

**Department of Social Work Annual Report FY11  
(January 1, 2010 to December 31, 2010)**

**By John R. Tracy, PhD. Department Chairperson  
February 21, 2011**

**The following Bulleted sections are addressed within this annual report:**

**Section I: Accomplishments and Productivity for FY11**

- A. Give a brief review of the division’s goals and objectives for FY11.
  - b. Other partnerships, community engagement, and outreach initiatives
- B. List the most important divisional accomplishments for FY11 and document how these accomplishments support the goals and objectives of the University, including specific Strategic Plan accomplishments. List the accomplishments based on the below goal areas. Divisions may indicate “not applicable” or “none” under a goal area as appropriate.
  - 1. Enhanced Learning Culture
    - a. Maintain rigor and high academic standards
    - b. Prepare for HLC/NCA and NCATE reaccreditation
    - c. Strengthen academic programs through review and discipline-specific accreditation
    - d. Increase course based civic learning and service learning
    - e. Enhance Centennial Honors College
    - f. Expand study abroad and multicultural initiatives
    - g. Continue to explore distance education opportunities for place bound students
    - h. Support scholarly/professional activity
    - i. Investigate interdisciplinary/collaborative initiatives
    - j. Integrate technology into the classroom
    - k. Other learning enhancement initiatives
  - 2. Fiscal Responsibility and Accountability
    - a. Review departmental budgets
    - b. Reallocate variance dollars to support University priorities
    - c. Identify alternative funding sources
    - d. Review academic program costs
    - e. Other fiscal responsibility and accountability initiatives
  - 3. Partnerships, Community Engagement, and Outreach
    - a. Create and support partnerships with University departments, institutions of higher education, and the community
  - 4. Access and Equity
    - a. Increase diversity
    - b. Increase internationalization
    - c. Enhance recruitment and retention activities
    - d. Other access and equity initiatives
  - 5. Student Centered Environment
    - a. Review FYE
    - b. Review academic advising
    - c. Review all student support services within Academic Affairs (writing and math centers; tutoring)
    - d. Enhance communication and information leading to student success
    - e. Other student centered environment initiatives
- C. Indicate measures of productivity by which the unit’s successes can be illustrated.
- D. Describe how the division used any of the following categories of funds to enhance accomplishments and productivity:
  - 1. Western Illinois University Foundation funds
  - 2. Funds available due to vacant positions or dollars saved through hiring of new personnel at whatever level those funds reside
  - 3. Grants, contracts, or local funds
  - 4. Internal Reallocations: For reallocations over \$20,000, identify the amount, area that was reallocated from, and the priority that funds supported
  - 5. Other fund sources
- E. Describe the impact the 3.5 percent rescission had on your division in FY11.

**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 program between the present and 2016 in order to be compliant with new CSWE accreditation policies and standards (EPAS, 2008). Department personnel have begun the process of revising our curriculum, and are targeting the Fall of 2012 as a date for implementation and evaluation of changes.

In the fall of 2009, Western Illinois University College of Education and Human Services and the Provost's Office requested that the department conduct a feasibility study regarding expansion of the Bachelor of Social Work (BSW) program to include course instruction at the Quad City Campus. The feasibility study was completed and submitted to the COEHS dean's office on June 29, 2010. The study was followed with a synopsis and recommendations for needed personnel.

Last November (2010), the department of social work chair and academic advisor conducted a study inviting all social work students to participate and obtained a sample population of 27% (51 of 186 students). The study involved two instruments, which are designed to assess student learning perspectives and student relational orientation. In addition to the instruments core items were demographic items and questions on practice and international interests, and regarding reading, writing, and study skills and needs. For example:

When it comes to my reading skills,

#	Answer	Response	%	#	Answer	Response	%
1	I am fine	46	96%	3	I am not sure	4	8%
2	I would like help to improve	2	4%		Total	48	
3	I am not sure	0	0%				
	Total	48					

When it comes to my study skills,

#	Answer	Response	%
1	I am fine	38	79%
2	I would like help to improve	9	19%
3	I am not sure	1	2%
	Total	48	

When it comes to my academic writing skills,

#	Answer	Response	%
1	I am fine	35	73%
2	I would like help to improve	9	19%

Data from SW Advisement Study (2011)

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.

