

The University of Illinois at Chicago
Jane Addams College of Social Work
STRATEGIC PLAN

The University of Illinois at Chicago (UIC) strategic thinking document and strategic plan provide the major context for the Jane Addams College of Social Work (JACSW) strategic plan. As a professional school with a strong research orientation and urban focus, JACSW is an integral part of the university. We are also a highly visible manifestation of UIC's Great Cities commitment, central role in the city of Chicago and active engagement in community affairs. This document reflects the faculty's commitment to excellence in teaching, research, and community service and vision and plans for the future.

PURPOSE

Mission

The Jane Addams College of Social Work's mission is to educate professional social workers, develop knowledge, and provide leadership in the development and implementation of policies and services on behalf of the poor, the oppressed, racial and ethnic minorities, and other at-risk populations.

JACSW educates professional social workers for practice that addresses the needs of urban communities and populations. The College provides leadership in the development of knowledge about the social conditions and needs of urban populations and the programs that serve them and contributes to the development and implementation of social policies on behalf of the poor, the oppressed, racial and ethnic minorities and other urban populations in need of assistance. Through the contributions of its faculty and graduates, the College enhances human well being, promotes justice and fairness, and helps prevent racism and oppression.

Vision

The Jane Addams College of Social Work's vision for 2010 is to be known world wide as a college of academic prominence that is culturally diverse, socially embedded in its community, and advancing social justice and more humane and effective social welfare policies and programs through distinguished teaching, research and scholarship.

The vision derives from the mission and is grounded in the teaching, research, and public service roles that are at the core of university work. A future is envisioned wherein JACSW will be at the forefront in setting standards that are followed by others and in developing educational programs that will serve as models for other social work educational programs. Faculty research products and educational materials will be among those most widely used in teaching and practice, and public officials and decision makers will seek out the faculty as a valuable resource for addressing urban social needs and conditions. This vision serves as a guide for annual goals and daily work including curriculum development, community projects, advocacy, research, student recruitment, and faculty and staff hiring practices.

As one of the largest and most prestigious social work programs in the nation and the largest in the state of Illinois, JACSW has an important leadership position in advancing a humane social welfare agenda and effective social work practice. We build on the legacy of Jane Addams, the great social reformer and peace activist for whom the College is named, while creating our own legacies of social change and social justice through teaching, research, and community engagement.

Values

The Jane Addams College of Social Work is guided by the following values and commitments:

Commitment to Mission: Building on the legacy of the social work pioneer, Jane Addams, all the efforts of the College--our teaching, research, scholarship, and service--are directed toward advancing our mission to promote social, economic, and racial justice.

Academic Excellence: We are committed to providing an engaging and innovative educational experience for our students to prepare them to be competent and effective social work professionals who are dedicated to serving vulnerable, urban populations.

Valuing Diversity: We believe that diversity enriches the experience of all and we are committed to cultivating diversity among our student body and faculty and within our curriculum.

Community Engagement: Recognizing the complexity of social problems we value reciprocal collaboration with community-based partners in order to better understand and respond to community needs.

Social Work Leadership: We affirm the values and principles of social work and we seek to provide leadership for the development of the profession locally, nationally, and globally.

Mandates

The Jane Addams College of Social Work operates under the same mandates as the University of Illinois. College goals and activities are further guided and shaped by the Council on Social Work Education Accreditation Standards, Illinois School Social Work Certification Standards, the code of ethics and practice standards established by professional social work organizations, social work licensure laws, and the contractual requirements of a host of funding entities.

STRATEGY

Strategic Intent

The strategic intent that informs the Jane Addams College of Social Work's (JACSW) strategic plan is to be known world wide as an outstanding professional school that is a leader in advancing social, racial and economic justice and in shaping more humane and effective social welfare policies and programs. Through teaching, engaged research, and community partnerships the College will establish a distinguished, enduring identity as one of the nation's best exemplars of higher education's contributions to social reform and social change.

JACSW has a long-standing history of having excellent academic programs, has been recognized, more recently, for having exceptional public service programs, and is increasingly gaining stature for having cutting edge research programs. Its reputation, though solid, lags far behind its documented achievements. With a graduate student enrollment of 525-550 students annually, the College is one of the nation's largest social work programs. JACSW is the program of choice for hundreds of talented students each year. Over one-third of the students are people of color and many are first generation college students as well. BSW and MSW graduates are recognized as being among the best in their fields, are highly sought for social work positions and occupy positions of local and national leadership. The BSW and MSW programs were reaccredited for the full eight-year cycle by the Council on Social Work Education in 2004 after receiving stellar reviews by the site team visitors. Similar outstanding ratings from diverse external review sources have been the College norm for many years.

