

Section II: Budget Enhancement Outcomes for FY11

For each budget enhancement received in FY11 complete an Accountability Report form (Attachment A). Be specific about approved productivity measures.

Opening Summary

This report is an overview of the material identified in the above bulleted sections covering the time sequence of January 1, 2010 to December 31, 2010.

John Tracy assumed the position of Department Chair/Associate Professor on July 1, 2009. Assistant professors Donna Aguiniga (now PhD) and Katherine Perone also started at the same time. In January 2008, the department submitted its self-study for reaccreditation with the Council on Social Work Education (CSWE) and completed its final requirements for full reaffirmation for accreditation from CSWE the summer of 2009. The program is fully accredited and in good stead through 2016. While reaccredited, the program must revise its curriculum and

The Social Work program has experienced significant student enrollment over the last year (approx. 16% increase, 186 to 220) and with a projected increase (based upon new freshman and transfer admits by the university) for the next five years. If the department is to address this increase in enrollment, it will need additional faculty for minimum program delivery.

Currently, we have 5 FTE faculty, the chair teaching 2 courses per year, and our academic advisor teaching (voluntarily) 1 course per year. We are currently (2010-11) using 4 adjunct positions to maintain required (including 6 Cr. hrs. electives) curriculum delivery at the student enrollment levels needed for social work instruction. Current student enrollment is 220. Enrollment is expected to increase over the next few years.

accomplishments support the goals and objectives of the University, including specific Strategic Plan accomplishments. List the accomplishments based on the below goal areas.

1. Enhanced Learning Culture

a. Maintain rigor and high academic standards:

The Department of Social work continues to adhere to university grading standards and policies and promotes academic excellence for both students and faculty.

For Students:

- The department is initiating a faculty and chair review of master syllabi for all required courses in order to avoid repetition, make assignments appropriately layered and integrated with CSWE competencies, other courses, and practice.
- Faculty are preparing questions for each required course to be included into a new revision (target date is Fall 2012) of the departments major comprehensive examination, which is given right after admission and just before graduation. This examination is designed to assess students gain in the course that goes beyond or expands prior knowledge from other courses, such as *Introduction to Social Work*. This is to avoid repetition and make the examination a more accurate measure of learning.
- The Department has initiated a Social Work Writing Seminar, which includes six one-hour sessions, taught by a social work faculty member. The sessions include, developing an idea, organizing information, construction of sentences, eliminating bias, improving grammar, and writing introductions and conclusions.
- The department is initiating required background checks as a part of admission into the social work major and students will in many cases again be required to do so by most field agencies when they do his/her practicum. This

to CSWE an annual report (via online survey) of program status. The university, college, and department contribute annual fees for department (program) membership in CSWE and NASW (National Association of Social Work) and NASW-IL (National Association of Social Work-Illinois Chapter).

d. Increase course based civic learning and service learning:

Social work is a human service discipline and is designed to teach students how to be socially competent according to the educational Standards and Policies (EPAS, 2008) of the Council on Social Work Education at the entry level of practice for Bachelor of Social Work Graduates. However, we do require our students to have 100 volunteer or employment hours with a human service organization (private or non-profit) in a capacity that is determined meaningful for greater awareness of how such agencies function and some familiarity with the clientele. Once in the program, it is important for our students to be able to distinguish between volunteer, paraprofessional, and professional levels of practice. We do require students to engage human service organizations as a part of some course requirements in a professional learning capacity. We do promote it as a part of student life in the university and in community. We currently have a required course, SW 400, *Learning through Community Service*, that we are in the process of eliminating (target date 2013) and integrating into another course according to the learning objectives.

e. Enhance Centennial Honors College:

i. Investigate interdisciplinary/collaborative initiatives:

While social work is a profession, our content and focus is highly interdisciplinary and requires considerable collaboration and networking, especially within practice. Our curriculum includes micro (individual and small groups), mezzo (families and large groups), macro (community and organization), and global (international community). We include, in our curriculum, focus upon psychological, biological, social, perceptual, and cognitive development of knowledge, understanding, ethics, and application skills at every level of practice. It is our practice to invite many presenters into our classrooms with the intent of informing students of the interdisciplinary perspectives and practice areas. Faculty is encouraged and does engage in collaborative research and publications on an ongoing basis and has done so in

and assess student competency. EPAS consists of 10 competency areas with numerous sub-competencies. The department has until 2016 to reorganize its curriculum to meet this new requirement, which is when it is due for reevaluation and reaccreditation by CSWE. This is a major change and task. It requires full examination and restructuring of our courses (individually and collectively) in order to address the competencies in each course as they apply, assure a stair-step sequencing of instruction overall, and integration and assessment of all competencies as possible in the classroom and especially in field education practicum instruction. To this end, social work has:

- Set up a curriculum committee that has begun restructuring the courses as indicated above.
- Set a timeline, which includes completion of curriculum revision (redevelopment and official approvals) in time for implementation by the fall of 2012-13. This target date is set to coincide with:
 - potential expansion to the Quad Cities campus,
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 - new competencies, and

We targeted 2012 or 2013 as a feasible due date and because it allows for a year and one half of evaluation and modification of the newly revised program prior to having to do our program Self-Study for Reaccreditation beginning late 2014. The self-study will be submitted late

to encourage students to meet with them or use email. We likewise communicate with students as needed with frequent reminders and encouragement.

e. **Other student centered environment initiatives:**

Social work assigns faculty to sponsor student organization. We have seen strong sponsorship by our faculty and wonderful response by our students. Social work students conduct many meaningful activities throughout the year; often with focus upon helping with special needs in the community.

C.

Academic
Scholarly
Service
Professional Development
Program Development
Fiscal Development

D. Describe how the division used any of the following categories of funds to enhance

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Department Accomplishments:

Our faculty, including our advisor, office manager, and adjunct professors has been very busy throughout the time of

Towards Mental Illness study. The first focuses on impact of media on student attitudes; the second on how attitudes towards mental illness may impact career choices.

- In process of resubmitting article *Child welfare workers' intention to leave: Influence of location and organizational factors*.
- Rewriting dissertation into article(s).
- Continuing work on practitioner competency project, *Perceptions and Concerns about Competent Social Work Practice*, with Kathy Perone. Data collection began in Fall 2010.
- Asked to author chapter on social work and GIS for 2nd ed. of rural social work textbook.

- Co-Investigator with Heather Richmond and Kristine Stilwell
Social Work and Advocacy in the University Archives.
We are writing a paper on this topic for submission to a peer-reviewed journal.
- Co-Investigator with Kristine Stilwell
The Legacy of Ollie Randall
We are writing a manuscript on this topic, as well as a small grant proposal to continue data collection.

3. RUSTY ORWIG, MSW, LCSW:

Academic:

- Rusty taught 22 ACE load plus did 2 BGS Online courses.

Service:

- Member of Univ. Judiciary board, COEHS Faculty Committee, COEHS & Dept. Awards Committee and personnel committee. Works with children in service area through Shriners and Masons.
- Licensed provider of Continuing Education Units. Is an LCSW and ACSW licensed **practitioner**.

Scholarly:

- Networking with faculty and students on student social networking.
- Mentoring a student on development of research on Children and Substance abuse.
- Collaborating with LEJA faculty on Child Trafficking Research.

KATHY PERONE, MSW, LCSW:

Academic/Teaching

- Received the Nancy Coney Outstanding Faculty Award from the Phi Alpha Honor Society.
- Member of the COEHS 2009-2011 Faculty Innovators Program. I met once a month with fellow members to gain knowledge in the use of technology for integration in teaching and learning such as Social Networking, Simulations and Virtual Worlds. In May 2010, I provided a presentation of my innovator artifact to fellow innovators, COEHS department chairs, Dean, Assistant Dean, and Associate Deans via an audio podcast.
- In conjunction with the National Association of Social Workers-Illinois Chapter student representative, I coordinated Social Work Advocacy Day held in February 2010. I will also be coordinating Social Work Advocacy Day March 2, 2011.

Scholarly

- In collaboration with Professor Donna Aguiniga, Social Work Department faculty member, I presented
- 2th Annual Meeting of the Southwestern Social Science Association held in April 2010.
- I served as proposal reviewer for the 2010 Council on Social Work Education Annual Program Meeting.
- In collaboration with Christy Beck, Director of Advocacy at McDonough District Hospital, I presented a
- 67th Annual Meeting and Conference of the Society for Social Work Leadership in Health Care held in November, 2010.

