for the most needy. Monitoring program outcome and accountability will take on new challenges for service providers and funders.

This significant reshaping provides an important opportunity for community engagement and leadership on the part of the College of Social Work. We have a long history of community engagement and leadership in the social work practice community. Our plan emphasizes leadership in the expansion of community based research and teaching, the provision of evidence based curriculum in our continuing education programming, and through our continued engagement with our community.

Competency based education

The role of social work education at the bachelor's and master's degree levels is to prepare professional practitioners for the wide variety of settings in which social workers are employed. Social workers provide essential services in mental health agencies, schools, child welfare, hospitals, substance abuse programs, criminal and juvenile justice organizations, programs assisting the elderly, and other settings that serve the oppressed or marginalized. Social workers are also actively engaged in policy change at the state and national levels. It is essential that social work education work closely with the community to identify and address current needs and anticipate social issues that our graduates may encounter in the course of their careers.

Regardless of the setting, social work education must instill our graduates with the values and ethics of the profession, together with the core competencies required for successful practice. The CSWE, our current accrediting body, has recently adopted new standards focusing on specific competencies, practice behaviors, and methods for assessing mastery of those competencies and behaviors. In light of

these new standards and the university's transition to semesters, the College of Social Work has an opportunity to design an innovative, student-friendly curriculum that prepares students to address societal needs through micro- and macro-level social work practice. Embedded assessments of the extent to which our students master these critical competencies and practice behaviors will allow us to continually examine our program for ways to improve the educational outcomes of our graduates. To emerge as a leader in social work education, the College of Social Work must engage in a thoughtful, transparent, and inclusive process of curriculum design. This curriculum will result in undergraduate and graduate courses that prepare our graduates to address current and future social problems within the local community, the nation and the world.

The Current State of Professional Social Work

The current demand for professional social work practitioners is great. The majority of mental health, child welfare, and family services in the U.S. are provided by social workers. Additionally, social workers serve as an integral component of interdisciplinary teams in education, health care, and gerontology. One finds trained social workers in the fields of substance abuse, corrections, juvenile justice, economic security, and employee assistance. A substantial number of social workers also provide counseling and psychotherapy through private practice.

Data from national studies indicate that the demand for professional social workers, particularly those trained at the masters level, will increase significantly in the coming years. The Bureau of Labor Statistics predicts an 18 to 26 percent increase in the demand for new social workers by the year 2014. Our own needs assessment of Central Ohio and our regional campus sites indicates that agencies seeking social workers must often fill positions with less qualified individuals. Finally, as further evidence of the need to expand our production of social workers, national data indicates that social workers in the work force are significantly older than the civilian labor force. The aging of the profession will exacerbate the already increasing demand for professional social workers and challenge the college to meet this important community need.

Diversity and the Social Work Profession

While data suggests that the social work student population is among the most diverse at OSU, we must continually enhance diversity in our student body, faculty, and staff. National studies find that in many fields of practice the majority of those served are from minority populations/cultures while those who serve them are often white and from the majority culture. Empirical data suggest that ethnic and racial matching of clients and social workers are at times associated with differences in the amount and type of service provision and client outcome. This mismatch between the served and service providers then suggests the need to both recruit and retain workers from minority racial and cultural populations. Also, programs must develop more culturally sensitive interventions to better ensure that interventions will

be effective. Increasing the diversity of our students requires targeted recruitment efforts, educational program designs and deployment that support non-traditional students, and increased student financial support.

1. Goal: One University

1.1 Objective: Lead transformation to achieve “One University”

1.1.A Social Work Strategy: Create a climate that enables eminence.

Primary University strategy cross-reference: 1.1.1

Secondary University cross reference: N/A

Our organizational climate will enable movement from excellence to eminence. The College of Social Work selects exceptional faculty and staff and creates a culture in which all can thrive. Climate change is a necessary precursor to achieving our goals. Eminence is a by-product of a collaborative workplace that is perceived as creative, supportive, inclusive, nurturing, and one that encourages risk-taking.

Fulfilling our strategic plan depends upon our ability to engage in the challenging and difficult conversations that yield scholarship and teaching unfettered by past constraints. The College of Social Work commits to creating this climate in several ways. We seek participation in multiple climate change activities. We reward collaboration and support. We embrace difference. We also reinforce the principle that a successful college of social work is as much a function of our ability to work well together as it is a byproduct of individual accomplishment.