Several JACSW programs serve as exemplars of community engagement blended with teaching and scholarship. The Midwest Aids Training and Education Center is one of the nation's premiere regional centers training health professionals and the only one administered by a school of social work. The Latino Health Policy and Research Center was recently recognized by *Time Magazine* as a model for community involvement in health research and the Great Lakes Addiction Technology Transfer

Center is a primary resource for professionals in the substance abuse field. Similarly, the Kinship Care Project's research and training products are widely used by child welfare practitioners, administrators and policymakers. Research projects on families and the criminal justice system, prisoner community reentry, and substance abuse interventions for populations involved in the criminal justice system place the College at the forefront of interdisciplinary, community-based research involving criminal justice populations.

Faculty are productive scholars who are also very involved in the profession, community and university. They serve as editors of four social work journals, are ranked among the top publishers in social work journals and are recipients of prestigious awards for teaching and research. As most faculty engage in scholarship which blends individual interests, community needs and College mission, knowledge development and dissemination cover a range of areas including, but not limited to, HIV treatment adherence, violence prevention, family caregiving, children's and adults' mental health, disease prevention and treatment, and social work interventions.

Faculty serve on the boards of the major social work and social work education organizations and hold appointments on local and national social policy advisory committees. They are similarly involved in grass roots and neighborhood initiatives and advocacy efforts as partners and consultants. With student interns placed in more than 250 agencies annually, the level of community involvement is extensive and comprehensive.

Environmental Assessment

Many of the environmental forces that affect higher education, in general, and UIC, in particular, also impact JACSW. Among these are globalization and urbanization, changes in the demographic composition of the Chicago metropolitan area, technological innovations, new scientific discoveries, and fiscal trends in the funding of higher education. Also important are changing social conditions and needs and governmental funders' increasing emphasis on translational research to address complex social problems. Environmental factors of more immediate and specific concern to social work education programs include the renewed focus on social outcomes and deepening interest in evidence based social work practice and the use of research to inform practice. Agencies that fund social service programs and research are placing more controls over the work that is funded demanding clarity about what they are actually buying and sometimes shifting priorities even as the work is being conducted.

The last few years have witnessed rapid acceleration in the number of graduate social work education programs, though applications to programs have generally been on the decline. The numbers of students graduating from doctoral programs have not been sufficient to fill the slots left by older retiring faculty and those generated by new programs. As increasing emphasis is

being placed on social work research, competition for faculty who have demonstrated research skills as reflected in publications in refereed journals and federally funded research projects is very high. More accomplished research faculty and recent research oriented doctoral graduates often have no or little social work practice experience or social policy exposure thereby posing a major dilemma and disconnect, given that preparation for professional practice is the major objective of BSW and MSW academic programs.

Competitive Analysis

JACSW operates and competes in many different arenas. In most arenas neither the competitors nor measures of competition are clearly defined. The JACSW MSW student body is primarily local and drawn from the Chicago metropolitan area. JACSW competes for students with the six other schools of social work located in Chicago and nearby suburbs. Data regarding the number of applicants, admissions, graduation, etc. for each school is provided each year to the Council on Social Work Education. Reports based on the data are not timely, however, and are useful primarily for tracing historical trends. More useful operating comparisons for recruitment and retention are the College's own track record and annual enrollment targets.

The US News and World Report ranks the top 100 social work education programs based on reputation surveys that query deans and senior faculty members. Colleges are rated on a scale from one to five with five as the highest rating. The University of Michigan was ranked number one with a rating of 4.6 in the last ranking, conducted in 2004. JACSW ranked number 24 with a rating of 3.4. There is general consensus among deans participating in social work deans and directors organizations that the survey is seriously flawed. The rankings purport to assess the quality of a university's MSW program. The programs that are ranked the highest, however, are generally schools that are believed to have, or actually do have, significant research funding, have historically been perceived as having excellent doctoral programs, or have faculty with widespread name recognition. Aggressive marketing programs also appear to affect the rankings.

Benchmarking that reflects outcomes and productivity is a very difficult undertaking. There is no current mechanism for collecting and reporting standard data such as research expenditures, publications, prestigious awards, etc. for social work education programs. It is possible, however, to make comparisons using data such as the numbers of students and faculty as the Council on Social Work Education collects these data on a regular basis. The College, therefore, usually uses its own track record, comparisons with other UIC units and data provided by sporadic reports and surveys for planning purposes. On occasion, information on specific issues such as workloads, salaries, and budget size is requested from peer universities. These latter reports are usually incomplete as other social work education programs are often unable or unwilling to provide meaningful comparative information.

