

ACADEMIC PROGRAM REVIEW

University of Washington Tacoma  
Social Work Program

Self-study for the:  
Master of Social Work  
Bachelor of Arts in Social Welfare  
Bachelor of Arts in Criminal Justice

Year of last review: 2005-2006

Submitted to the Graduate School  
University of Washington

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October 30, 2015

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## **PART A: REQUIRED BACKGROUND INFORMATION FOR REVIEW COMMITTEE**

### **Section I: Overview of Organization**

#### ***Mission and Organizational Structure***

The University of Washington Tacoma (UWT) was established by the Washington State Legislature in 1989 to meet the educational needs of place-bound learners in south Puget Sound. As a new campus of the University of Washington (UW), UWT opened in 1990. In 1998, the UWT Master of Social Work (MSW) Program was established and accredited as a three-year part-time degree option of the UW Seattle School of Social Work (UWSSSW). In 2002, the Bachelor of Arts in Social Welfare (BASW) Program was established on the UWT campus. The UWT Social Work Program and the UWSSSW share a common mission, are jointly accredited, and have a Bi-Campus Working Agreement (see Appendix D) that outlines the nature of the relationship between the programs, pertaining to the MSW and BASW degrees. The BASW and MSW programs are accredited by the Council on Social Work Education (CSWE) and both were reaffirmed for the full eight-year accreditation cycle in June, 2013.

The themes in our mission are consistent with the mission of the social work profession and the UW, and also fit well with the four values of the UWT campus: excellence, community, diversity, and innovation. Our mission is as follows:

As members of the University of Washington School of Social Work, we commit ourselves to promoting social and economic justice for poor and oppressed populations and enhancing the quality of life for all. We strive to maximize human welfare through:

- education of effective social work leaders, practitioners and educators who will challenge injustice and promote a more humane society, and whose actions will be guided by vision, compassion, knowledge and disciplined discovery, and deep respect for cultural diversity and human strengths;
- research that engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention; and
- public service that enhances the health, well-being, and empowerment of disadvantaged communities and populations at local, national, and international levels.

We embrace our position of leadership in the field of social work and join in partnership with others in society committed to solving human problems in the twenty-first century.

The mission is operationalized through each program's goals. The UWT MSW program goals are as follows:

- 1) To prepare students for generalist practice including basic knowledge and skills for understanding and solving complex social problems within the values of professional social work.

- 2) To prepare students for advanced professional practice in an area of concentration in a way that fosters social work leadership, effective social interventions, a commitment to a just and humane diverse society, and a commitment to public service.
- 3) To provide access to social work education to residents of the south Puget Sound region.

The UWT BASW program goals are as follows:

- 1) To prepare entry-level baccalaureate social workers for generalist practice in a multicultural context rooted in knowledge and skills for understanding and solving complex social problems within the values of professional social work.
- 2) To prepare generalist social workers to become informed and effective leaders able to take action against injustice and inequalities.
- 3) To foster a comparative and critical examination of social welfare and social work history, policies, research, and practice interventions in the education of social work practitioners.
- 4) To prepare students for graduate education in social work related fields.
- 5) To provide access to social work education to residents of the south Puget Sound region.

For both MSW and BASW programs, these are shared goals with UWSSSW with the exception of the final goal related to providing access to social work education in the south Sound region.

In response to the UWT campus's desire to expand the variety of majors available to UWT students and the findings of a community needs assessment conducted in 2007, the UWT Social Work Program created and implemented an undergraduate criminal justice minor in 2009 and a Bachelor of Arts in Criminal Justice (BACJ) degree in 2010. The criminal justice major was designed to offer a multi-faceted understanding of crime and justice within the framework of broader social processes. It emphasizes social justice, diversity, community partnerships, systems thinking and skill development. Students are sensitized to the human impact of crime, including differential effects across social identities and locations. A social justice lens is adopted, with a focus on harm reduction, rehabilitative and restorative approaches to crime and justice. These foci are consistent with the mission and values of the Social Work Program and draw upon the strengths of the program's faculty and expertise. Since the creation of the criminal justice major, the program has grown to include criminal justice faculty who share the values behind this innovative approach to criminal justice education. Graduates of the BACJ program are prepared for work in multicultural criminal justice contexts grounded in the knowledge and skills for understanding and solving complex problems. BACJ students are also prepared for graduate education in law, criminal justice, social work and related fields.

As of autumn 2014, the criminal justice major is also now offered as a fully online degree completion option. This option expands access to individuals interested in a UW education, but who cannot attend courses on campus because of distance, family, work or other obligations such as military service. Development of this option was done in part to be responsive to the UWT's vision of access to an exceptional university education. The online major option shares the same goals, curriculum, and faculty as the on campus criminal justice major.

A unifying belief across BACJ, BASW, and MSW degree programs is that of the importance of social justice. We affirm:

The social work and criminal justice faculty and staff are committed to social justice as the foundation for engaging with our students, one another, and the communities we serve.

This commitment is reflected in our core values, which include:

- Empowering individuals as change agents;
- Reducing systemic and societal barriers that impede individuals from achieving their full potential;
- Fostering a community that promotes critical self-reflection, discovery, and action;
- Engaging micro and macro practice to advocate and achieve a more compassionate and equitable society.

### **Educational Programs and Degrees**

The Social Work Program offers the following degrees and options for study:

<b>Degree</b>	<b>Options</b>
Masters in Social Work	<ul style="list-style-type: none"> <li>• Three-year Part-time</li> <li>• 18 Month Part-time Advanced Standing</li> </ul>
BA in Social Welfare	
BA in Criminal Justice	<ul style="list-style-type: none"> <li>• On Campus</li> <li>• Online Degree Completion</li> </ul>
Criminal Justice Minor	

#### **Enrollment and Graduation Patterns:**

The MSW Program enrolls approximately 150 students. Students are admitted to one of two options: a *three-year part-time evening program* or an *advanced standing part-time evening program* for students with a BA from an accredited social work program within the past five years. Students study within a cohort model and are admitted once annually, autumn quarter for the three-year program and winter quarter for the eighteen month program.

The BASW Program enrolls approximately 100 students in their Junior and Senior years and prepares them for generalist social work practice. Students study within a cohort model and are admitted once annually, in autumn quarter.

The BACJ Program enrolls approximately 150 students in their Junior and Senior years. On campus students are admitted autumn, winter, and spring quarters and do not study in a cohort model. Online students are admitted once annually, for autumn quarter, and move through the program as a cohort.

Originally created to “test the waters” for interest in criminal justice, approximately 20-25 students complete a Minor in Criminal Justice each year, supplementing their primary course of study from a broad range of majors across campus.

Appendix E depicts student enrollment counts and the number of degrees granted for each program for the past several years. BASW and MSW enrollments and degrees granted have been largely consistent, with a slight growth trajectory. On campus criminal justice enrollments and degrees granted grew rapidly, peaking in 2013-2014 and then dropping slightly. The first cohort of online criminal justice students began autumn 2014 and will begin to graduate in the 2015-2016 year.

Tracking retention for our degree programs has been challenging. At this time, the University does not have a straight forward mechanism for looking at student retention by major. They anticipate that capability might be part of the data model buildout available in 2016-2017. From data that we have pieced together from the central student database, focused on students admitted directly to our majors upon admission, the graduation rate appears to average close to 90% for MSW students and about 80% for BASW and BACJ students.

### **Academic and Non-academic Staffing in the Unit**

The unit has dual reporting relationships. Within UWT, the Program Director reports to the Vice Chancellor for Academic Affairs. With respect to Social Work accreditation requirements, the Program Director reports to the Dean of the UWS School of Social Work (UWSSSW). UWT social work faculty participate and represent our program’s interests on the MSW and BASW Program Committees, the Assessment Committee, and the Field Education Coordinating Committee in the School of Social Work. The Associate Dean for Academic Affairs (Seattle) and the Social Work Program Director at UWT confer on a regular basis regarding strategic planning and to ensure consistency in accreditation-related matters. The Dean of the UWSSSW or her designee is involved in the selection of a UWSSSW faculty member to serve on hiring and promotion and tenure review committees for social work faculty at UWT. Social work faculty members on the UWT campus are also considered for appointment as adjunct faculty to the UWSSSW. The relationship between the two programs is guided by a Bi-Campus Working Agreement (see Appendix D). All matters related to the criminal justice program and faculty operate outside this Working Agreement, and day-to-day functioning within the Social Work Program at UWT is autonomous of the UWSSSW.