A climate that promotes eminence also fosters pride in the accomplishments of the college within the community. We rise as an organization by communicating our accomplishments to future faculty, staff, students, donors and the academic peers who rank our college. These and other constituents have a staggering array of virtual, real-time methods for accessing information about the College of Social Work. Creating a climate that enables eminence requires deliberate and consistent management of these multiple means of communication to ensure that the College of Social Work is perceived as competent, successful, and as a source of pride for all our principals. It is through the creation of this climate that our college will climb in the national rankings.

1.1.A.1 Social Work Initiative: Host and reinforce cultural transformation activities for the entire College of Social Work community and integrate the practice into our day-to-day activities.

Primary University cross-reference: 1.1.1.1

Secondary University cross reference: N/A

Cultural transformation is a superordinate initiative in that it serves to enable all other strategies and initiatives at the College of Social Work. Beyond our participation in structured transformation events, we will continue to expect college leadership and our entire college community to take responsibility for creating a supportive environment. A culture of respect

and support is a necessary but not sufficient condition for furthering the College of Social Work. We advance as a college when our climate encourages frank, honest, and challenging dialogue about our future.

Metrics

- Completion of one leadership unfreezing retreat and two faculty/staff retreats
- Quarterly conversations for faculty and staff on issues important to the college, university, and community.
- Faculty and staff “pulse” survey has 80 % participation and 70% positive results.

Milestones

- Leadership retreat completed. (June 2010)
- Additional faculty/staff retreat completed. (December 2010)
- Hold three conversations with faculty and staff (Aug 2010 – July 2011)

Resources

- Two university facilitators No cost
- Two day time commitment per faculty/staff for retreat participation No incremental cost
- Facility rental, food, etc. \$2,000 (2010 & 2011)

1.1.A.2 Social Work Initiative: Instill a sense of pride, confidence, and high regard among all internal and external constituents by implementing a communication plan that highlights the mission, vision, and accomplishments of the College of Social Work.

Primary University cross-reference: 1.1.1.3

Secondary University cross reference: N/A

Carrying the message of our accomplishments to the broader community is an integral step in implementing this strategy. Our place in the university community and among our peers is influenced by their perceptions of the College of Social Work and the narratives that our reputation evokes. In today’s media environment, positive reputation is highly dependent upon our ability to disseminate our accomplishments. A strong reputation helps us to recruit exceptional students, faculty, and staff, and serves as the catalyst for our current faculty and staff to work toward eminence. A positive reputation also strengthens our relationship with our valued alumni, and increases the willingness of donors to invest in the College of Social Work.

Metrics

- Increase in US News and World Report national rankings.
- Regular appearances in Ohio State’s electronic and print media.
- Publish an external electronic newsletter for professional peers.
- Publish an electronic newsletter targeted for alumni and donors.
- Appear in print and electronic media one to two times a month.
- Develop social media plan and increase use of this medium with external audiences.

Milestones

- Conduct search for director of communication. (July 2009 – Sep 2009)
- Communication director hired. (September 2009)
- Written communications plan completed. (October 2009)
- Develop branding for the college. (February 2010)
- Establish regular presence and positive reputation with university community through print and electronic mediums. (Sep 2009 – June 2011)
- Create consistent external presence through two new electronic newsletters targeted for peers, alumni, and donors. (May 2010 – June 2011)
- Create and implement social media plan. (May 2010 – June 2011)
- Revise website. (Sep 2010 – Jan 2011)
- Create and distribute annual report. (Aug 2010 – Jan 2011)
- Create major recruitment print brochure to recruit undergraduate students. (Mar 2010 – Sep 2010)

Resources

- Half-time graphic designer \$25,000 annually
- Funding for printing and electronic design. \$45,000 (2010)
- Funding for social media consultation and training. \$ 3,000 (2010)
- Funding for website redesign. \$ 12,000 (2011)

2. Goal: Students First

2.3 Objective: Provide an exceptional undergraduate, graduate and professional student experience, and graduate students positioned for success as professionals and citizens.

2.3.A Social Work Strategy: Implement an innovative, invigorating, and challenging curriculum that prepares students as effective citizens, practitioners, leaders, and scholars.