Current and Future

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- Department Administrator
 - Conducted a BSW QC Feasibility Study
- Service:**
- Member of the Human Services Interagency Council
 - Oversight of all department committees, except the DPC.
 - Co-organized the Annual Homelessness Symposium for the College and Community.
 - Presented at an IAC monthly meeting
 - Currently planning the formation of a SW Community-Academic Coalition.
- Scholarly:**
- Presented at the Homelessness Symposium
 - Presented at the Illinois State No Child Left Behind Conference
 - Co-led a study group to the University of Guam
 - Conducted 2 research projects of University Students in Wyoming and WIU.
 - Currently working on paper presentation at a national Social Work BPD conference
 - Currently working on 2 articles. One for Critical Social Work and another on Culture of Meaning Analysis.
 - Recently conducted a research project Advisement Study of SW Students at WIU.
 - Currently negotiating with Lyceum Books a text book to go with a new course I am developing on Relational Theory and Practice on schedule for next Fall. I am also in the process of developing a course on International Social work and looking to build student scholarships to help support the course as an international study course.

5. CINDY DADELLO, MSW, LSW

Cindy is our academic Advisor and while she is not faculty, she does voluntarily teach one course each year. As well, she takes a very strong leadership role in our department and coordinates her work with that of the faculty. Cindy is a CO-PI in the academic Advisement Study (2011). She was accepted to present at the SW National BPD Conference on the study with Dr. Tracy. Cindy continues to receive very high student evaluations and approvals for her work and goes the extra mile for our students.

6. ADJUNCTS:

a. CARA CERULLO, MSW, LCSW

Currently teaching SW325-2 National Social Welfare and Policy.

A Licensed Clinical Social Worker (State of Illinois) and Certified Alcohol and Other Drug Counselor (State of Illinois). I work at the Western Illinois University Alcohol and Other Drug Resource Center as the Prevention Coordinator. Most of my time is spent in direct service, counseling students with alcohol and other drug use issues. In addition to that, I create and facilitate presentations on campus in classroom settings, as well as in informal residence hall and Greek life settings. I created (and facilitate) the B.A.C. (Battle Alcohol Consequences) Squad Peer Educators (Spring 2010-Current). The BAC Squad creates and facilitates on campus alternative events to alcohol use in addition to providing education to prevent problematic use of substances among the campus community.

The past two years I have presented at the Illinois Higher Education Center (for alcohol, other drug and violence prevention) Annual Conference.

Spring 2009: It Only Takes a Spark: Igniting Integrated Campus-Wide Intervention and Prevention

Spring 2010: Marijuana use in the college setting

Current research studies:

Breath Alcohol Testing (Fall 2009, Fall 2010)

Recidivism Rates for the AOD Resource Center and Impact of AlcoholWise on AOD Offenses (In progress)

21st Birthday Card Project (In progress)

*No formal publications on these projects. No formal presentations on these projects.

b. **SANDRA N TRACY, PhD Education and Human Resources Studies. MA in Communication (Journalism):**

Currently teaching SW312-1 Research Methodology

Published Book:

Tracy, S. N. (2010). *Blurring the color line: Racial identity construction of individuals within interracial families*. Saarbrücken, Germany: LAP LAMBERT Academic Publishing.

Artistic Activities

3. Tracy, S. N. (2011). Photography exhibitor (juried group show), The Photograph as an Art Object, Western Illinois University, Macomb, IL, January-February 2011. *Emanation, Complementation*.
4. Tracy, S. N. (2010). Photography exhibitor (group show), No Parameters, West Central Illinois Arts Council, Macomb, IL, August 2010. *Intimacy, Projection* [Honorable Mention], *Reaching Out, Folding In, Within, Mmm, Scalloped Edges, On the Edge, The Camera and the Corpse Flower, Titan Arum*.
5. *Assisted in development and delivery of SW 340 (topics) Using the Creative Arts in Social work.*

c. **LAURA WALDROP, MSW**

Currently teaching SW480-4 Social Work Practicum.

Very active within the community.