There are a total of 25 fulltime faculty members in the Social Work Program. Ten are tenured and tenure track social work faculty members, including the Program Director, and 6 are tenure track criminal justice faculty. There are 5 fulltime faculty members among the lecturer ranks, three in social work and two in criminal justice, and 4 teaching associates. Approximately 20 social work and criminal justice part-time lecturers provide additional course instruction each year. A full professor serves as the Graduate Program Coordinator. A principal and senior

lecturer serve as MSW and BASW Practicum Coordinators, respectively, and oversee social work practicum instruction. Direct instruction in the field for social work students is provided by unpaid practicum instructors in local public and nonprofit organizations. These are experienced MSW practitioners who provide supervision, instruction, advising and evaluation for BASW and MSW students at their field sites. A senior lecturer in criminal justice oversees the criminal justice internship course and assists with student placements.

The Child Welfare Training and Advancement Program (CWTAP) provides specialized training for UWT MSW students in public child welfare. Leadership for CWTAP is provided by a director at the rank of teaching associate who reports to the Program Director. The director is assisted by three field instructors, also teaching associate rank, and a program coordinator who report to the CWTAP Director.

Staff members report to the Program Administrator, who reports to the Program Director. Staff members serve in diverse roles and provide support to all unit faculty and students. Please refer to the Organization Chart in Appendix A.

### **Shared Governance and External Constituents**

In June 2014, the Social Work and Criminal Justice faculty approved a set of Bylaws, affirming a governance structure of shared leadership and responsibility. (See Appendix F.) The Bylaws established two Degree Committees, one for Social Work and one for Criminal Justice. Each Degree Committee is comprised of the faculty whose appointment is to that respective degree (MSW/BASW or BACJ), the Program Director, and designated staff members. The Chair of each committee is elected by the faculty serving on the committee. Meetings are held monthly and minutes are taken and posted. Responsibilities of the Degree Committees include overseeing curriculum development and review, assessment of student learning objectives and program goals, and recommending standards for admission and graduation.

The Bylaws also established a Faculty Council, comprised of the Chairs of the Degree Committees and an additional voting faculty member from each Degree Committee, elected by their respective program faculties. The Program Director and Program Administrator also sit on this council as non-voting members. Responsibilities of the Faculty Council include advising the Director on day-to-day and long-term policy issues, priorities, and resource allocation, coordinating among degree programs and considering program-wide curricular needs, and recommending policy to the Director and the faculty. Approval and acceptance of faculty policy remains a task performed by the total faculty in accordance with voting procedures.

2014-2015 was the first year the Degree Committees and Faculty Council were implemented and we are still fine tuning the roles and responsibilities of each. The Faculty Council and the full Program Meetings, held monthly with all fulltime faculty and most staff, allow for cross-program collaboration, information sharing, and decision making.

The Conflict Resolution and Behavioral Review Committee (CRBRC) provides an avenue to mediate conflicts between and among students and faculty that cannot be resolved by those directly involved. The approach is strengths-based and seeks to support students in their academic and professional development. This Committee assists in problem-solving and serves

a behavioral review function when student behavior violates professional and/or program standards. Two faculty members co-chair the CRBRC, one from Social Work and one from Criminal Justice, and the presiding Chair invites additional faculty members as appropriate, such as the student's advisor, Graduate Program Coordinator, etc. In addition, when concerns are evident related to a BASW or MSW student's readiness for field placement, social work faculty convene to determine how to assist and the best way to proceed.

Faculty merit reviews follow the requirements of the UW Faculty Code. All faculty members share their annual Faculty Activity Report outlining scholarly, teaching, and service accomplishments with all faculty, regardless of rank. Faculty members, per the Code, vote on the merit of those faculty members below them in rank, with the exception of full professors who also vote on each other. In 2013, the faculty developed and approved a review framework to assist with this task. The Program Director then conveys the result of the faculty vote and her own independent merit recommendations to the Vice Chancellor for Academic Affairs.

Faculty and staff hiring, faculty reappointment reviews, and promotion and tenure decisions are shared through committees set up for these purposes. Committee members adhere to written university, campus, and program guidelines established for these roles and functions. In addition, faculty and staff members contribute to the shared decision making of the program through committees designed to award student scholarships, plan events, and approve internal research grant requests. Social work student admission decisions are made through a shared faculty review process.

This academic unit also fully participates in campus and University governance. There are faculty representatives from the unit on each of the campus Faculty Assembly committees, and the Faculty Assembly is currently chaired by a member of our unit. In addition, our faculty and staff serve on numerous campus, UWSSSW, and UW committees.

#### Soliciting Advice of External Constituents

The unit solicits external constituents' advice through a variety of mechanisms. 1) We survey graduates at the end of their academic program to determine students' perceptions of the program and suggestions for change. 2) We have longstanding ties in local and regional communities with numerous field agencies where our students are placed. Many of the practicum instructors at these agencies become Affiliate faculty. Affiliate faculty status is made to those whose principal professional responsibilities lie outside the University and whose contributions to our educational mission have been continuous and substantial. Affiliate faculty must have a minimum of five years of professional social work practice experience, responsibility for practicum instruction during at least three years, and the expectation that such responsibilities will continue. These strong relationships with community partners help us keep abreast of changes in the social work profession. Although much newer, the criminal justice internship course has increased our connections to criminal justice community partners and is strengthening those ties. 3) At the national level, the Director is connected to leading organizations for schools of social work including the Council on Social Work Education (CSWE) and the National Association of Deans and Directors (NADD). Participation in these national conferences keeps us better informed about priorities and changes within the profession. Several faculty members participate in national organizations to stay abreast within their specialty areas. 4) Program



expansion or new program consideration provide the impetus to seek additional external advice. For example, the criminal justice major was created and implemented after a community needs assessment was undertaken. We are also currently working with a local community college to create an articulation agreement for students who want to complete a criminal justice BA degree.

### ***Budget and Resources***

Appendix B provides a unit budget summary for the three most recent biennia. Approximately 95% of the \$3.2 million General Operating Funds (GOF) budget (most recent biennium) is allocated for faculty and staff salaries, with the remainder going to program operations. The priority for funding and human resources has been to insure that each degree program's required and elective courses are offered in a way that allows for timely graduation. With the addition of the criminal justice degree, new faculty were hired to provide the appropriate expertise. We also regularly contribute instructors to teach students outside our programs, such as in lower division undergraduate education and more recently in the Ed.D. Program. These curricular areas do not have their own faculties but are supported by units across campus. In addition, resources are prioritized to support junior faculty development through a reduced teaching load the first year and a research quarter in the third year and to support sabbaticals for tenured faculty members.

In 2011 the campus began to return a portion of summer school revenue to each unit (see Appendix B). These funds have allowed us to greatly strengthen our ability to support the scholarly and professional development of faculty and staff and enhance opportunities for students. With these funds we support conference travel, scholarly development through small research grants, start-up packages for new faculty, professional training, honoraria for speakers, faculty and staff retreats, online course development and training, recruiting and advertising events, and needed technology. In addition, 40% of the salary and benefits of an MSW adviser and recruiter are paid through this fund, a position critical to the success of our graduate program.

With respect to effective use of funding and human resources, each year faculty and staff review the summer revenue expenditures and weigh in on priorities for its use. There is a concerted attempt to support scholarly development with summer revenue funds because the GOF is used almost exclusively to support teaching and general program operations. Decisions about who will receive internal grant funding is made twice yearly by a small group of faculty following an application process. Decisions to request new faculty or staff lines are discussed in a program meeting prior to submitting a formal request to the Chancellor's Office.