Primary University strategy cross-reference: 2.3.1; 2.3.2; 2.3.3; 2.2.1;2.1.2

Secondary University cross reference: N/A

We articulate in our mission and vision statements our intent to create leaders who affect positive change for individuals, families and communities through their practice and research. Our university's transition to semesters occurs concurrently with our accrediting organization's transition to a competency-based curriculum and a renewed call from the academy for doctoral students who are rigorously trained to conduct social science research. Simultaneously, significant upheavals in the social service delivery system demand that the college prepare professional social workers who are able to meet the current and future challenges of a changing social service system. We recognize this rare constellation of events as a once in a lifetime opportunity to design a curriculum that distinguishes the College of Social Work and produces exceptional leaders prepared to change the world.

The College of Social Work prepares practitioners and scholars at three different degree levels. At the undergraduate and master's level we prepare students for a wide range of social work practice in diverse communities throughout Ohio and across the world. The College of Social Work must engage these communities in the design and implementation of our academic and continuing education curriculum to effectively prepare graduates to meet the challenges of current and future practice. At the doctoral level we prepare scholars who conduct and disseminate research. We require a doctoral curriculum that creates scholars capable of conducting rigorous and relevant research that contributes to knowledge for individual and social change.

Our membership in a land-grant institution further supports our need to engage the communities we serve and provide leadership when our scholarly expertise is congruent with community need. This responsibility extends beyond the borders of the United States as we provide international educational opportunities for our students, and foster reciprocal educational and scholarly relationships across the globe.

2.3.A.1 Social Work Initiative: Reconceptualize the curriculum at all three program levels.

Primary University cross-reference: 2.3.3.2; 2.3.3.3

Secondary University cross reference: N/A

Effective professional degree programs (BSSW and MSW) must reflect the current practice context to prepare graduates for the challenges they will face in their social work careers. We will reconceptualize our curriculum to insure that our students master core and advanced competencies essential to successful social work practice while offering options that allow students to tailor their education to fit their career aspirations. In doing so, our graduates will be the first choice of employers because they are prepared to contribute as practitioners and leaders in the current complex social service environment. We expect tomorrow's social service context to be defined by our graduates. Our new curriculum will provide opportunity for our most outstanding undergraduates to enroll in a rigorous honors research program, while our doctoral program will become one of the first social work doctoral programs in the country to emphasize intervention and translational research.

Professional curriculum (BSSW/MSW)

Metrics

- Council on Social Work Education approves new BSSW and MSW curriculum.
- Implement new BSSW and MSW curricula.
- 80% of employers express satisfaction with the work performance of our BSSW and MSW new curriculum graduates.
- 80% of students will demonstrate competency on new curriculum assessment plan.

Milestones

- Community engaged and curriculum principles devised. (February 2009)
- Selection of curriculum committee/semester coordinator. (September 2009)
- Curriculum framework presented to faculty. (March 2010)
- Comments solicited from faculty, staff, students, and community practitioners. (Mar 2010 - May 2010)
- Faculty approve curriculum framework. (April 2010)
- Workgroups develop course content and syllabi. (May 2010 – Oct 2010)
- Proposed course templates reviewed by curriculum development committee and Educational Policy Committee. (October 2010)
- Curriculum retreats for faculty, staff, students & community. (Oct 2010 – Nov 2010)

- New curriculum reviewed and approved by faculty. (Nov 2010 – Dec 2010)
- Curriculum and course templates submitted to OAA. (January 2011)
- Complete course syllabi for each BSSW and MSW course. (Jan 2011 – April 2011)
- EPC and faculty approve course syllabi. (May 2011)
- Create assessment plan to monitor student mastery. (Jun 2011 – Dec 2011)
- Revised curriculum proposal submitted to CSWE. (August 2011)
- Reconceptualized curriculum implemented. (June 2012)
- Revise print/ electronic marketing materials to reflect changes. (May 2011 – June 2012)

Resources

- Course buyouts/workload release for faculty chairs of curriculum workgroups. \$63,500 (over 3 years)
- Funds for faculty, staff, student & community retreat for curriculum development. \$ 1,000 (2010)
- Funds to prepare redesigned recruitment and informational materials reflecting new semester curriculum. \$ 5,000 (2011)
- Marketing material costs \$10,000 (2011)

Undergraduate Honors Program

Metrics

- Increase and sustain honors program enrollment at 8 - 12 students per class.
- At least one honors student per year presents at a state or national research conference.