Data that compare JACSW with three groups are provided in Appendix A. These comparison groups are local schools of social work, urban public research universities, and U.S. News and World Report's top ten schools of social work. Data were obtained from the Council on Social Work Education's latest statistical report and reflect primarily program inputs.

Strengths, Weaknesses, Opportunities, and Threats

While the quantity and quality of College work and the resulting accomplishments are very impressive and reaffirming, there are major ongoing, as well as new challenges to face in thinking strategically about the state of the College envisioned for the future.

A primary factor is the College's low level of funding from the state of Illinois and the major budget cuts sustained over the last few years. These cuts led to the suspension of new admissions to the BSW program in Fall 2004 and to a reduction in MSW student enrollment as well. The allocation of about three million dollars is crucial as it funds the College's core academic programs and tenured, tenure track and clinical lines and restricts expansion and development of the core teaching mission. The research and sponsored projects budget which now constitutes about 75% of total annual funding, in sharp contrast, continues to grow each year. This latter growth creates a demand for new space to house projects as well as a more sophisticated grants development and management infrastructure and creates even more demands for a well planned, comprehensive college facility.

Decreases in traditional forms of financial aid for social work students, a doubling of the number of MSW programs in the Chicago metropolitan area, and technological advances in teaching and research are among the factors that must also be addressed in plans for the future. The College is faced with the challenges of addressing student access issues, actively promoting the image of the College as an institution of academic distinction, and creating viable curricular options that meet contemporary needs.

Recruitment and retention of excellent faculty and staff who are committed to the College mission and who will contribute to building a community of scholars and thematic areas of research excellence are also among the College's challenges. The current tenured and tenure track faculty is not as racially diverse as desired and needed given the College focus and there are insufficient numbers of tenured/tenure track faculty to cover core teaching areas. In general, faculty salaries are not at a level that is consistent with the College's stature as a leading and prestigious school of social work or with the University's standing as a major research university.

A more detailed list of the College's strengths and weaknesses and a listing of opportunities and threats follows:

Strengths:

- Mission focused academic programs, research and service activities
- Excellent connections with grassroots and traditional community agencies
- Outstanding CSWE reaccreditation ratings
- Racially diverse student body
- Well-established centers and service projects with multi year funding
- Federally funded research infrastructure grant
- Individual faculty well known for work in select areas
- Internal systems and policies (workload, faculty development, pilot funding, computer support, etc.) that support the diverse work of the faculty
- Continuing growth in the sponsored projects budget
- Facilities assigned to College well maintained
- History of setting and achieving important goals
- Reputation for strong academic program

Weaknesses:

- Limited racial diversity among tenured/tenure track faculty
- Lean administrative structure inadequate for expanding demands
- Additional faculty needed for core teaching and research areas
- Use of technology in academic programs not state of the art
- Large private gifts not a part of history
- Only one research team with RO1 funding
- Marketing and public relations strategies underdeveloped
- Low levels of student financial aid
- Facilities outgrown; units spread across campus

Opportunities:

- UI capital campaign; UIC public relations programs
- UIC health, interdisciplinary, Hull House and Great Cities initiatives
- Federal social work research and related funding initiatives
- Chicago mixed income housing and community development efforts
- Large social services workforce in Chicago area
- Funders' interest in research to practice and social justice concerns
- Global social work connections
- Several thousand alumni
- Growing interest in on-line education

Threats:

- Declining applications to social work education programs
- Competitor schools that offer better financial aid and part time study options

- Shrinking resources from State of Illinois
- University classroom facilities inadequate and poorly maintained
- On-line social work education programs
- High competition for social work research faculty
- More favorable faculty and staff salary offers and benefits from other universities
- Funding for new, state of the art facilities questionable

Strategic Goals and Thrusts

Five strategic goals have been identified to guide annual goals and day-to-day work. These strategic priorities are a product of a year long process of discussion and deliberation by the College's Executive committee. They are based on an assessment of contemporary needs and social issues, the funding environment for social welfare programs and higher education, the College's strengths and areas in need of further development, and the challenges facing the social work profession. They incorporate the best thinking of College administrators, various faculty committees, and community partners, as well as strategic thinking discussions involving the full faculty. While the priorities are unique to JACSW, they embody the UIC values of access, diversity and excellence. They also reflect *Creating a Brilliant Future for the University of Illinois*, and the Great Cities commitment and expertly blend a focus on teaching and research as central features of the academic enterprise.