*Expansion to the Quad Cities Campus* entails adding BSW instruction in the QC's, "Program 2 Program" curriculum links and articulation agreements where possible related to area community colleges, and possible development of a "Community-Academic Coalition" in the Bi-state Region (Illinois, Iowa).

The expansion of our BSW program to the QUAD CITIES CAMPUS will require an estimated 2 new FTE faculty plus 4-5 adjunct positions per year for the social work department.. The determination of cohort size for the QC campus is relative to numbers obtained in the QC BSW Feasibility study. Due to the nature of course enrollment limits (per CSWE agreement) and the number of Aces' instructors can teach in any given year, the number of faculty in the Quad Cities will need to be proportionately higher in order to provide a full curriculum and field instruction. Of course, we would need office space, equipment, services, classroom availability for the new faculty and 2 support staff, and work space (meeting rooms, office, and equipment) for the QC Community-Academic Coalition. The field education assistant would be teaching and making field education site agreements during 2012 to 2013 during the junior cohort's first and second semesters.

Currently our department collaborates with the University of Illinois in establishing an "onsite" distance MSW (master of social work degree) program at WIU. As a distance program, it is limited and temporary. The University of Illinois only offers it every few years. UI is offering this starting this spring.

These proposed changes would (if approved) increase the need for the department to expand its operating budget, instructional personnel, support personnel, office space, classroom availability, technological capacity, and special programming and instruction.

We are proud to be a part of meeting the mission and goals of the University, our college, the profession of Social Work, and more importantly the needs of our students and the communities we serve, locally and internationally.

## **Section I: Accomplishments and Productivity for FY11**

- A.** Give a brief review of the division's goals and objectives for FY11.
- B.** List the most important divisional accomplishments for FY11 and document how these

accomplishments support the goals and objectives of the University, including specific Strategic Plan accomplishments. List the accomplishments based on the below goal areas. Divisions may indicate “not applicable” or “none” under a goal area as appropriate.

**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 “advanced level” 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. “Advanced level” refers to new knowledge that 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 will be scheduled to take place beginning the Fall of 2011.

**b. Prepare for HLC/NCA and NCATE reaccreditation and c:**

The BSW social work program is accredited by the Council on Social work Education (CSWE) and is reviewed every 8 years. This requires a full self-study according to the Educational Standards and Policies (EPAS, 2008) of CSWE. Program design and structure are according to these standards and policies and in conjunction with the goals and objectives of the college of Education and Human Services and Western Illinois University.

**c. Strengthen academic programs through review and discipline-specific accreditation:**

As indicated in the Opening Summary, our academic BSW degree program was reaccredited in 2008, which covers our program until 2016. Each year we also review the department chair, faculty teaching, and appropriate faculty committees evaluate and review compliance and progress according to the overall program and its development. The department maintains ongoing assessment tools, which are reviewed each year and taken into account when making program adjustments. The chair submits to the university an annual assessment report and additionally submits

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 “professionals” and to be professionally 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 “professional learning” requirements.

**e. Enhance Centennial Honors College:**

Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All students must complete the one-hour honors colloquium (GH 299). The department also supports and promotes the social work PHI ALPHA Honor Society.

**f. Expand study abroad and multicultural initiatives:**

The prior chair stated that international study with social work students has historically been difficult due to high costs, limited social work related scholarship from the university and in the department, and limited student interest. The department has involved students in international study and travel, but finds the prior listed factors to be prohibitive for most students, especially costs. The current chairperson has a very strong interest and background in international social work and is working to increase scholarships, student and faculty interest, and opportunities. We occasionally have a student from a different country, which helps to facilitate some interest. In the Advisement Study (2011), conducted by the department chair and academic advisor, social work students, indicated the following:

Table 1: BSW Student Interest in International Curriculum

Area of Interest	Percent (of respondents of 27% sample population of 186 BSW social work students)
International Courses	43%
International Study Travel	63%
International Field Education	39%

Practicum Placements	
Future Work in Global Practice	<b>19%</b>

The findings above strongly indicate a solid interest in international social work. The primary barrier indicated was financial and the second was family obligations. What this suggests is that, while there is interest, there are some concerns, such as faculty workload time and availability and of course, costs involved with bringing in this element into the social work program. The faculty has agreed to give the matter further discussion at this time and clearly need greater resources to pursue this direction very far. We are, however, interested in working with students who express an interest.