Milestones

- Establish stipend for senior honors students. (August 2009)
- Establish annual honors recognition dinner. (October 2009)
- Develop and implement honors program orientation. (September 2010)
- Fundraising for additional honors scholarship support. (Sep 2010 – ongoing)
- Fundraising to endow undergraduate honors program. (Sep 2010 – Sep 2013)
- Establish annual award for most outstanding BSSW thesis. (June 2011)

- Implement honors section of a Social Work GEC course
To recruit high-caliber students to the major. (August 2012)

Resources

- Stipend funding. Already in place – scholarship fund
- Support for travel to research conferences. \$1,500 annually
- Support for research endeavors. \$3,000 annually

PhD Program

The doctoral program will emphasize preparation to conduct translational research. Our doctoral curriculum will produce rigorously trained scholars prepared to successfully compete for prestigious faculty and post-doctoral opportunities. The reconceptualized doctoral program will consist of curriculum, candidacy exam, and dissertation processes and products that are consistent with the highest expectations of the academic community.

Metrics

- 25% of doctoral graduates will obtain post-doctoral fellowship at peer or aspirational peer institutions.
- 60% of doctoral graduates will obtain tenure-track positions in research-intensive universities, immediately after graduation or upon completion of a post-doctoral fellowship.

Milestones

- Development of curriculum framework (February 2008)
- Development of two new research courses (April 2009)
- Development of remaining new courses:
 - Theories of Change (February 2011)
 - Intervention Research (February 2011)
 - Policy Research and Simulation (February 2011)
 - Participatory Action Research (May 2011)
- Four courses included in new Graduate Interdisciplinary Specialization in Biomedical Clinical Translational Science. (August 2012)

- Add data analysis lab section to Qualitative Research (August 2012)

Resources

- Consultation with national experts on curriculum development. \$ 5,000 (2010-2012)

2.3.A.2 Social Work Initiative: Facilitate increased scholarly productivity (publications, presentations, grants) of doctoral students.

Primary University cross-reference: 2.3.2.1

Secondary University cross reference: N/A

The doctoral program will mirror the culture of high academic achievement we create for our faculty. By implementing a challenging new curriculum, providing greater resources that are carefully targeted, and offering other supports, our doctoral students will further increase their national and international presence as emerging scholars. This effort will be enhanced by increased recognition and rewards for faculty who mentor doctoral students.

Metrics

- 80% of graduates will have at least one peer-reviewed publication acceptance before graduation.
- 50% of graduates will have multiple peer-reviewed publications accepted before graduation.
- 25% of dissertations will receive external funding.

Milestones

- Pilot new candidacy exam format (NIH proposal) (October 2010)
- Approve new candidacy policies (October 2011)
- Pilot 3-4 publishable paper dissertation option (Oct 2011 – Jun 2012)
- Donor identified to fund summer research fellowships. (October 2012)

Resources

- Summer GRA or college fellowship appointments. \$15,000 increment per year for 5 years

2.3.A.3 Social Work Initiative: Develop faculty and student programming that promotes international research, teaching, study abroad and service learning programs.

Primary University cross-reference: 2.3.1.1

Secondary University cross reference: N/A

The College of Social Work has a tradition of international study and research that will expand in concert with the university's increased commitment to globalization. Our faculty is actively conducting research, teaching, and collaborating with other scholars on a number of continents. Our study abroad programs allow students to explore social work and social welfare in the context of developing countries. As we prepare students to respond to social problems, we will provide additional opportunities for them to study social programs and policies on an international level. We plan to increase those opportunities by creating international field placements as well. Beyond international travel opportunities, we will increase the number of students exposed to global issues through new course development, the use of technology, and increased relationships with international scholars. We have submitted a proposal to The Office of International Affairs to "internationalize" our undergraduate curriculum as a component of semester conversation. If approved we will embed international content throughout our undergraduate program.

During the next three years we will increase the reciprocal nature of our international programming. Efforts will include increasing the number of visiting scholars and greater incorporation of those individuals into the life of the college. Finally, our call to leadership to facilitate global change informs our decision to develop funding for an international scholarship program in which students from developing countries will earn a social work degree with the expectation that they return home with their new found expertise to develop new social services.

Internationalized BSSW Curriculum

Metrics

- Implement an "internationalized" option of the BSSW program in Autumn 2012.