### **Additional Funding**

The last section of Appendix B provides a list of the unit's Gift Funds. Three of the four provide student scholarships that are distributed annually. We work together with the campus Advancement Office to solicit gifts from alumni through an annual letter and are actively working with them to expand the Bishop Montgomery Scholarship Fund initiated in 2013.

The Child Welfare Training and Advancement Program (CWTAP) is a university-government collaboration that provides financial support for MSW students preparing to enter the public child welfare workforce. Although the amount of student remuneration changes each year, it

typically covers full tuition throughout the graduate degree. In exchange, the student agrees to work for Washington State Children's Administration after graduation for the same amount of time that tuition support was received. Our unit has approximately 35-40 CWTAP students each year.

### ***Academic Unit Diversity***

The unit does not have a diversity plan or diversity committee, but consistently implements an admissions strategy that results in a diverse student applicant pool and has, in the last few years, implemented faculty search practices that yielded a more diverse group of candidates.

Recognizing the need to strengthen this area, one of five program goals for the next three to five years is to diversify and support our faculty and staff to better reflect our student demographics.

Of 25 fulltime faculty members, 18 are female (72%) and 18 are Caucasian (72%). The 28% who are faculty of color include African American, Hispanic, Native American, Pacific Islander and Asian individuals. Of 7 fulltime staff members, all are female and 5 are Caucasian (71%). Among part-time faculty, 4 (21%) are faculty of color, including African American, Native American, and Pacific Islander individuals. Across the faculty, there is diversity in other areas such as sexual orientation and age.

Our unit draws on the resources of the Graduate Opportunities and Minority Achievement Program (GO-MAP) and partners with UWT's Diversity Resource Center (DRC) to recruit and retain underrepresented students. We attend the GO-MAP graduate program fair to conduct outreach and also inform our students of various GO-MAP workshops and graduate student resources. At the DRC, students find opportunities for campus and community engagement and participate in diversity education initiatives. Several of our faculty and staff members participate in the Student Success Mentoring Program and plan to participate in Safe Zone training through the DRC, focused on providing support and resources for LGBTQ students.

Outreach strategies to reach diverse prospective student audiences include working with community college TRIO advisors to support first generation college students and their transfer into our BASW and BACJ programs. At the graduate level, participation in the Evergreen State College, Tacoma Campus Graduate Fair provides access to an extremely diverse study body including nontraditional students and students of color. Specific outreach has also included a graduate course partnership with Muckleshoot Tribal College and outreach to active duty military personnel through Joint Base Lewis-McChord. Female students comprised 86% of BASW students, 82% of MSW students, 73% of BACJ Online students, and 58% of BACJ On campus students in 2014-2015. The student populations in all our programs are racially and ethnically diverse as can be seen by the following rounded proportions from the 2014-2015 year.

	Caucasian	African American	Hispanic	Asian	American Indian	Hawaiian/ Pac. Island	Multi-race	Unknown
BASW (n=111)	51%	20%	8%	7%	2%	2%	8%	2%
BACJ Oncampus (n=131)	31%	15%	17%	18%	1%	2%	8%	8%
BACJ Online (n=14)	57%	7%	21%	7%	0%	0%	7%	0%
MSW (n=154)	54%	15%	13%	7%	1%	0%	9%	1%

We utilize campus resources to support the academic success of first generation, underrepresented minority, LGBTQ students, and students with disabilities such as the Diversity Resource Center, Teaching and Learning Center, and Office of Disability Services. Individual faculty and staff members continue to pursue avenues to strengthen cultural sensitivity and awareness and bring that awareness to our work. For example, some faculty and staff attend annual diversity conferences and the Director and one additional faculty member participated in UWT's first Strengthening Educational Excellence with Diversity (SEED) workshop summer 2015.

In 2012, as we were preparing to begin a faculty search, we invited Dr. Luis Fraga, Associate Vice Provost for Faculty Advancement, Office of the Provost of Minority Affairs/Diversity, to review our position announcement and suggest changes that would encourage a diverse pool of candidates to apply. Those suggestions were implemented. At the same time and in addition to more traditional postings, we began to post our position announcements in publications that would be more likely to reach a broader audience, such as *The Black Collegian Magazine* and *The Hispanic Outlook in Higher Education*. In addition, the screening tool we use to evaluate candidates prior to interviewing now includes explicit criteria related to "experience with/expertise in diverse communities/perspectives" and "evidence of ability to provide support/mentorship to UWT student population." These changes may be helping. During the past two years, we hired seven new fulltime faculty members and four are faculty of color.

It is important to us that all faculty members are successful. Each new faculty member is provided a faculty mentor. This is typically done after the new member has been here for a quarter so that she/he has a chance to get to know colleagues and can provide meaningful input into the mentor assignment. Based on a survey of the unit's fulltime faculty about what unit practices have supported their career success, they report the following strategies have been helpful: conference travel funds, internal research grant application process, junior faculty research quarter leave, sabbatical, third year review process focused on scholarly development, and much informal mentoring and support by colleagues. These avenues are open to all tenure track faculty with several also available to fulltime lecturers.

## **Section II: Teaching & Learning**

### ***Student Learning Goals and Outcomes***

Our academic programs build on a liberal arts perspective.

#### **BASW and MSW Student Learning Goals**

Within the broad framework of program goals, stated earlier, the faculty have articulated specific objectives for student learning, in the classroom and in the field placement setting. These objectives are competency based, and specify practice behaviors that demonstrate mastery of each of 10 core competencies adopted by CSWE for all accredited social work programs. Appendix G provides a list of the 10 competencies and corresponding practice behaviors that are applicable for the BASW and Foundation MSW curriculums and the additional practice behaviors applicable to the Advanced MSW curriculum.

#### **BACJ Student Learning Goals**

In 2014, the faculty approved a set of goals and corresponding student learning outcomes for the criminal justice major. Because on campus and online criminal justice majors share the same curriculum and requirements, the goals and learning outcomes are the same regardless of delivery format. Appendix H provides a list of BACJ major goals and student learning outcomes.

### **Evaluation of Student Learning and Student Satisfaction**

For all degree programs, faculty evaluate student learning in class via multiple mechanisms including written assignments and papers, oral presentations, exams, and participation. In addition, at the conclusion of each academic quarter, students are asked to anonymously complete a standardized evaluation form provided by the Office of Educational Assessment for each course taken. This assessment instrument addresses both student learning and satisfaction. Copies are forwarded to and reviewed by the Director each quarter in addition to being immediately available to instructors. There are also degree specific evaluation methods utilized as described below.

#### **BASW and MSW**

Ongoing assessment of student learning is a requirement for CSWE accreditation and is tied to competencies and practice behaviors. This assessment has three components with evaluation provided by the classroom instructor, the field instructor, and the student. Data are entered into Catalyst through online surveys and aggregated, with individual identifiers removed prior to the findings being shared. Summary measures are calculated for each practice behavior and competency and are then compared to program benchmarks. The Catalyst surveys and data are housed at UWSSSW, given our joint accreditation status, and we are able to access findings at the program level.

For this tri-part assessment, at the end of each quarter, classroom instructors of required courses evaluate their students' mastery of the practice behaviors assigned for assessment to the courses they teach. Typically, within each course a specific learning activity is identified on which to base this assessment. Secondly, field work is a significant component of social work education

and practicum instructors evaluate each of their students. Learning activities are identified at the beginning of each field placement and a Field Learning Contract created (see Appendix I for an example for BASW and Foundation MSW placements). At the end of each field placement, the field instructor provides an assessment of the student's mastery of each practice behavior. Finally, students self-report their own mastery of the knowledge, skills and values associated with the practice behaviors and competencies. For BASW students, this occurs at the end of their senior year. For MSW students, this occurs at the end of the foundation curriculum and again at the end of the advanced curriculum.