Under each strategic goal strategic thrusts have also been identified.

JACSW will recruit and graduate an academically talented and racially diverse student body with demonstrated commitment to the College mission.

- Maintain student enrollment at targeted numbers and graduation rates at 90% or higher.
- Maintain a racially diverse student body that reflects the rich cultural diversity of the Chicago metropolitan area.
- Develop recruitment and application procedures that are timely and user friendly and that build interest, excitement and confidence in JACSW as "the place to be."
- Remove financial need as an enrollment barrier through creative use of scholarships, field placement stipends, research assistantships, and other forms of financial assistance.

- Create active participation in College and University life among all student cohorts.

JACSW will offer excellent academic programs that set the standard for social work education and use technological advances and curricular innovations to prepare students for social work practice and social welfare leadership positions.

- Develop alternative program models that improve access to high quality education for MSW students who are also employed.
- Develop multifaceted professional development, community education, field instructor training series that incorporates JACSW centers' training expertise and service areas, faculty expertise and curriculum areas, National Network of Social Work Managers affiliation, and research project findings.
- Maintain College's CSWE accreditation status while developing new programs of study and curricular changes.
- Expand the use of computer technology in degree, continuing education, and training programs.
- Enhance the scholarly reputation of the doctoral program.
- Develop social justice theme and areas of research excellence in the doctoral program.
- Expand field placement types to include more non-traditional and interdisciplinary settings, student field units, and evening/weekend settings.

JACSW will conduct outstanding programs of research which provide leadership in knowledge development and dissemination and shape contemporary thinking about societal approaches for addressing social conditions and needs.

- Increase the numbers of faculty engaged in mission relevant, empirical studies and the number and dollar amount of multi year grants and contracts awarded to JACSW for this research.
- Develop rich research training opportunities, with accompanying stipends, for doctoral students and postdoctoral fellows.
- Develop strong programs of research and knowledge dissemination that address important areas of social need and

build on collective faculty strengths and community and professional connections.

- Translate research findings into policy implications and practice guidelines and disseminate widely to relevant publics.
- Become integrally involved in infusing a social impact component in broader, interdisciplinary research projects such as bioterrorism, disaster management, and biomedical studies.

JACSW will provide public service programs that are well integrated with teaching and research and serve as models of successful community engagement for professional schools in urban universities.

- Obtain funding at same or higher levels for current centers and service programs.
- Develop and expand research activities that complement the work of JACSW centers and service programs.
- Promote and support a higher level of integration between the academic programs and training and service programs through targeted efforts such as field internships, educational product development, co-teaching, etc.
- Elevate the status of the College's contributions to evidence based practice, participatory research, and technology transfer through the development and dissemination of products based on public service and research work.

JACSW will provide the infrastructure and secure the resources needed to support College work and enhance the visibility and recognition of College accomplishments.

- Continue to recruit a racially diverse faculty and staff who have expert knowledge and skills and who are culturally competent, committed to the College and University mission, and enthusiastic about the vision and direction.
- Bring the number of tenured/tenure-track faculty to levels that are comparable to our competitors in the top ranked research universities.
- Mount an ongoing public relations and marketing campaign that accurately portrays JACSW activities and accomplishments and elevates the College's reputation among peers and other publics.

- Mount an aggressive capital campaign that generates funding for scholarships, endowed professorships, program innovations, and new facilities.
- Provide faculty and staff salaries and incentives that are commensurate with peers in the top ranked research universities.
- Maintain a technologically current work environment, pleasant work and study facilities, staffing structures, and systems and procedures that facilitate faculty work.

Stretch Ideas

Most of the strategic plan focuses on the core functions and activities that must be sustained or developed to assure a viable future for the College. In many ways, the actions that will be taken to carry out these core functions and activities and achieve important goals represent stretch ideas. Our reputation for excellence in preparing social workers for practice will quickly disappear, for example, if curriculum renewal and development are not ongoing. Similarly, assuring adequate space for an expanding sponsored projects agenda is an ongoing challenge requiring skillful negotiations, ample resources and creative thinking about multiple space uses. Embedded in this plan, however, are three stretch ideas that provide a fundamental shift in the usual College business. Like other elements of this plan they reflect overall UIC priorities as well as special College conditions. These ideas also span different goal areas.