Milestones

- Add a global assignment in every course. (August 2012)
- Develop additional sections of International Social Work class. (August 2012)
- Develop service learning opportunities with immigrant/refugee populations in Columbus area. (August 2012)
- Institute foreign language requirement for students who elect

- “internationalized” option. (August 2012)
- Develop service learning study abroad experiences. (August 2012)
- Elective courses taught by visiting international faculty. (August 2013)

Resources

- Support for visiting international faculty. \$5,000 annually

Faculty Exchange

Metrics

- Implement faculty exchange with a university in India and Mexico.
- Increased participation in study abroad initiatives.

Milestones

- Identify universities and develop relationships. (September 2010)
- Invite one visiting faculty for a portion of AY 2012-2013. (Oct 2011 – May 2013)
- Support one CSW faculty for return visit. AY 2013-2014. (Oct 2013 – May 2014)
- CSW faculty members (2) apply for Fulbright awards. (August 2012)
- Second visiting faculty for portion of AY 2013-2014. (Oct 2012 – May 2014)

Resources

- Travel/living expense support for visitors. \$5,000 (2013 & 2014)
- Funding of FPLs \$7,000 (2012 & 2013)
- Short-term travel for relationship-building. \$5,000 (2011 & 2012)
- Professional development funds targeted to language acquisition. \$2,000/year for 3 years

Student Exchange

Metrics

- Implement student exchange with a university in Africa, India or Mexico
- Five students complete international field

Milestones

- Identify universities and develop relationships

- India/Mexico. (November 2010)
- Identify university and develop relationship in Africa. (August 2011)
- Develop exchange mechanisms for international students to study at OSU. (November 2013)
- Identify other international field placement options. (January 2011)
- Develop mechanisms to oversee and support international field placements offered through outside vendors. (May 2011)

Resources

- Tuition/living expense support for international exchange students. \$12,000 annually-to be funded entirely by development/donor funds

2.3.A.4 Social Work Initiative: Engage the professional community in the design and implementation of our curriculum including the use of community based education and research efforts.

Primary University cross-reference: 2.3.3.2

Secondary University cross reference: 5.3.1.1

As a member of a land grant institution our mission calls us to engage with our community in an effort to improve quality of life. The College of Social Work has a long tradition of community based cooperative educational and research efforts. We are committed to creating a professional curriculum that responds to local context engaging the community in a reciprocal dialogue that recognizes the co-instruction function of the community practitioner. Our educational, outreach, and scholarly missions will intersect with many of our research endeavors that continue to emanate from these partnerships.

We are a leading provider of continuing education and will expand that programming both for its ability to bring our faculty expertise to bear on important community problems and for its revenue potential. Our recent post-graduate certificate program in non-profit management has been well received, and addresses an important community need. We will implement additional programming in the future guided by the principles of building on our expertise, meeting community need, and enhancing revenue potential.

Metrics

- Community World Café on curriculum design (completed October 2008).
- Creation of post-graduate certification programs (first began June 2009).
- Community focus groups for ongoing input into curriculum and continuing education.
- Creation of continuing education advisory committee.
- Complete three focus groups with sixty community stakeholders.

Milestones

- World café held with practitioners, faculty, staff, students. (October 2008)
- Dissemination of curriculum principles. (February 2009)
- Focus groups/survey of community practitioners and students. (Apr 2010 – Sep 2010)
- Begin meetings of continuing education advisory group. (June 2011)
- Implement second post-graduate program. (June 2011)

Resources

- Cost of facilities, food for three focus groups \$1,000 (2011)

2.3.A.5 Social Work Initiative: Collaborate with the regional campuses to extend undergraduate programming to the regional campuses.

Primary University cross-reference: 2.2.1.1; 2.2.1.2

Secondary University cross reference: 2.1.2.1; 6.1.3.3

Interviews with agency directors support the conclusion that there continues to be a high demand for undergraduate and master’s prepared social workers in areas served by our regional campuses. During the past year, our efforts to increase Columbus undergraduate enrollment resulted in the admission of our largest undergraduate class ever. More importantly, this class has the highest entry GPA on record. This collaboration with our regional colleagues enables us to increase the number of highly qualified undergraduate and subsequently graduate students enrolled at the College of Social Work. Along with our regional colleagues we will meet important needs of employers in a number of communities.

Metrics

- A signed agreement with the regional campuses for a joint BSSW program.
- The regional campus BSSW pilot program is implemented no later than August 2013.