Student satisfaction is evaluated through an anonymous standardized survey in Catalyst completed shortly before graduation. The instrument includes both quantitative and qualitative questions. This is in addition to course evaluations which capture satisfaction with courses and instruction and our active engagement with students throughout their time in the program. In addition, CWTAP graduating students complete a survey conducted by Partners for our Children (affiliated with UWSSSW). The survey includes questions related to student perceptions of the learning environment, adequacy of instructional support, and program expectations.

### BACJ

Assessment of Criminal Justice Program student learning goals began autumn quarter 2014 in both the on campus and online programs and consists of three components. First, each required criminal justice course includes an assignment that assesses at least one of the program's student learning outcomes. By the time a student completes all required courses, each learning outcome has been evaluated. At the end of each quarter, instructors submit the grades for these earmarked assignments and summary results are compared to a program benchmark. Second, students complete an anonymous self-assessment via a Catalyst survey just prior to graduation. The survey is designed to measure graduating students' perceptions of the program in terms of academic learning and student-faculty interactions and the degree to which students feel prepared for careers in criminal justice-related fields. Thus it captures elements of both learning and satisfaction. Finally, for the purpose of evaluating the student's overall growth in critical analysis related to social identity and social justice, students will be asked to complete a brief written assignment twice, once at the beginning of their program of study and once at the end. Faculty will then review the matched essays for information helpful to improving the program and its curriculum. This component of the assessment plan is still under development. Because the curriculum and assessment plan for both the on campus and online programs are the same, over time we will be able to compare student learning outcomes and satisfaction across delivery formats.

### **Assessment Findings**

#### BASW and MSW

Although there is always room for improvement, multiple assessment approaches suggest that social work students are mastering the knowledge, skills and values they need to be effective practitioners and leaders in the profession. Field instructor and student self-assessments are consistently high each year. Appendix J provides field instructor and student self-assessment mean ratings for each practice behavior for the graduating MSW and BSW students last academic year (2014-2015). The rating scale ranges from 1 through 5 where 1=Unable to demonstrate learning, 2=Area of concern, 3=Competency in progress, 4=Competent, and

5=Exceeds competency. For the MSW student field instructor ratings, most means were between 4 and 5, with only three practice behaviors at 3.9. These three practice behaviors are related to the application of research skills (6c, 10j, 10k). (See Appendix G for a list of the competencies and practice behaviors.) MSW student self-assessment mean ratings for all practice behaviors were between 4 and 5, with the lowest at 4.2, also related to the application of research skills (10j). For the BASW field instructor ratings, the majority of means were between 4 and 5. The lowest two were 3.78, one related to using quantitative research (6d) and one on formulating policies that advance social and economic justice (8a). BASW student self-assessment mean ratings for all practice behaviors were between 4 and 5, with the lowest mean rating at 4.28, for a practice behavior on understanding the local-global context of practice (9c).

On the voluntary satisfaction survey, students provide their views about the strengths of the program, concerns with the program, and suggestions for improvement. MSW students highlighted the field component of the program and the faculty as strengths. Primary concerns and suggestions for improvement addressed the integration of the advanced standing and three-year cohorts and the desire for more clinical, practice, and assessment content in the MSW curriculum. Very few BASW students completed this survey in 2014 and 2015. The faculty recently discussed ways to improve the response rate, including asking the students to complete the survey as part of the last seminar class session rather than outside of class time.

Fourteen of the 15 graduating CWTAP students in spring 2015 completed the CWTAP Graduating Student Survey. Of the 10 who were not yet employed by Children's Administration, 80% believed that CWTAP completely or adequately prepared them for work at Children's Administration post-graduation. Students wanted more training on the technical "how to's" of the job and also the opportunity to complete Regional Core Training (RCT) during their MSW program. This training is typically provided at the point of hire by Children's Administration.

### BACJ

Two components of the assessment plan for the criminal justice major were first implemented in the 2014-2015 academic year. Appendix K provides the summary findings for each major learning goal from that year based on instructor assessments of specific assignments. (See Appendix H for a list of the major goals and student learning outcomes.) The criminal justice faculty had determined that a reasonable program benchmark is that 70% of the students should score at least an 80% on each assignment. An 80% represents a grade of 3.0 on a 4.0 grading scale. Comparing the summary findings to the identified benchmark, 5 student learning outcomes are below 80%. These outcomes have to do with understanding crime through an ecological systems approach, articulating ethical implications of decision making, applying theoretical frameworks, and integrating research findings to theory and practice.

The student survey generated a response rate of only 36% (18 out of 50 students), so it is difficult to determine how generalizable the findings are to graduating UWT criminal justice students. Thirty-one questions in the survey address the students' perceptions about their mastery of the major's student learning outcomes. In general, the vast majority of responding students believe they have achieved the learning objectives. The two items some students felt most tentative about were: 1) the ability to effect change within criminal justice systems to bring

about social justice reforms (78% agree they can do this) and 2) the ability to design innovative approaches to dealing with social injustices and social harms within criminal justice systems (83% agreement).

Relevant to satisfaction with the program, criminal justice students were also asked to respond to questions about student-faculty interactions. In general, students felt positively about these interactions, giving high marks for faculty engagement, faculty concern about student success, and comfort in approaching faculty about course materials. One area where there was less agreement had to do with student comfort in approaching faculty about career advice. Seventy-two percent indicated they were comfortable doing so.

### **Use of Findings to Bring About Improvements**

We are committed to continuous improvement across all our degree programs. The Social Work and Criminal Justice Degree Committees actively work to update the curriculums and make program improvements on an ongoing basis as feedback and assessment data from multiple sources become available. Examples of changes for each degree program are provided below.

#### **BASW**

BASW students provided feedback on course evaluations that three quarters of practicum seminar (9 credits total) is not a good use of time and involved too much overlap with content learned in other courses. This past year the social work faculty reevaluated the undergraduate practice and practicum seminar sequences and made significant revisions that will be implemented autumn 2016. The time delay is necessary for completing university approval processes, informing students of the changes, and updating program materials. The revised curriculum expands and strengthens practice and ethics content and incorporates more time spent on developing writing skills. The practicum seminar sequence will now occur during the first and last quarters of field placement in the revised format, instead of during all three quarters of field placement.

#### **MSW**

This academic year the social work faculty is devoting time to revising the MSW practice courses. This work started with a day-long retreat and is continuing within the Social Work Degree Committee. The intention is to strengthen the clinical, practice, and assessment content within the graduate curriculum, thus being responsive to students' expressed concerns and to changes within the profession.

The faculty have also brainstormed a number of ideas for more effectively facilitating the joining of the three-year and advanced standing student cohorts that occurs for three-year students mid-program. In the past this transition has been challenging for many students who have become comfortable with the peers in their cohort. They see the merging advanced standing students as outsiders and not necessarily welcome, creating a sense of isolation for some students and classroom tensions. To address this, we have begun to inform the three-year students at the time of orientation to the program that they will be merging with the other cohort mid-way through the program. In addition, the instructors of the research sequence who will have the three-year and advanced standing students just prior to the merge will actively work to prepare students for the transition by letting them know about the merge and framing it in a positive light. Finally,

the Field Director and social work faculty are considering implementing professional development seminars that would bring students together for field-related training in advance of the merge, providing students with opportunities to get to know students in the other cohort while learning new skills.

A workgroup comprised of members from the three campuses in Washington State that provide CWTAP and Washington State's Children's Administration is working to create a way for CWTAP students to complete as many components as possible of Regional Core Training prior to graduation. This will likely involve creating a bridge CWTAP-RCT that recognizes what students have already learned in their graduate courses and focusing RCT on the active case practice and state policy information that is needed just prior to employment. This effort is underway.

### BACJ

The criminal justice faculty are currently considering revisions to the major's required courses, in part because of student feedback. At the same time, it makes sense to be cautious. Because we have assessment data for only one year and from a relatively small number of students, we plan to closely attend to the data for another year or two to see what trends emerge. In addition, because the number of online students during 2014-2015 was very small, we have not distinguished between online and on campus students in the summary findings. The assessment committee continues to work on refining the assessment instruments and process, with the expectation that we will be able to compare findings between delivery formats when online student numbers grow. Ideas to increase the response rate include reducing the number of questions in the survey and thus the time it takes a student to complete it and implementing the survey during class time. An area where curricular improvements are underway in response to student feedback is in preparing students to be change agents for social justice. This is discussed in more detail in Part B, Question 1.