Access to Excellence

The JACSW MSW program is one of excellence as evidenced by numerous external program reviews using multiple criteria of excellence. Access to this excellence, however, is becoming very difficult for persons who have limited financial means and those who must work full time to meet basic living needs and/or have other family obligations. Often these individuals are those most interested in making a difference in their communities, most likely to become successful social workers and most committed to the College mission. Often, they come from communities of color, are first generation college students, or work in impoverished areas of the city. Although many work full time, often in social service positions, their current salaries, as well as the salaries they can expect to receive for several years following graduation, negate the possibility of taking out large loans to pursue a graduate degree.

Although JACSW has more than doubled the numbers and level of research assistantships and scholarships over the last few years, the number of financial awards is extremely low. An extended study option allows students to take the first year of study over two years, though full time study is required in the final program year.

Continuing a tradition of providing access to excellence for the type of student body envisioned requires new thinking about the MSW program structure and study options and a different stance toward the provision of financial assistance. The College will, therefore, mount an access to excellence initiative that provides financial assistance at levels that remove financial need as a barrier to attendance and concentration selection and that provides different options for students who cannot attend campus based classes on a full time basis. The College will also explore ways to collaborate with other UIC initiatives, such as the African American Male Initiative, to increase the numbers of students from vulnerable populations in the academic pipeline.

The current administrative structure will be used to mount this initiative. The goals of this initiative cannot be realized without a monumental increase in student financial assistance. Creative thinking about gifts for student scholarships, agency based field internship stipends, research assistantships, grant funded internships, and federally funded traineeships represent key sources of funds will need to take place. Various study options-- distance education, student cohorts from different service sectors, agency agreements, alternative internship models, and extended as well as contracted study-- must also be a part of College planning and deliberations.

Clusters of Research Excellence

Over the last ten years JACSW has been transformed from a college focused primarily on excellence in teaching to one that balances excellent teaching with excellence in research and community engagement. The College has made remarkable progress in obtaining and maintaining external funding for large service projects with related evaluative research, and for individual research projects in different areas. Some faculty have established national reputations for their research and scholarship in select areas and received national recognition and/or awards from national media outlets, and international and national associations. Other faculty show considerable promise for developing stellar careers as evidenced by their receipt of

prestigious competitive research grants and publications in leading journals.

An underlying theme of faculty research is its relevance to urban social conditions and its involvement of individuals most impacted by the problem in studying the issues and crafting solutions. The research usually also involves community agencies or groups as partners and crosses specializations and disciplinary boundaries. The College has not, however, effectively used this unique niche (community engaged research with clear social impact) and these individual talents and strengths to build clusters of research excellence. Clusters of excellence could not only raise the College's research profile and reputation, but also serve other important functions. Among these are enhancing the doctoral program, the potential impact and contributions of the research, the ability to compete for large scale funding for major governmental initiatives, and the resources available to support the overall research enterprise.

Developing cluster areas of research excellence based on two or more areas of strength and revamping them to be responsive to changing social conditions and needs and funding opportunities represents a stretch idea and an important College initiative. Research clusters can be facilitated by leveraging opportunities presented by new federal funding initiatives covering research on social work practice, health disparities, and participatory research. Cluster hires that build on current faculty expertise and strength or that allow the College to expand in other mission relevant areas and the use of senior scholars in visiting and/or permanent appointments or as consultants and advisors are important investment strategies. The College's five year grant to develop a program of research on women involved in the criminal justice system and substance abuse research infrastructure provides the resources and foundation for one research cluster.

Institute for Urban Community Affairs

JACSW provides considerable training, consultation, and technical assistance to multiple audiences and constituencies. Much of this activity is through the centers which have contracts and/or grants to carry out designated work in specific areas, i.e. aging, HIV/AIDS, etc. Other public service activity is directly tied to research projects and serves as a means for disseminating research findings or for establishing the need for research studies. Although community service and research dissemination activities are substantial, the College has not emphasized this role or used the different projects to have a broader and more profound social impact.

The Institute for Urban Community Affairs (working title) will build on the vast knowledge and expertise faculty have in community engagement, training, education, and participatory research to inform urban social policy and social work practice. Emphasis will be placed on the differential impact that policies have on the poor and communities of color and on the importance of cultural competence in social work and social reform. The Institute will provide continuing education for social work practitioners, as well as community education for community leaders and decision makers. The Institute will collaborate with other organizations to deliver management training, host community forums and policy seminars, conduct dialogues on social welfare issues, and provide life long learning for social service providers. The timely and widespread dissemination of research, policy, and practice briefs that can be used immediately will also be one of the Institute's core functions.