Milestones

- Agreement in principle to deliver BSSW program on regional campuses. (November 2009)
- Create articulation agreements with co-located institutions. (May 2010 – Sept 2011)

- Completion of BSSW semester curriculum. (April 2011)
- Retention of joint hired instructional technologist. (May 2011)
- eLearning committee form to determine delivery methods for required major courses. (May 2011 – Dec 2011)
- Development of online, hybrid and distance learning courses. (Sept 2011 – June 2012)
- Obtain CSWE approval for regional campus program. (December 2011)
- Negotiate and sign agreement with regional campuses for administration and delivery plans. (June 2010 – June 2011)
- Develop and initiate joint marketing plan. (Dec 2011 – June 2012)

Resources

- Half-time instructional technologist. \$40,000 (2011)
- Marketing campaign. \$20,000 (2012)
- Five course releases for e-learning course development. \$20,000 (2011 & 2012)
- Travel for regional and co-located meetings. \$ 1,000 (2011)

2.3.A.6 Social Work Initiative: Create a faculty, staff, and student workgroup to design and implement activities that foster a student centered environment.

Primary University cross-reference: 2.2.1.2

Secondary University cross reference: 2.3.2.1

Enhancing the teaching and learning environment includes explicit curricular activities such as reconceptualizing our curriculum. It also requires attention to the implicit curriculum. This workgroup will examine our admission, advisory and ongoing support activities as well as our efforts at building a cohesive, student-focused academic community. Their recommendations will contribute to an effective teaching and learning environment by increasing the support for students at key milestones in the program. A positive implicit curriculum also increases our ability to compete for students, and to retain them until graduation.

Metrics

- Monthly workgroup meetings.
- Student exit surveys report 80 % satisfaction with implicit curricular items at all three program levels.

Milestones

- Creation of a brief written charter for the workgroup. (September 2010)
- Workgroup assembled and meets monthly. (Oct 2010 – May 2011)

- Workgroup provides written recommendations to CAC. (May 2011)
- CAC and Dean make commitments to implement initiatives. (June 2011)

Resources

- Funding for workgroup meetings and community building activities. \$1,000 (2010)

3. Goal: Faculty and Staff Talent and Culture

3.3 Objective: Instill high performance culture

3.3.A Social Work Strategy: Foster a culture of high expectation that provides support, rewards, and recognition for high performance and multiple pathways for demonstrating excellence.

Primary University strategy cross-reference: 3.3.1; 3.1.1

Secondary University cross reference: N/A

We came to the College of Social Work and The Ohio State University as high performing individuals with the intent to excel. In our diverse setting excellence has many definitions, all of which must be linked to the goals of the university and our college. The scholarly and teaching objectives of the College of Social Work provide opportunities for excellence to emerge in a variety of contexts. Systems of workload assignment and rewards must be structured in a manner that support excellence in all its forms, encourages taking creative risks, and recognizes both individual achievement and the achievement of others. We will create a thriving workplace in which each of us strives to excel to advance ourselves, and our college. We will regularly celebrate our successes and share them with the world.

3.3.A.1 Social Work Initiative: Increase the number of faculty who receive national and international recognition for their scholarship and teaching.

Primary University cross-reference: 3.1.1.3; 3.3.1.1

Secondary University cross reference: N/A

Excellence must be recognized, rewarded, and celebrated. National and international recognition of our colleagues will challenge others to transcend their own prior expectations for themselves. College of Social Work leadership will work with faculty committees to identify and promote excellence in scholarship and teaching with an expectation of at least one nomination per year.

Metrics

- Submission of a minimum of one nomination per year for University or national recognition.
- College of Social Work faculty receive teaching and scholarship awards.

Milestones

- Consultation with CAC and creation of nomination committee (June 2010)

- Monthly meetings to design nomination process (Sep 2010 – June 2011)
- Identification of university and national awards and deadlines (October 2010)
- Communication to faculty for peer and self nominations (October 2010)
- Nominations submitted for teaching and scholarship awards (June 2011)

Resources

- Nothing major anticipated

3.3.A.2 Social Work Initiative: Create incentives and rewards, through promotion, tenure, and merit policies that are consistent with a culture of high expectations and a goal of eminence.