### **Courses Taken by Undergraduate Nonmajors**

Many of the required courses in the Criminal Justice and Social Welfare majors are only open to students enrolled in these majors. There are several elective courses and some required criminal justice courses that are open to undergraduates across campus. Appendix L provides a list of these courses. The student learning objectives for each course are the same regardless of whether a student is a major or nonmajor. Student achievement is assessed via assignments, papers, and exams similar to other mechanisms common to BASW and BACJ courses. These courses are free-standing for any undergraduate and also function as feeder courses for the Social Welfare and Criminal Justice majors.

### ***Instructional Effectiveness***

#### **Methods Used to Evaluate Quality of Instruction**

Classroom and online instructors are required to use the standardized Office of Educational Assessment student evaluation for each class that they teach, and all evaluations are forwarded to the Director as well as being made available to the instructor. The results of these evaluations are reported by all fulltime faculty as part of tenure and promotion processes. For part-time



lecturers, the Director offers to review teaching assessments with instructors and provide feedback.

Fulltime instructors are also required to participate in a collegial evaluation of teaching effectiveness, per the UW Faculty Code, on a regular basis: every year for lecturers and assistant professors and every three years for all other ranks. In 2015, the unit faculty standardized procedures for conducting these reviews (see Appendix M). Reviews are intended to be constructive and are reviewed by the Director as well as provided to the classroom instructor. In addition, they are included in promotion and tenure reviews.

Students are also asked about the quality of field instructors and field instruction through a couple of mechanisms. The Field Coordinators have conversations with students about their experiences in field, particularly when a field instructor is new. In addition, the CWTAP Director meets with graduating CWTAP students as a group to debrief their experience in the program. The students are asked for their feedback on the CWTAP field instructors and the instruction they provided throughout the program.

### **Opportunities for Training in Teaching**

All new part-time and fulltime faculty members are provided a faculty mentor. Mentors are available to meet with mentees and discuss all aspects of faculty life, including teaching. The collegial evaluations of teaching, previously mentioned, are intended to support teaching improvement by suggesting ways to strengthen teaching. The past three years the unit has implemented a Part-time Lecturers' Workshop and Luncheon, as an opportunity to provide brief training, discuss challenges, and better connect part-time lecturers to the life of the program. Funds are provided through summer revenue returns for faculty to attend conferences and trainings related to professional development and emerging best practices in various areas of instruction and expertise. This year summer revenue funds were used to purchase the book, *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, by Svinicki & McKeachie (14<sup>th</sup> Ed., 2014) for all new part-time and fulltime faculty and additionally to any longer-term member of the faculty who wanted one. Most faculty members requested a copy. Finally, the campus provides several short-term training opportunities related to teaching that many of our faculty members participate in. For example, I-Tech Fellows provides a week-long training in the development of online courses. Almost all of our faculty who teach fully online courses have been through this instruction, which in the last few years was supported by funds from our summer revenue. UW Faculty Fellows, a multi-day event, is available to new faculty members just prior to the start of their first year of employment at UW and includes teaching workshops. In summer 2015, the UWT campus offered a week-long faculty development program, Strengthening Educational Excellence with Diversity (SEED), focusing on helping faculty build and deliver courses using practices for inclusive classrooms. In addition, the UWT Faculty Assembly regularly offers campus-wide training opportunities focused on teaching practices.

Field instructors take an online Field Instructor Training, jointly provided by UWSSSW and our Social Work Program. The instruction provides a basic training module for all new field instructors and then other modules based on the type of student placed in their agencies (e.g., Tacoma BASW student). Instructors receive continuing education credits for completing the

modules and can return to take additional modules as the type of student they have changes. In addition, the UWSSSW provides specialized trainings held at the Seattle campus and advertised and available to Tacoma field instructors.

### **Instructional Changes Made in Response to Evaluation of Teaching**

When concerns about a course or instructor are brought to the Director, efforts are made to remedy the problem by working directly with the faculty instructor. Across the program, instructors are generally responsive to student and collegial feedback about teaching. Some examples of specific changes made based on student evaluation of teaching include:

- Increasing faculty presence in online courses by using more video feedback
- Including more small group activities, class discussion, and collaborative projects and generally expanding the repertoire of teaching techniques
- Altering the order in which content is presented to give students more time to integrate that information into the final paper
- Increasing regular and consistent student engagement in a difficult online course by implementing weekly real-time study sessions that are recorded for viewing by students unable to attend and adding additional weekly re-cap posts that identify tricky concepts from the week and explain them in a new way
- Expanding opportunities in class to apply course concepts to “real world” problems – for example, students studying restorative justice analyzed UWT policies through a restorative lens and worked together to propose and present new policies to administrators. Some of these recommendations were then used by the Office of Student Services to craft campus policies.

### ***Teaching and Mentoring Outside the Classroom***

#### **Faculty Involvement in Student Learning and Development Outside the Classroom**

Faculty members are involved in student learning and development outside the classroom in multiple ways. Sometimes this is through formal mechanisms, such as by supervising independent studies in areas not covered in the curriculum and of special interest to a student. Students in all degree programs are eligible to apply for an independent study. Other examples of formal and informal involvement include:

- Informal meetings with students to discuss college, graduate school, and career
- Inviting students to participate in faculty research, including co-presenting and co-publishing the work. Some of these are community-based research projects with the added benefit of helping students make the link between research and practice.
- Working individually with students to further develop their writing skills beyond their assignment for a course
- Connecting students interested in faculty members’ areas of expertise with professionals in the local and national community
- Participating on doctoral supervisory committees or serving as faculty adviser for internships/projects for students in degree programs outside our own

Faculty members serve as advisors to three active student organizations, the Criminal Justice League (CJL), the Student Social Work Organization (SSWO), and the Xi Pi Chapter of the Phi Alpha Honor Society for Social Work. In this role they assist, guide and support students as the

students plan campus and community events, put together informational sessions for majors, and sponsor opportunities to give back to the community. Additional faculty members contribute to these events as well, lending expertise by speaking or serving on panels. In the past couple years, the student organizations have organized a Sexual Assault Awareness Week, a campus presentation on “Responses to Campus Shootings: Before & After,” a panel and documentary on Human Trafficking, clothing drives, and sandwiches for the homeless. In spring 2015, the SSWO was awarded the Martin Luther King Organization Dream Award in recognition of its significant contributions to the community in the areas of diversity, social justice and civil rights.

### **Ensuring Academic Progress and Success**

Our program takes a proactive approach regarding academic progress and has several mechanisms to support students’ success. All social work students are assigned a faculty adviser available to speak with students regarding social work interest areas and career paths, as well as academic concerns. All criminal justice and social work students have a professional staff adviser available to assist students with course and degree planning, campus and university resources, and academic concerns. The staff advisers regularly inform students of campus workshops and services, scholarships, and other relevant information to aid in students’ academic and professional endeavors.

During the summer, incoming BASW and BACJ students attend group advising sessions for each major to learn about the curriculum, major and degree requirements, policies and registration details. Welcome sessions are provided for incoming criminal justice students, giving them an opportunity to meet staff and faculty and connect with the program. Orientation sessions are held for incoming BASW and MSW students, providing an opportunity to introduce them to faculty, staff and the members of their student cohort and to inform them of relevant policies and procedures. The Strategies for Success Seminar, in partnership with the campus Library and Teaching and Learning Center (TLC), introduces incoming BASW students to these services, the appropriate subject reference librarian, and provides instruction in navigating library databases. Incoming MSW students attend a Graduate Writing and Research Seminar prior to the beginning of classes, also provided by the Library and TLC, to familiarize them with writing and research resources as they prepare for graduate level course assignments.