**g. Continue to explore distance education opportunities for place-bound students:**

Social work has had two distance education BGS courses in place for some time. These are an addictions course and introduction to social work. In addition, we are scheduled to provide courses in “casemanagement” and “mental health” this summer. We are hoping to also add a course on “aging” the next summer. We are aware how rapid changes in web-based communication are creating many new possibilities for the delivery of instruction and now have a committee that is studying how social work can access such technology for “best practices.”

**h. Support scholarly/professional activity:**

Social work carefully manages its operating resources in order to promote faculty and student scholarly/professional activity. Approximately \$6,000 (\$1,000 per faculty) is currently available to assist and thereby promote faculty and chair scholarly and professional development. This support goes primarily for expenses accrued in presenting a paper or making a presentation at a local, community, state, national, and/or international conference or special academic event. Students are encouraged, mentored, and given financial assistance as needed and possible from the Social Work Foundation. We have had, over the last year, one student present at a national social work conference and four present posters at WIU Research Day. This current year (2010-2011), we have four students presenting at a National Social Work Conference, and probably another four or five at WIU’s Research Day. Most of the assistance for these students has been faculty time and guidance, and financial support for lodging and travel to the national conferences. Our scholarships are primarily for academic scholarship and/or special assistance in practicum and other need areas in order to retain students who might otherwise drop out. Work is ongoing to encourage donations to social work to assist in these areas.

**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 foundation is built around the tenet of serving the “whole person,” which 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 numerous ways (see Scholarly and Professional Accomplishments below). Additionally, faculty may request financial assistance for some projects from the department, college, and university as well as seek out grants.

Currently, faculty are working with others outside of the department to conduct research and work on publication. Our field education program has recently formed a community Field Education Advisory Board which meets twice per term and that has had two successful meetings thus far.

As chair, in the process of networking with several departments in discussion of new projects with focus upon the communities WIU serves (especially McDonough County). Current participants and their email include "Gordon C Chang" <GC-Chang@wiu.edu>; "Elgin Mannion" <e-mannion@wiu.edu>; "Timothy Collins" <t-collins@wiu.edu>; "Daniel G Ogbaharya" <dg-ogbaharya@wiu.edu>; "Macherie Placide" <m-placide@wiu.edu>; "Terry M Mors" <tm-mors@wiu.edu>; and "Tracy Davis" TL-Davis1@wiu.edu. It will be very interesting to see what this group does. They have indicated possible interest in collaborating with social work on the human services academic coalition.

**j. Integrate technology into the classroom:**

Currently, the college provides the department with the use of “Smart” classrooms,” which include Codex, LCD, ELMO, Blackboard, and Smart Board. The only site available for CODEX linkage is the Quad Cities campus. When social work expands its service to the Quad Cities campus, we will need use of these same systems as well as some possible web-based programs.

We would also like to see the college and university further explore and include in its technological capacity greater use of the internet social media for classroom purposes. It is clear that the time is fast arriving in which most instruction will take place utilizing multiple components of delivery on a simultaneous and synchronous capacity, such as some face to face, mixed with distance, with real time communication, real time data, and continuous processing.

**k. Other learning enhancement initiatives:**

Primary Initiative: As indicated, the Council on Social Work Education has changes its Educational Standards and Policies (EPAS, 2008) from a content-based curriculum to a competency based curriculum with practice (Field Education) as the signature pedagogy. This means that all instruction needs to be oriented to promote

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,
  - completion of a new “Comprehensive Examination” based upon the 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 2015 and the department at WIU, will have a site visit during 2016 as scheduled by CSWE. All official stakeholders who will be a part of the site-visit will be notified in advance. The university will also be notified of reaccreditation expenses and due dates in advance.

Directly in relation to the new accreditation requirements, it is imperative that every competency and the program itself engage in multiple assessments, including the development and implementation of alumni assessment (perhaps using programs like SNAP).

**2. Fiscal Responsibility and Accountability**

**a. Review departmental budgets:**

1.) Foundation Account:

<b><u>BEGINNING FUND BALANCE</u></b>	<b><u>3,699.54</u></b>	
. REVENUES	2,060.00	.
. FUND ADDITIONS	.00	.
.	2,060.00	.
. EXPENDITURES	1,580.91	.
. FUND DEDUCTIONS	.00	.
.	1,580.91-	
. <b><u>ENDING FUND BALANCE</u></b>	<b><u>4,178.63</u></b>	<b><u>December 31, 2010</u></b>

While still very low and with little organized effort to date, the department was



able to increase donations received by 27%.