Primary University cross-reference: 3.3.1.1; 3.3.1.2

Secondary University cross reference: N/A

The college advances through the accomplishments of its faculty and staff in teaching, scholarship and service. We implement policies that encourage and reward excellent work in all three areas. We must value both individual accomplishment and those that fulfill the strategic plan and advance the College of Social Work. We require an approach to merit for faculty and staff that reflects planning and goal setting and rewards accomplishment. While we value and will continue annual review, our current merit system for faculty focuses on annual accomplishment, and may in some cases provide disincentives for longer range risk taking. We will create models that annually reward excellence, encourage taking on larger challenges, and includes opportunities for faculty to negotiate their contributions and rewards on a regular basis.

Metrics

- Revised annual merit for scholarship policies to reward accomplishment over effort (completed Nov 2009)
- Revised standards for promotion that reflect multiple paths toward excellence.
- Climate survey reports that 75 % of faculty find that the institutional promotion policies are fair and support their work.

Milestones

- Faculty conversation on merit, promotion, and their relationship to college goals. (November 2010)
- Formation of ad hoc faculty committee to review changes. (January 2011)

- Committee completes review of peer data and draft proposal. (March 2011)
- Amended APT document approved by faculty. (June 2011)

Resources

- Nothing major anticipated

3.3.A.3 Social Work Initiative: Revise current workload policy to reflect expectations commensurate with performance and contribution to the college.

Primary University cross-reference: 3.3.1.1; 3.3.1.2

Secondary University cross reference: N/A

Our current approach to workload assumes the same level of contributions from our entire faculty in teaching, scholarship, and service. That approach is inconsistent with the needs of the college, the interests and ability of the faculty, and with current reality. Expectations and interests change over the course of a faculty member’s career. For example, there are lower expectations for service among junior faculty, and higher expectations for mentorship among senior faculty. Similarly, faculty members with higher levels of scholarship may have lower expectations for teaching. Faculty members contribute differently to the mission. These contributions should become a function of an intentional planning process between each faculty member and the dean with an annual evaluation that reflects performance toward that plan.

Metrics

- Implementation of three year rolling average workload standards.
- Implementation of annual workload planning.
- Faculty approval of modifications to APT and POA documents.
- Climate survey report that 75% of faculty find that the institutional workload policies are fair and support their work.

Milestones

- Draft of revised workload policy written. (October 2010)
- Faculty workload committee is created and provided draft. (November 2010)
- Faculty committee reviews draft and peer data. (Nov 2010 – Feb 2011)
- Revisions of revised policy presented to faculty. (March 2011)
- Vote to amend governance documents. (April 2011)

- Revised policies implemented.

(June 2011)

Resources

- Nothing major anticipated

4. Goal: Research Prominence

4.1 Objective: Foster preeminence in research

4.1.A Social Work Strategy: Invest in an infrastructure that supports the expansion of funded research.

Primary University strategy cross-reference: 4.1.1; 4.1.2

Secondary University cross reference: 6.1.2

The aging of our population and the current economic crisis are among the many factors which have resulted in the upheaval of the social service delivery system. Social work research often contributes to the design and implementation of interventions targeted at a myriad of social problems. Research conducted by social work scholars has a significant impact on addressing social problems and the potential impact for future social work research is magnified in today's environment.

Our faculty search has successfully recruited individuals prepared to implement meaningful research agendas. We will apply the same criteria to future searches, including two positions this year. An effective funded research enterprise requires significant institutional support. This takes the form of physical structure, internal funding, mentorship, and other tangible supports. Our success in expanding funded research also requires identifying and investing in our current strengths and developing future opportunities. Resources will be deployed to maximize the benefits to the college and the individual faculty member. We will target our greatest investments to areas that represent our greatest strengths and opportunities.

4.1.A.1. Social Work Initiative: Increase the number of faculty who receive external funding.

Primary University cross-reference: 4.1.1.1

Secondary University cross reference: 6.1.3; 3.1.1.2

As called for in our strategic plan we have made significant investments to support our faculty in obtaining funded research. We describe below two additional initiatives that represent the continuation of that support. The tangible product of that investment must be measured in both the number of faculty who obtain funding and the amount of funding secured. Our strategic emphasis in the next two years is to get more faculty members engaged in funded endeavors. This initiative represents our belief that we will obtain long-term achievement, growth, and stability in our funded enterprises by increasing the percentage of faculty who regularly conduct funded research. We will achieve that goal through the application of incentives, rewards, mentorship, strategic investment in faculty endeavors, and targeted hiring of individuals who

are likely to obtain funding. Our development efforts include a focus on fundraising to support research and scholarship. We intend to successfully conclude our effort to fund our first endowed chair, and will seek funding for a second endowed position that is targeted toward further enhancing areas of current strength on our faculty.