Faculty members notify advisers when concerned about a student’s academic progress. The adviser then contacts the student to follow up and assist the student with academic and non-academic resources. Every quarter, the staff advisers also review all students to determine if they are making satisfactory progress toward degree and follow up as appropriate. For concerns that are not solely academic, the Conflict Resolution and Behavioral Review Committee provides one avenue to assist in problem-solving when student behavior violates professional and/or program standards. In addition, when concerns are evident related to a BASW or MSW student’s readiness for field placement, faculty members work with the student to address the concerns. Finally, faculty members might utilize the campus-wide Early Alert and Student of Concern mechanisms for students experiencing academic difficulty (Early Alert) or displaying problem behaviors or dealing with overwhelming personal circumstances (Student of Concern).

### **Preparing Students for the Next Phases of Academic and Professional Life**

Each degree program incorporates internship or field placement opportunities. For Social Work students, accreditation standards require intensive training in field settings. The faculty Field Coordinators work directly and individually with students to determine their professional interests, place them in settings that match their interests and developmental needs, and support their progress throughout the placement. An optional internship course can be taken by criminal justice students. The instructor for this course works extensively to secure appropriate internships, assist students with the application and interview process, and provide instruction to student interns through the internship course. The field placements and internships provide students with “real-world” opportunities to apply and expand their learning in the professional workplace.

The unit provides or participates in Webinars, campus Graduate Program Nights, campus information sessions, and individual applicant appointments for undergraduate students considering graduate study. Faculty members often discuss graduate school with interested students and write reference letters for graduate school applications. In addition, each degree program maintains a student listserv that notifies students of professional development opportunities, job announcements, professional conferences, and research opportunities.

## **Section III: Scholarly Impact**

### **Impact of Faculty Research**

The unit’s faculty engages in research on a broad range of topics. Their work draws from and contributes to theory and practice issues in the fields of social work, criminal justice and in related social and behavioral sciences. One commonality across most scholarly activities is the focus on conducting research that is responsive to community needs. This focus fits well with the UWT campus’s urban-serving mission. Many research projects are done with or on behalf of community partners for the purpose of improving policies and services to vulnerable groups. Faculty research also has national and international impact and in many cases is at the forefront within specific areas of expertise. It is worth noting that although criminal justice tenure track faculty members are all pre-tenure, within a very short time they are making a mark with an explicit focus on social justice within their areas of broader criminal justice expertise. Faculty members also impact our professions through service on journal editorial boards and boards of professional, research, and academic associations.

Specific examples of scholarly work that embody our mission of promoting social and economic justice and enhancing the quality of life for all or that distinguishes us from other programs include:

- Dr. Erin Casey co-directs the Mobilizing Men for Violence Prevention research collaborative which brings together six researchers at five different institutions. Their projects involve international data collection and consultation with colleagues outside of North America to inform the work. Recent international presentations of their work occurred in India and Sweden.
- Dr. Alissa Ackerman’s work focuses on understanding and evaluating sex offender management tools to determine what is most effective to reduce recidivism. Her work allows her to advocate for effective policies to create safer communities, address the

needs of victims, and implement practices that support sex offender community reintegration and sustained success. She is the only researcher to hold national level sex offender registry data and is becoming nationally known in this area.

- Dr. Charles Emlet in collaboration with researchers at UWSSSW, is the recipient of funding from the National Institutes of Health (R01) for the National Health, Aging and Sexuality study. This is the first federally funded research project in the nation designed to examine health disparities among older lesbian, gay, bisexual and transgender adults using a longitudinal methodology. Federally funded for the past five years, this project was recently awarded an administrative supplement to more closely examine social and structural variables that influence retention in care among older LGBT adults living with HIV disease.
- Dr. Jeff Cohen is currently working with the Tacoma Police Department to evaluate their “IF” Project, a voluntary youth program dedicated to enhancing opportunities for at risk youth. Dr. Jerry Flores and Janelle Eliasson-Nannini are evaluating the criminal justice responses currently employed by a rural county to offenders with mental illnesses. These are two examples of the local, community-based work that unit faculty engage in.
- Dr. Rich Furman’s research on expatriate men at risk explores issues of gender and aging across the lifespan in international contexts. His book, *Social Work Practice with Men at Risk*, is the only social work practice book about men published in the last decade.
- Dr. Eric Madfis was an invited speaker at the 2015 Congressional Briefing on School Safety and Violence Prevention in Washington DC, giving him the opportunity to influence policy makers by sharing the results of cutting edge research and highlighting responses to school violence that are evidence-based and restorative in nature.
- In addition to numerous journal articles, the breadth of the faculty’s scholarly contributions can be seen in part by looking at the books they authored or edited in 2014 and 2015. This list includes:
  - *The Criminalization of Immigration: Contexts and Consequences* (2014), Alissa Ackerman and Rich Furman (Eds.), Carolina Academic Press
  - *Sex Crimes: Transnational Problems and Global Perspectives* (2015), Alissa Ackerman and Rich Furman (Eds.), Columbia University Press
  - *Confronting School Bullying: Kids, Culture, and the Making of a Social Problem* (2014), Jeffrey Cohen (with co-author Robert Brooks), Lynne Rienner Publishers
  - *Racial Disproportionality in Child Welfare* (2014), Marian Harris, Columbia University Press
  - *The Risk of School Rampage: Assessing and Preventing Threats of School Violence* (2014), Eric Madfis, Palgrave Macmillan

### **Student Accomplishments and Impact**

The Influencing State Policy National Contest Award for Best BSW Student Project is given to an individual or group of social work students who have worked on influencing state policy in some way. Of the last 10 years, a group of social welfare students from our program has won this award 6 years. The most recent two years were for legislative advocacy efforts related to funding for early childhood education and for the development of a state Alzheimer’s plan which was consequently signed into law.

As part of the MSW Advanced Practice course sequence, students complete individual capstone projects. The best of these projects are entered into the UWT Library's digital collection and are available for broad access. In addition, several of the created interventions are adopted in the community and continue to contribute to agency practice. For example, a capstone project called The People's House was designed to meet the needs of the chronically homeless, specifically homeless individuals routinely turned away by other shelters because of mental illness and addiction. This shelter now works collaboratively with a re-housing program and medical and mental health providers who stabilize and then help find more permanent housing for long-term homeless individuals. Another capstone project was designed to offer support and training to deputies within a county jail struggling to manage individuals with mental illnesses who were coming into contact with the Sheriff's Office. With the support of the Sheriff, the student initiated a custody care team of deputies trained in mental health principles and practices.

The criminal justice major is fairly new with our first graduating class in June 2012. By their own report, our alumni are now working in federal, state, and local law enforcement, adult and juvenile probation, federal detention, rehabilitative organizations, private investigations, becoming military officers, and entering law school or other graduate programs.

### **Influence of Advances in the Field, Changing Funding Patterns and Trends**

Significantly reduced state financial support to the university over the past several years required UWT to make adjustments. Fairly early in the financial crisis, the campus decided to focus on enrollment growth instead of academic program reductions. Pressures to increase student enrollment were felt by all units, including Social Work. This pressure, along with expressed community need for criminal justice and faculty interest, led to the creation of the criminal justice major. The major grew rapidly, climbing to an enrollment of approximately 150 students by its third year. This period of development and early implementation required significant service contributions and new course creation on the part of the faculty, first exclusively by social work faculty and then by new criminal justice faculty. As the UWT campus continued its focus on enrollment growth and also access for nontraditional students, the online criminal justice major option was created. Online courses provide flexibility for learners and also allow us to take advantage of technological advances and the ability to provide quality instruction from a distance. We have used our summer revenue funds to support training in online course development and delivery and faculty have given considerable time to learning these skills.

In 2008 and since our last Graduate Program Review, the social work accrediting body adopted a competency-based education framework with an outcomes-oriented approach to curriculum design. This meant that the BASW and MSW curriculums had to be revised to reflect and evaluate the required competencies and practice behaviors. An extensive and ongoing assessment system was created to incorporate the new foci.