Although initial efforts may focus on Chicago, the aim is to develop approaches and services that apply to, and will be used in, urban settings nationally and globally. Potential partners include other UIC entities such as the Institutes on Race and Policy and Government Affairs and the proposed Institute for Urban Leadership. Others include the National Network for Social Work Managers, currently hosted by JACSW, social work organizations such as Illinois NASW, the African American Family Commission, and a host of grass roots groups and national organizations.

This initiative will require the reallocation of funds to appoint staff to plan and direct the Institute. The initiative is expected to become self sustaining with grants and contracts for specific projects and endeavors and revenue generated by fee for service activities.

RESOURCE PLAN

JACSW has maintained a diversified financial resource base for several years with monies from governmental, not for profit, and private sources supplementing the budget allocated by the University. Funding from sponsored projects comprises about 75% of the annual operating budget which was approximately 11 million dollars in FY2005. The College has also effectively and efficiently managed and reallocated resources to maintain academic program quality, make faculty salaries more competitive, and provide student support, while promoting the development of a strong research culture and community presence. Achievement of the strategic goals and directions described in this document will require both growth in the current resource base and a significant infusion of monies from new sources. Some goals cover the basics of ongoing work; others represent stretch ideas that take the College in new directions that cannot be funded with the current base of support.

Among the new sources of funding that are under exploration and review are a tuition differential, private gifts and an aggressive fundraising campaign, new multi-year research grants and contracts and related facilities and administration (F&A) monies, and entrepreneurial activities that could generate income over and beyond project costs. Appropriate budgets and resource procurement plans will be developed as goals and stretch ideas are further conceptualized and detailed. Very rough estimates of additional resource needs in some major categories are listed below.

Recurring Costs

Staffing Structure

Research scholar/administrator, communications coordinator, institute director,
program/administrative assistants
\$500,000-\$700,000

Core faculty/staff salary increases
\$200,000-\$300,000

New faculty positions
\$200,000 with graduate programs only
Additional \$500,000 with lifting of suspension of BSW program admissions

Student Support

Student scholarships, stipends, fellowships, assistantships
\$500,000-\$600,000

Facilities and Equipment

Renovation and upgrades of current space/equipment
\$150,000 -\$200,000

Nonrecurring Costs

Start up costs for new faculty
\$15,000- \$35,000 per faculty member

New social work building
Cost projections in the past have ranged from \$15million to \$50 million.

PERFORMANCE MEASURES

The following are examples of measures and measurement approaches that could be used to assess progress and outcomes for each goal area. Measuring tools will be adopted through review and discussion and changed as needed.

JACSW will recruit and graduate an academically talented and racially diverse student body with demonstrated commitment to the College mission.

- Student enrollment compared with enrollment targets
- Student graduation rates
- Racial diversity of the student body

- Post graduation employment and achievements of graduates
- Applications/acceptances/enrollment (i.e. yield) comparisons
- Student accomplishments during stay and after graduation

JACSW will offer excellent academic programs that set the standard for social work education and use technological advances and curricular innovations to prepare students for social work practice and social welfare leadership positions.

- Student assessments of the academic program
- Employer and field instructor assessments of program, students, and graduates
- Reaccreditation, recertification and other external reviews of goals and outcomes
- Numbers, amounts, and outcomes of training grants
- Extent and results of expanded use of technology for teaching
- Extent of innovation in curricular options, teaching methods
- Role and reputation as leader in shaping social work education and practice

JACSW will conduct outstanding programs of research which provide leadership in knowledge development and dissemination and shape contemporary thinking about societal approaches for addressing social conditions and needs.

- Number of faculty publications
- Prestige and status of faculty publication outlets
- Number and amount of competitive research grants
- Reputation rankings/ratings by peers, civic leaders, employers, etc.
- Number and type of external faculty recognitions
- Use of faculty research results and products to shape social reforms and social work practice

JACSW will provide public service programs that are well integrated with teaching and research and serve as models of

successful community engagement for professional schools in urban universities.