**2.) Operating Budget: \$22,500**

The college continued the operating budget amount the same as it was from FY10. This was very helpful and has allowed the department to meet its commitment to faculty professional development. Last fiscal year social work allowed \$3k plus dollars to be assumed by the university. This year, we are hoping to have some unused funds to be able to assist the university again. We have worked hard to keep costs down in order to do our share of helping the university cope with the current financial crisis and will, of course, continue to do what we can to hold cost down. However, as we look ahead toward growth and expansion, we are clearly going to need a larger allocation and operating budget. The operating budget will increase due to another program site, offices, supplies, equipment, telephone, and additional travel. We will also have more faculty needing professional development support of approximately \$1,000 per faculty. Please see the attached copy of our annual July 1, 2009 to June 30, 2010 budget report from the financial records system.

**b. Reallocate variance dollars to support University priorities and...**

**c. Identify alternative funding sources:**

The department’s quest for alternative funding includes greater contact with alumni for support, the community-academic coalition may well result in some smaller amounts of support, and some grant writing. However, due to the time and effort involved in expanding our program, it is unlikely we will be able to engage in much significant fundraising efforts, other than increasing our student enrollment and retention.

**d. Review academic program costs:**

We are pleased to see our costs kept at low levels. We do have some faculty who will need computer replacement within the next year or two. However, again, our program costs will increase tremendously given our planned expansion.

**e. Other fiscal responsibility and accountability initiatives:**

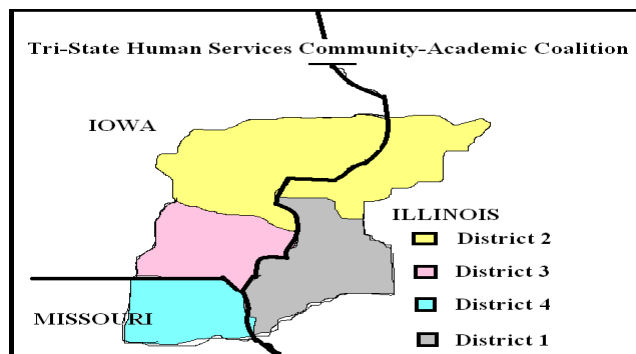
As indicated, the chair plans to direct some effort toward greater development of alumni giving over the next few years, especially for student scholarships.

**3. Partnerships, Community Engagement, and Outreach:**

**a. Create and support partnerships with University departments, institutions of higher education, and the community:**

As described in the opening summary of this report, work is being done by the department chair and volunteers to create a Community-Academic Coalition involving community

**Table 2: Map of the Tri-State HSCAC Region**



and social service agencies in the entire Tri-State Region (24 counties). We are targeting this into four districts as indicated in Table 3. Counties included in District 1 are Henderson, Warren, Hancock, McDonough, Fulton, Mason, Menard, Cass, Schuyler, Brown, and Adams. Counties in District 2 are Whiteside, Rock Island, Henry, Bureau, Stark, Knox, and Mercer in Illinois and in Iowa are Clinton, Scott, Cedar, and Muscatine. Counties in District 3 are Luisa, Washington, Henry, Des Moines, and Lee. Counties in district 4 are Scotland, Clark, Schuyler, Adair, Knox, Lewis, Shelby, and Marion.

Steps toward initial formation of this coalition include:

**Table 3: Community-Academic Coalition Startup Steps**

	<b>Steps</b>	<b>Due Dates</b>
<b>1</b>	Prior focus group in Moline in which many organizations were present from District 2 and who were in favor of a coalition.	Done successfully
<b>2</b>	Creation of an Organizational Contact information database for the entire region.	In progress. This will be an ongoing task. All but district 2 is mostly complete.
<b>3</b>	Development of organizational materials	Due date for initial materials is June first.
<b>4</b>	Setting up and conducting early organizational meetings throughout the region starting with key target cities, which include Moline, Macomb, Hannibal, and Quincy. The activity in these will include prior invites, introduction to idea and its potential, discussion, membership invitation, and setting of follow-up activity.	Due date for first contacts is during August 2011.

Of course, it remains seen in how this develops, as the process is essentially one of co-construction of the participants.