### **Collaborative and Interdisciplinary Efforts**

Our faculty members serve as advisers, instructors, and members of supervisory thesis committees for units and programs across campus including CORE and Undergraduate Education, Ed.D program, Institute for Global Engagement, School of Interdisciplinary Arts and Sciences, and the Diversity Resource Center. In addition, faculty members serve on doctoral committees at UWS and elsewhere, engage in co-teaching with others outside our program, and

participate in the state-wide Alliance for Child Welfare Excellence in partnership with the UWSSSW, the Department of Social and Health Services Children's Administration and Eastern Washington University. Several maintain active research collaborations with faculty members and researchers from other units at UWT, UW, and other universities and community-based agencies locally, nationally, and internationally. These collaborative and interdisciplinary efforts provide faculty members opportunities to expand their networks, enrich the design of research studies, obtain external research funding, include diverse perspectives in teaching and research, work with a variety of students, and contribute in numerous and meaningful ways to topics of importance to them and the fields they represent.

### **Supporting Junior Faculty**

The program is committed to supporting the success of our junior faculty. Junior status is taken into consideration when service assignments are made, particularly in the first few years, with lighter service expectations for junior and new faculty members. Junior faculty members receive a one course reduction in teaching their first year. Tenure track faculty may also apply for a quarter off to focus on research during their third or fourth year. These requests are regularly granted. Each new faculty member is given a faculty mentor. The Director meets with each junior faculty member annually and discusses present accomplishments, shared goals, strategies to achieve the goals, strengths and areas for development, and additional needs or concerns. The summary of this meeting is provided in writing to the faculty member, with an opportunity to respond in writing. Near the end of the second year, an extensive review is provided by a faculty committee, established for this purpose and comprised of members jointly agreed upon by the junior faculty member and the Director. This process mirrors the promotion and tenure review process without external reviews of scholarship, is meant to be constructive, and provides extensive feedback to the faculty member. In addition, senior faculty colleagues as well as the Director are readily available to junior faculty members who seek support or guidance.

The criminal justice faculty have borne a greater service burden than junior faculty members typically would who join a long-standing degree program. During the hiring process, we were careful to inform prospective faculty members about this. Most are also the first faculty members within our unit to benefit from the availability of some start-up summer salary. As the size of the criminal justice faculty increased, the number of criminal justice students stabilized, and the program has matured, this service burden has normalized.

## **Section IV: Future Directions**

### **Opportunities, Goals and Strategies**

As we anticipate the next several years, the following five goals are deemed priorities by the faculty, not necessarily in the listed order:

#### 1. Create additional pathways to degrees.

This goal fits well with UWT's vision of enhancing access to higher education and its plan to expand enrollment for the next several years. The MSW degree is offered as a part-time program at UWT, originally designed to accommodate working students in the south Sound Region. We would like to pursue a fulltime option for the MSW degree. As part of this expansion, we will consider adding new concentrations in addition to our current Advanced

Integrative Practice concentration, allowing students greater opportunities for specialization. Our applicant pool for the MSW degree program is robust, as is UWSSSW's, and over the years several students have indicated interest in a fulltime program at UWT. We have begun preliminary exploration of this proposal, to be continued this academic year.

We would also like to explore curricular pathways within the criminal justice major. The criminal justice major attracts a wide variety of students; many are interested in careers in law enforcement and others in alternatives to incarceration such as probation or in rehabilitative services for offenders and families. Several plan to go on to graduate school. One curriculum may not be the best approach to serve such varied interests, and optional pathways might also provide a useful recruiting tool for the major. The faculty have begun discussions about what curricular pathways might best highlight our strengths and support our students' careers and educational plans.

Strategies to reach our goal include: a) conduct a needs assessment to ensure there is adequate demand for a fulltime MSW program and work with UWSSSW on program growth, b) consult with community partners about needed specializations, c) use criminal justice assessment findings to inform criminal justice curricular development, d) analyze program resources to determine what additional resources are needed for program expansion, and e) develop proposals to present to university administration.

## 2. Improve community engagement.

We are already well connected to the community through social work students' field placements, the criminal justice internship course, and faculty members' community-based research and service on agency advisory boards. However, we want to take advantage of opportunities to become even better connected. This goal fits well with the urban-serving mission of the campus and with the applied nature of our disciplines. We would like to expand internship sites for criminal justice students. Also, the program has not had an advisory council for at least five years. We think this may be a good time to reconfigure its membership and purpose in order to enhance community connections and assist with fundraising. In addition, determining which components of the local community we are *not* engaged with seems an important step in evaluating our priorities. Tied to this overarching goal, we would like to find ways to better leverage our alumni base. Strategies to reach this goal might include: a) flesh out the role and purpose of an advisory council and begin to invite members, b) invite alums to assist us as we expand internship sites and create ways to connect with alums, c) when possible, continue to accept invitations that come in from community partners for joint research and service activities, d) invite the community to events we host, such as Michael Santos's keynote presentation on Mass Incarceration, and e) actively seek out diverse components of the community in order to build connections.

## 3. Embrace an ongoing commitment to develop and support our organizational structure to preserve autonomy and promote collaboration.

This goal is increasingly important as we grow in size and require a more complex organizational structure. In a fairly short time period, the social work program created a different disciplinary major and incorporated eight criminal justice faculty members. Regardless of discipline, we share resources, commitment to create relationships that empower faculty and



students and deliver quality curriculums, and a mission to advance social justice. Figuring out the process by which to maximize collaboration while preserving disciplinary autonomy has been tense at times. This may be exacerbated by the relative senior status of the social work faculty and junior status of the criminal justice faculty. We recognize the best processes and governance structure will evolve over time and are committed to transparency, inclusion of multiple perspectives and continued dialogue. Strategies to reach this goal include: a) improve our understandings of our colleagues' fields and scholarship through dialogue and research collaborations, b) consider changing the program's name to incorporate criminal justice in the title, c) maintain joint program and faculty council meetings, and d) create mechanisms for informal dialogue and cross-disciplinary collaborations.

#### 4. Diversify and support faculty and staff to better reflect our student demographics.

In recent years we prioritized this goal in faculty recruitment efforts and now reaffirm its importance, particularly in the area of racial and ethnic diversity. This goal fits with a campus priority as well. Our student body is racially and ethnically diverse and individuals served by the social work and criminal justice fields are disproportionately persons of color. There are systemic barriers to achieving this goal related to the number of doctorally prepared faculty candidates of color and limited resources. Nonetheless, we are open to continuing to reevaluate faculty and staff recruitment processes and finding avenues to bring greater diversity to our program and classrooms. Strategies to achieve this goal might include: a) actively engage with communities of color, b) to a greater degree, bring diverse guest speakers and incorporate readings from diverse perspectives in the classroom, c) create mechanisms by which to diversify the applicant pool of part-time lecturers, d) consult with campus administration about ways to diversify faculty applicant pools and strengthen efforts to retain faculty of color, and e) consider mechanisms for enhancing the diversity of staff applicant pools.

#### 5. Support and heighten the scholarly impact of our programs.

Given the considerable teaching load and service work expected of unit faculty, finding ways to support and incentivize scholarly work is challenging. Yet we recognize multiple benefits when faculty members are productive in scholarship, and these benefits impact the individual faculty member, students, program and campus reputation, and our professional fields. Strategies to attain this goal include: a) advocate for continued access to summer revenue funds and prioritize activities that support this goal when expending summer revenue funds, b) consider hosting a visiting scholar to work with criminal justice junior faculty, c) advocate for increased campus resources to support pre- and post-award services related to external research grants, d) as a program, problem solve ways to address the need for dedicated time for research and for meeting teaching and service expectations, and e) encourage explicit conversations regarding the meaning and inclusion of scholarship in the campus's strategic planning activities.