Metrics

- 70 percent of faculty has current external funding by June 2013.
- Three additional faculty hires with an emphasis on intervention research.
- Endowed position funded.

Milestones

- Adopt policy change to provide release time and other supports to faculty who commit to funded submissions. (October 2008)
- Provide merit incentive for submission of funded proposals. (November 2009)
- Bring noted scholars to campus to provide consultation for faculty in the development of funded proposals. (Oct 2007 – ongoing)
- Successfully recruit three additional faculty members with a goal of at least one additional senior hire. (May 2010 – May 2012)
- Complete successful development effort to obtain funds for an endowed faculty position. (June 2011)
- Adopt policy change to allow for hiring of non-tenure track research faculty. (June 2012)
- Form partnerships with other disciplines to promote inter-disciplinary funding endeavors. (Oct 2009 – ongoing)

Resources

- Hiring of an associate dean for research. \$150,000 annually
- Funds for external consultation. \$ 3,000 annually (already in PBA)
- Continued funding of research office coordinator position. \$ 60,000 (already in PBA)
- Seed grant funding provided by the college. \$ 25,000 (from discretionary funds)
- Course buy-out for faculty members in the research track option. \$ 12,000 annually
- Funding for Bio-statistics consultant \$ 15,000 (already in PBA)

4.1.A.2. Social Work Initiative: Obtain the space, technology, expertise, and resources to advance funded research.

Primary University cross-reference: 4.1.1.1

Secondary University cross reference: 6.1.3

We have made considerable progress in building our infrastructure. During the next two years we will address important space needs including the construction of a research center, and planning for and obtaining additional space to support our growth. This growth will be funded through increased research indirect recovery and through our success in the implementation of our development plan.

In order to meet current university standards for office square footage and to provide adequate space for research assistants working on funded projects the college will experience a net reduction of nine offices at the conclusion of the construction project. In order to address this pending need we will retain a consultant to study our current approach to space utilization to identify inefficient practices. In addition we will seek additional space for further expansion.

Metrics

- Completed renovation of Stillman Hall research center.
- Completed space audit and revised practices for space allocation.
- Obtain additional space to replenish the loss of nine offices due to the Stillman renovation project
- Obtain naming donor for new research wing.

Milestones

- Renovation of Stillman Hall research center. (Aug 2010 – Aug 2011)
- Obtain space planning consultant. (August 2010)
- Complete an overall space strategy. (January 2011)
- Submit proposal for additional space. (January 2011)
- Occupy new space to augment loss of offices from renovation and ongoing expansion (August 2011)
- Renovate basement space to accommodate emeriti and community lecturers (August 2011)

Resources

- Second floor renovation \$200,000 (funded in 2009)
- Additional space needs \$50,000 annually
- Basement painting, flooring and cosmetic work \$40,000 (2011)
- Funding for space consultant \$ 5,000 (2010)

4.1.A.3. Social Work Initiative: Recruit an Associate Dean for Research.

Primary University cross-reference: 3.1.1; 4.1.1.1

Secondary University cross reference: 6.1.3

Successfully concluding this search is a critical initiative for achieving our strategy of growing the research endeavor. The vacancy in this position provided an opportunity to recruit a senior faculty member who will bring his or her expertise as a researcher and mentor. Our search, which is currently underway, focuses on individuals with the skill and temperament to support and challenge our faculty in achieving funded research and making other scholarly impacts.

Metrics

- A minimum of three qualified applicants are brought to campus for interviews.
- An Associate Dean for Research is hired.

Milestones

- Creation of search committee (June 2010)
- Placement of advertisement (August 2010)
- Retention of external consultant to assist recruitment (July 2010)
- Telephone recruiting to identify candidates (Aug 2010 – Nov 2010)
- Off campus recruiting (Oct 2010 – Jan 2011)
- Campus visits (Jan 2011 – Feb 2011)
- Offer to identified candidate (March 2011)
- Associate Dean joins faculty (October 2011)

Resources

- Advertisement in CSW, SSWR, Chronicle, possibly other journals. \$2,000 (2010)
- Travel for search chair to two national conferences. \$2,000 (2010)
- Travel for three candidates to campus interviews \$3,000 (2010)
- On campus interview expenses \$ 1,000 (2010)
- Travel for candidate and significant other to visit campus post-offer. \$2,000 (2010)