**b. Other partnerships, community engagement, and outreach initiatives:**

Other initiatives include further development of field education sites and speaking presentations to area community colleges. The department continues its very significant annual “Graduate Recruiter Panel” every October. This last year we had a large attendance of both students and 8 recruiters for masters programs from the Midwest. Students and recruiters find the program, sponsored by the Social Work Student Association and the DSW, to be a very valuable connector for both. We also held a “Social work Fair” to which various agencies were invited, some set up booths, as did the department and student organizations. We were pleased with attendance from students, alumni, community, and college and look forward to do this again.

**4. Access and Equity**

**a. Increase diversity:**

The department is working to increase its diversity and access by means of broader recruitment, hopeful expansion to the Quad Cities Campus, use of technology, and through the coalition.

**b. Increase internationalization:**

This was discussed under section f.

- c. **Enhance recruitment and retention activities:**  
 As indicated in several places, social work is sending letters to new admissions, creating “Program 2 Program” agreements with community colleges with 7 targeted this year, working to expand to the quad Cities, and conducting writing seminars and its writing course to help students improve academic skills. Instructors are spending extra individual time with students who are in need of assistance. The Advisement study is demonstrating that students can benefit by taking the assessment tools and then meeting with the advisor to review his/her findings. The findings reveal possible areas where students may need to give more focus, and special needs for counseling and guidance. Additionally, the findings indicate how curriculum and instruction may be better focused to enhance student learning in the classroom.
  
- d. **Other access and equity initiatives:**  
 It is going to be imperative that social work obtain the additional faculty it needs for course delivery as it is above the maximum student teacher ratio as agreed upon with CSWE in classroom enrollment size. If we grow, we will need more instructors or we may need to limit admission to the major.

**5. Student Centered Environment**

- a. **Review FYE:**  
 To my knowledge, this does not involve social work as its students begin at the junior year.
  
- b. **Review academic advising:**  
 Social work is very fortunate to have an advisor placed with the program full time that has an MSW degree and professional license. She continues to demonstrate dedication and excellent performance. This has been a vital key for retention and student success. It has also enabled our faculty to spend more of their time working on instruction, service and professional contribution. It has also enabled faculty to have time to consult with the advisor to the benefit of the student. The advisement study the advisor and the chair are conducting is an example of continued improvement in finding ways to better assess and assist our students. In addition, this study has thus far proven itself to be of high potential for the university advisement program to consider adopting and is thus a potential contribution to the university at large and all departments. The academic advisor and chair were accepted to present on this study at the National Social Work Bachelors Program Conference in Cincinnati February 25, 2011.
  
- c. **Review all student support services within Academic Affairs (writing and math centers; tutoring):**  
 Social work faculty, advisor, and the chair all make referrals to student support services to help them improve their knowledge and skills. We have found some students who benefit and others who do not benefit as much.
  
- d. **Enhance communication and information leading to student success:**  
 All faculty, the advisor and the chair are expected to keep regular office hours and

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. Indicate measures of productivity by which the unit's successes can be illustrated.**

- Academic
- Scholarly
- Service
- Professional Development
- Program Development
- Fiscal Development

**D. Describe how the division used any of the following categories of funds to enhance accomplishments and productivity:**

**1. Western Illinois University Foundation funds:**

Foundation monies have been used to sponsor our Social Work Fair, student assistance for conferences, field education, and special needs that entail keeping them in school. During the past fiscal year the department has been given over \$1,000 in donations. This is a significant increase for the department.

**2. Funds available due to vacant positions or dollars saved through hiring of new personnel at whatever level those funds reside:**

We have not had vacant positions in the department that were not necessary to replace.

**3. Grants, contracts, or local funds:**

Two of our faculty continue to benefit from a grant from CSWE for gerontology. Currently we do not have contracts or other grants with capital aspects. We have increased our level of donations to the department's foundation fund.

**4. Internal Reallocations: For reallocations over \$20,000, identify the amount, area that was reallocated from, and the priority that funds supported:**

**5. Other fund sources:**

Items 4 and 5 have been addressed or are not issues for social work at this time.

**E. Describe the impact the 3.5 percent rescission had on your division in FY11:**

While the department did not have change of positions, we did need to add 2 more adjunct faculty positions to supplement our teaching needs. We have saved operating funds to assist the university in its financial need.