- College presence as key actors in major social reforms and undertakings
- Requests for faculty consultation and technical assistance
- Number and amount of grants/contracts for service work
- Level and results of service/academic/research program integration
- Amount and significance of awards targeted for College service projects
- Attendance at, and interest in, College sponsored/cosponsored forums, dialogues, trainings
- College visibility and recognition status among diverse constituencies

CFH/Rev: 12 June 2006

Appendix

Application Yield for Chicago Metropolitan Social Work Programs	15
Social Work Programs at Public Urban Research Universities	16
Top Social Work Programs Ranked by Reputation	17

Chicago Metropolitan Area Social Work Programs

School	Received and Considered	Accepted	Enrolled	% Of Received that were accepted	% Of received that enrolled
Aurora					
Full-time					
Part-Time					
Advanced Standing Status					
Dominican					
Full-time					
Part-Time					
Advanced Standing Status					
University of Chicago					
Full-time	390	305	167	78%	43%
Part-Time	53	39	33	74%	62%
Advanced Standing Status	11	10	8	91%	73%
Governor State					
Full-time	10	9	2	90%	20%
Part-Time	18	15	11	83%	61%
Advanced Standing Status	7	7	3	100%	43%
Loyola					
Full-time	199	156	65	78%	33%
Part-Time	171	134	77	78%	45%
Advanced Standing Status	19	15	11	79%	58%
UIC					
Full-time	290	124	90	43%	31%
Part-Time	105	88	56	84%	53%
Advanced Standing Status	40	20	15	50%	38%
UIUC					
Full-time	258	187	137	72%	53%
Part-Time	0	0	0	N/a	N/a
Advanced Standing Status	0	0	0	N/a	N/a
Chicago State					
Full-time					
Part-Time					
Advanced Standing Status					
Indiana University Northwest					
Full-time	105	89	65	88%	62%
Part-Time	274	217	188	79%	69%
Advanced Standing Status	28	26	26	93%	93%
University of Wisconsin Milwaukee					
Full-time	120	79	54	66%	45%
Part-Time	27	15	13	56%	48%
Advanced Standing Status	23	17	16	74%	70%

Data Source: Statistics on Social Work in the United States 2003
Council on Social Work Education

Social Work Programs at Public Urban Research Universities

University	Faculty Total	African American	American Indian	Asian American	Latino	Pacific Islander	White	Other	Total MSW degrees awarded in 2003	Total Ph. D degrees awarded in 2003	Total MSW full-time students	Total MSW full-time students receiving grants/percent	Total MSW/Ph. D students enrolled	Total MSW/Ph. D full-time students	Total part-time students enrolled in 2003	Full-time BSW enrolled	Total BSW degrees awarded in 2003
Ohio State University – Main Campus	28	4 / 14%	0	3 / 11%	1 / 4%	0	20 / 71%	0	165	3	204	197 / 96.6%	440	241	199	245	62
SUNY at Buffalo	35								135	*	146	*	325	146	179	N/a	N/a
University of California – Los Angeles																	
University of California – San Diego																	
University of Minnesota – Twin Cities	35	3 / 9%	0	1 / 3%	2 / 6%	0	29 / 83%	0	96	3	154	84 / 54.6%	315	192	123	N/a	N/a
University of Pennsylvania	29	4 / 14%	2 / 7%	1 / 3%	2 / 7%	0	15 / 52%	0	131	2	189	174 / 92.1%	313	215	98	N/a	N/a
University of Pittsburgh	40	11 / 28%	0	1 / 3%	0	0	28 / 70%	0	188	*	306	73 / 23.9%	617	338	279	110	128
University of Washington	51	51	3 / 6%	2 / 4%	8 / 16%	0	0	38 / 75%	0	8	207	176 / 85.1%	447	242	205	76	36
Temple University	24	8 / 33%	0	0	2 / 8%	0	13 / 54%	1 / 4%	151	0	312	39 / 12.5%	485	312	173	126	69
Wayne State University	28	28	9 / 32%	1 / 4%	0	0	0	18 / 64%	0	0	230	92 / 40.0%	419	230	189	134	58
Virginia Commonwealth University	41	7 / 17%	0	0	1 / 2%	0	33 / 80%	0	175	6	258	205 / 79.5%	532	274	258	78	35
University of Illinois at Chicago	31	7 / 25%	0	1 / 4%	1 / 4%	0	22 / 71%	0	202	4	260	*	469	297	172	105	45

Data Source: Statistics on Social Work in the United States 2003
Council of Social Work Education

Top Social Work Programs Ranked by Reputation+

University	Total MSW degrees awarded in 2003	Total Ph. D degrees awarded in 2003	Total MSW full-time students	Total MSW full-time students receiving grants	Total MSW/ Ph. D students enrolled	Total MSW/ Ph. D full-time students enrolled	Total part-time students enrolled in 2003	Full-time BSW enrolled	Total BSW degrees awarded in 2003	No. of Faculty	African American	American Indian	Asian American	Latino	Pacific Islander	White	Other
University of Michigan – Ann Arbor	341	12	603	532	676	632	44	N/a	N/a	52	9 / 17%	0	3 / 6%	3 / 6%	2 / 4%	35 / 67%	0
Washington University	166	8	373	336	475	427	48	N/a	N/a	35	5 / 15%	1 / 3%	5 / 15%	1 / 3%	0	22 / 65%	0
Columbia University	439	18	752	694	930	841	89	N/a	N/a	40	2 / 5%	0	6 / 15%	1 / 3%	0	29 / 73%	2 / 5%
University of California-Berkley	94	6	195	138	246	246	0	N/a	N/a	36	2 / 6%	0	2 / 6%	3 / 17%	0	28 / 78%	1 / 3%
University of Chicago	158	8	340	309	486	406	80	N/a	N/a	29	4 / 14%	0	2 / 7%	1 / 3%	0	22 / 76%	0
University of Washington	186	8	207	176	447	242	205	76	36	51	3 / 6%	2 / 4%	8 / 16%	0	0	38 / 75%	0
University of North Carolina-Chapel Hill	147	*	229	164	300	229	97	N/a	N/a	68	11 / 16%	0	1 / 1%	2 / 3%	0	54 / 79%	0
University of Texas at Austin	148	6	285	*	383	337	46	213	53	40	5 / 13%	1 / 3%	2 / 5%	3 / 8%	0	29 / 73%	0
University of Southern California	167	4	365	349	554	397	157	N/a	N/a	45	7 / 16%	0	0	6 / 13%	1 / 2%	30 / 67%	1 / 2%
University of Wisconsin – Madison	121	11	181	22	230	230	0	22	22	23	2 / 9%	0	0	1 / 4%	0	20 / 87%	0
Case Western Reserve University	140	7	191	191	348	226	122	N/a	N/a	36	6 / 17%	0	1 / 3%	1 / 3%	0	27 / 75%	1 / 3%
University of California – Los Angeles																	
University of Pennsylvania	131	2	189	174	313	215	98	N/a	N/a	29	4 / 14%	2 / 7%	1 / 3%	2 / 7%	0	15 / 52%	0
CUNY-Hunter College	238	3	445	389	1777	540	400	N/a	N/a	92	9 / 10%	1 / 1%	3 / 3%	12 / 13%	0	67 / 73%	0
Fordham University	550	5	973	*	1575	992	416	24	10	*							

University of Kansas – Main Campus	161	3	235	135	339	255	144	113	57	27	1 / 4%	0	1 / 4%	0	0	24 / 89%	0
University of Pittsburgh	188	*	306	73	617	338	279	110	128	40	11 / 28%	0	1 / 3%	0	0	28 / 70%	0
Virginia Commonwealth University	175	6	258	205	534	274	258	131	35	41	7 / 17%	0	0	1 / 2%	0	33 / 80%	0
Boston University	146	1	169	109	357	183	153	N/a	N/a	35	3 / 9%	0	1 / 3%	1 / 3%	0	29 / 83%	1 / 3%
SUNY - Albany	166	15	445	*	595	324	129	66	23	27	4 / 15%	0	0	2 / 7%	0	21 / 78%	0
Smith College	105	9	244	146	303	263	40	N/a	N/a	10	3 / 30%	0	0	0	0	7 / 70%	0
University of Illinois at Urbana – Champaign	116	1	248	91	327	260	67	N/a	N/a	22	1 / 5%	0	3 / 14%	0	0	18 / 82%	0
University of Maryland-Baltimore	385	10	669	565	887	702	181	309	86	88	16 / 18%	2 / 2%	2 / 2%	2 / 2%	0	66 / 75%	0
Boston College	146	1	353	266	515	265	142	N/a	N/a	35							
Ohio State University – Main Campus	165	3	204	197	440	241	199	245	62	28	4 / 14%	0	3 / 11%	1 / 4%	0	20 / 71%	0
University of Minnesota – Twin Cities	96	3	154	84	315	192	123	N/a	N/a	35	3 / 9%	0	1 / 3%	2 / 6%	0	29 / 83%	0
University of Illinois at Chicago	202	4	260	*	469	297	172	105	45	31	7 / 23%	0	1 / 3%	1 / 3%	0	22 / 71%	0

Data Source: Statistics on Social Work in the United States 2003
Council of Social Work Education
+As ranked by *U.S. News and World Report*, 2004