## 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.**

### Department Accomplishments:

Our faculty, including our advisor, office manager, and adjunct professors has been very busy throughout the time of January 1 to December 31, 2010. I am proud to say they have accomplished a great deal. Much of this has been by working together and supporting each other. We have successfully delivered our program for over 220 students, conducted research, feasibility studies, written papers, and presented at numerous local, state, and national conferences. Those below who did not list his/her credits have also been very engaged in scholarship. We believe this work will come to fruition in the near future. They have chaired committees and served committees for the department and university. The faculty, who have been very busy have listed their accomplishments and plans below.

#### 1. Donna Aguiniga, PhD, MSW:

##### **Past/Current Projects**

- Successfully defended my dissertation, *Growth and Decline: A Typology for Understanding Patterns of Population and Economic Change in Rural Texas Counties*, and graduated with my Doctorate in Philosophy from The University of Texas at Austin. May 2010
- Presented two research proposals at the 90th Annual Meeting of the Southwest Social Sciences Association in Houston, TX. The first presentation, *The Ethics of Competency: Perceptions and Concerns about Competent Social Work Practice*, was co-authored with Katherine Perone, Assistant Professor/Field Director from Western Illinois University; the second presentation, *Mental Health Stigma in Rural Communities: Educating Social Workers on Target-Specific Programs*, was co-authored with Amanda Barzyck, Doctoral Candidate at The University of Texas at Austin. March 2010
- Presented *A Student-Developed Curriculum about Children's Mental Health: Issues of Advocacy and Education* with Janet McCarthy, a social work student, and Karen Zellmann, Associate Professor from Western Illinois, at the Council on Social Work Education Annual Program Meeting. October 2010.
- Awarded a 2011 Summer Stipend with Karen Zellmann for project *Curriculum Implications of BSW Students' Attitudes Towards Mental Illness*. Data collection began in August 2010.
- Mentored two social work students who each had a poster accepted for the 2011 Baccalaureate Program Directors Annual Conference.
- Participating in Faculty Innovators – Fall 2010 – ongoing
- Completed Best Practices in Online Teaching – June 2010
- Faculty advisor for the Social Work Student Association – ongoing

##### **Social Work Committees**

Awards Committee – chair  
Curriculum Committee  
Admissions Committee

##### **College Committees**

COEHS Awards Committee – Fall 2010 – ongoing  
COEHS Undergraduate Academic Affairs Committee – ongoing  
Chair of committee since September 2010

##### **University Committees**

University Technology Advisory Group committee member – March 2010 – ongoing

##### **Community Service**

Macomb Big Brother Big Sisters Board member – ongoing  
Volunteered at the University of Illinois Extension Poverty Simulation Event. January 2010

##### **Donna's Work in Development**

- Developing two articles with Karen with data from *Curriculum Implications of BSW Students' Attitudes*

*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 2<sup>nd</sup> ed. of rural social work textbook.

## 2. DEBRA ALLWARDT, PHD, MSW:

### Professional Development

#### Presentations.

- I presented one paper session, two poster sessions, and one brownbag lecture during the last year. They include: Poster “In Search of the Long-term Nursing Aide” at the American Society on Aging’s Annual Conference, Chicago, IL..
- Poster “Using Wink to Create Educational Tutorials” presented at Tech Fest, Western Illinois University.  
Brownbag lecture “Rediscovering Ollie Randall, ‘Angel of the Aged’: Pioneer of Social Gerontology” presentation for the Western Organization of Women.
- Paper “A Historical View of Gerontological Social Work: The Contributions of Ollie Randall” at the Council on Social Work Education’s Annual Program Meeting. Portland, OR.

#### Grants

I continue to participate in the funded grant with Karen Zellmann, “Curriculum Development Institute Program” (2008-2011). Grantor: Hartford Foundation/Council on Social Work Education.

#### Publications

I had two manuscripts accepted for publication.

- The peer-reviewed article, “Writing with Wikis: A Cautionary Tale of Technology in the Classroom” will be published in the Journal of Social Work Education (forthcoming).
- In addition, the publication of peer-reviewed book review, *Lifting Our Voices: The Journeys into Family Caregiving of Professional Social Workers* by J.O. Beckett appeared in the Journal of Gerontological Social Work (2010, vol.53, issue 6, pages 568-570).

#### Community Involvement

I continue to serve on the Board of Directors for the Western Illinois Area Agencies on Aging. I also am involved as a member of the Western Organization of Women, where I served as a member of their awards committee.

#### Other

I served as a conference proposal reviewer for the Council on Social Work Education’s Annual Program Meeting. I also served as a faculty mentor for four students’ individual research poster presentations at the Centennial Honors College Undergraduate Research Day. April 2010.

#### Projects Underway:

- Co-investigator with Kathy Perone, MSW  
Adopting Technology without Cost: Free Tools for Teaching and Practice.  
We will present a workshop on this topic at a conference in February.
- Primary investigator with BSW students Alexander Jasinski and Alecia Condie  
The Practice and Ethics of Social Marketing.  
We will present a paper on this topic at a conference in February.
- Co-Investigator with Katherine Perone, MSW  
Social Work Students’ Preparedness to Work with Older Clients.  
We are writing a paper on this topic for submission to a social work journal.

- 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 "Practitioner Perceptions and Concerns about Competent Social Work Practice" at the 90<sup>th</sup> 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 poster presentation titled "Responding to a Community Crisis in a Rural Setting: The Role of the Hospital Social Worker" at the 45<sup>th</sup> Annual Meeting and Conference of the Society for Social Work Leadership in Health Care held in November, 2010.

#### **Current and Future**

- In collaboration with Dr. Debra Allwardt, I will be presenting "Adopting Technology without Cost: Free Tools for Teaching and Practice" at the Baccalaureate Program Directors (BPD) annual conference February 2011.
- I will be presenting "Social Networking in Field Education: An Invitation to the Future" at the Baccalaureate Program Directors (BPD) annual conference February 2011.
- I will be presenting "Social Networking in Field Education: An Invitation to the Future" at the 91st Annual Meeting of the Southwestern Social Science Association to be held in March 2011.
- I am currently writing the first draft for an Exemplar book chapter. The title of the chapter is Rural Health Care. The title of the Exemplar book is "*The Evolving Practice of Social Work within Integrated Care*". The planned date for text publication is October 2011.

- I received IRB approval for a project titled “Social Networking in Field Education: An Invitation to Field Instructors. I am awaiting IRB approval for another project titled “Social Networking in Field Education: An Invitation to the Future. The plan is to submit two articles based on the project findings.

**Professional Activities**

- Served as President of the Society for Social Work Leadership in Health Care (SSWLHC) Illinois Chapter.
- Served on Society for Social Work Leadership in Health Care State Board.
- Served on Society for Social Work Leadership in Health Care National Board.
- Served as board member for the University of Illinois Urbana-Champaign School of Social Work Alumni Board.
- Co-chaired McDonough County Interagency Council meetings.

**University/Community Service**

**Departmental**

- Participated in Faculty Meetings
- Member of Assessment Committee
- Member of the Workshop Committee
- Member of Curriculum/Program Development Committee Member of Field Education Committee

**College**

- Member of the College of Education and Human Services (COEHS) Travel Awards
- Serving as a Horrabin Hall Emergency Coordinator

**National Organization Memberships**

- Council for Social Work Education
- Society for Social Work Leaders in Health Care
- Southwestern Social Science Association
- National Rural Social Workers Caucus

**Regional Organization Memberships**

- Field Directors Network
- McDonough County Interagency Council

**Community Service**

- Volunteered three hours at the University of Illinois Extension “Poverty Simulation” event held in January 2010
- Coordinated Big Brother Big Sister “Bowl for Kid’s Sake” Social Work Department bowling team in spring 2010.

**3. KAREN ZELLMANN, MSW, LCSW**

**Academic:**

- Taught 20 ACE load for the department.

**Service:**

- Dept. Library Liaison, Served on the following committees: grade appeals, personnel, curriculum; Served on college and university committees which include Faculty awards, scholarship, and retention.
- Board member and advisor to Western BBBS Girl Scout Troop Leader.

**Scholarly:**

- Presented paper at National Social Work APM Conference at Portland on Curriculum in Mental Health.
- Currently working on a study with another faculty on SW Student Mental health Stigma.

Karen has provided invaluable leadership in the department for new faculty and the chair.

**4. JOHN TRACY, PHD, LCSW, MSW, MA. Department Chairperson and Associate Professor**

**Academic:**

- Taught 3 courses for the department; ACES: 9



- 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.