#### **Current and Future Benefit and Impact, Regional to International**

The unit's regional impact is deep, to a great extent because of the large number of social work professionals, alums of our program, who are now practicing within the region in a diverse array of settings. Many of these alums are in supervisory and leadership positions, contributing to the development of the workforce and shaping agency policies that impact client populations. In addition, as our faculty size has grown, faculty research and service are making a greater impact locally, nationally, and increasingly internationally. For example, the City of Tacoma has just

requested that a faculty member serve on its Property Crimes Task Force seeking to identify best practices for reducing property crime in a systemic way that goes beyond policing. In March 2014, our unit planned and sponsored (with national partners) a day-long conference on “Serving Veterans and Military Families: Best Practices for Human Service Professionals.” This conference brought together community practitioners, academics, military personnel, and experts for presentations and discussions related to mental health concerns such as suicide, sexual assault, and PTSD. Recently Dr. Charles Emlet was invited to provide a sponsored lecture at the 12<sup>th</sup> Annual International AIDS Impact Conference in Amsterdam where he spoke on managing psychological well-being when growing older with HIV. Participants from Europe, Africa, Asia and the U.S. attended. Dr. Rich Furman has conducted writing workshops for faculty members and doctoral students in Russia, the Philippines, Germany, Indonesia, Costa Rica, Thailand, and Colombia, empowering participants to maximize their potential for publishing scholarly work. As these scholars publish their work, they enhance their connections to the global scholarly community and help their universities achieve their aims. In addition, faculty publications, such as Dr. Rich Furman’s co-edited book, *Trans-National Social Work Practice* (with Nalini Junko Neji, 2010, Columbia University Press) have international relevance and impact. As our unit focuses on strengthening scholarly impact and improving community engagement, we anticipate that these kinds of invitations and opportunities will become even more frequent.

The uniqueness of the criminal justice major at UWT also contributes to the program’s impact and benefit within the region and beyond. The only criminal justice major in the UW system is at UWT. The online criminal justice major is the first and only fully online degree completion major at UWT, and one of a very few university-wide. Additionally, the major’s social justice focus and its partnership with social work make it unique among criminal justice programs nation-wide. This major is poised to make an increasingly meaningful impact throughout local and state criminal justice systems as our graduates enter and move into leadership positions in the workforce. As we achieve our priority goals, we fully expect to increase the depth and breadth of our benefit and impact regionally, nationally, and globally through the contributions of our students, graduates and faculty.

## **PART B: UNIT-DEFINED QUESTIONS**

### **1. How does the criminal justice curriculum prepare and empower students as change agents for social justice in their post-graduation trajectories? What improvements can be made in this area?**

Preparing and empowering criminal justice graduates as change agents for social justice is important to the faculty and stated explicitly in the first criminal justice program goal: [students] “gain an understanding of policies, agencies, and delivery of criminal justice systems and how to effect change to bring about social justice.” Faculty use a variety of techniques in the classroom to achieve this goal. For example, in the Corrections course students design a model prison based on what they learn about current prison facilities and outcomes. In the Addictions and Mental Illness course, students create an educational campaign about an aspect of mental illness. A service learning component in the Diversity and Social Justice course asks students to volunteer to help others and then reflect on how that activity contributes to social justice. In the Police and Society course, students are asked to write specific guidance and instruction to police officers on how to act ethically and professionally within the framework of the law. Even when courses do not explicitly include the concept of social justice in the course description or course learning objectives, one purpose behind curriculum-related decisions is tied to the value placed on creating a more just society. For example, criminal justice majors are required to take Helping Skills, a course that teaches skills for relating with people, whether victims, offenders, or colleagues. These skills have the potential to contribute to social justice through the ways they can transform relationships.

Preliminary assessment results indicate a majority of students are successful in achieving this goal. Two student learning outcomes (1a and 1b) are associated with the first criminal justice program goal related to social justice (see Appendix H), and students are assessed on these learning outcomes by classroom instructors via assignments within designated courses. Summary scores indicate that in the 2014-2015 year, 75% of students achieved a score of at least 80% on the assignments assessing outcome 1a, and 95% of students achieved a score of at least 80% on assignments assessing outcome 1b. When students were asked on an anonymous, voluntary survey just prior to graduation to evaluate their learning on these two outcomes, 94% of the responding students indicated that they could identify ways in which oppression, privilege, discrimination, and social and economic disadvantage contribute to inequalities and injustices within criminal justice systems. Eighty-three percent indicated they could design innovative approaches to dealing with social injustices and social harms within criminal justice systems. With a fairly low response rate (36%), however, it is difficult to know how much confidence to place in the student survey results.

Students convey to faculty members that due to attending criminal justice courses, they view the justice system differently and wish to work toward creating a less punitive and unequal system. They express this view both within the contexts of going on to graduate school and entering the professional workforce. Specifically and by way of example, students have indicated a desire to focus on juvenile rehabilitation programming, restorative justice practice, drug law reform, police brutality, disproportionate minor contact, and anti-death penalty activism.

Despite this positive anecdotal information and satisfactory results from assessment measures, this is an area where we would like to improve. Focus groups were conducted with approximately 35 graduating seniors at the end of spring quarter, 2015. Students were directly asked how the criminal justice courses prepared them to be change agents for social justice and if they felt empowered to do so. They expressed confidence in their knowledge of multiple practices within the criminal justice system that perpetuate injustice. On the other hand, they were less confident in their ability to make positive systemic changes. To address this, the faculty have begun to incorporate more information in their courses about effective evidence-based practices and successful policy change efforts. In addition, we are planning to expand our criminal justice internship sites and offer the internship course across two quarters instead of one, providing students with more practical experience in the field. We believe that hands-on experiences will increase students' understanding and confidence for acting effectively within criminal justice settings.

## **2. How well do we serve the south Puget Sound communities to advance social work practice?**

The Social Work Program has a large impact through the field education portion of the curriculum. Through student placements in a wide variety of human service agencies - public, private nonprofit, and occasionally private for-profit - social work as a profession is advanced in the south Sound Region. Over the past five years students have been placed in approximately 196 programs in 124 parent agencies. Geographically, these agencies cover nine counties and include rural, urban, and suburban areas. Students have been placed with three different tribes across the Puget Sound area, including as far away as the Pacific Coast. (See Appendix N for a listing of field sites since 2011.)

Student interests for practicum placements are widely varied and the program does its best to accommodate those interest areas. In the past few years we have seen a marked increase in the number of students wanting placements in healthcare services, school social work, community mental health, services for aging adults, and social work with active duty military and veteran populations. Social work with children, particularly in public child welfare, remains a "high demand" field placement. We have developed close relationships with agencies that provide these services. We also have been able to cultivate a large array of small agencies providing specialized services to niche communities. For example, an increased interest in the past couple of years in work with immigrants and refugees has resulted in the development of close relationships with those agencies that work with refugee resettlement, post-immigration services, and services to particular immigrant populations.

One indicator of our impact on social work in the south Sound Region is reflected in the number of UWT Social Work alumni who in turn become field instructors in social work agencies, returning the favor of careful field instruction that they themselves received from someone else. In the past ten years, 87 different program alumni have served as field instructors, with 7 more to come on board this academic year. On average for the past five years, just under a quarter of our field instructors are alumni of our program.

Approximately 90% of our undergraduate and graduate social work students are from three proximal counties in Washington State, and the vast majority remain in the Region, further

contributing to social work practice through employment. For example, CWTAP graduates are hired by Washington State DSHS's Children's Administration and work with vulnerable children and families. Since the CWTAP Program began in 1992 in Washington, approximately 62% of all CWTAP graduates are still working with Children's Administration. Some from our program have been promoted to supervisory and management positions, broadening their impact on social work practice in the south Sound Region and throughout the state.

Social work faculty members' service and research contributions also advance social work practice in south Puget Sound communities. Research contributions were described earlier in Section III. Faculty members regularly serve as consultants or on community agency boards and councils. Examples of faculty members' commitments to local communities include:

- Dr. Marian Harris's work with incarcerated mothers at Mission Creek Corrections Center has resulted in increased parent-child visits and improvement in case management services.
- Dr. Tom Diehm provides case consultation for the Pierce County AIDS Foundation.
- Dr. Marcie Lazzari is an active member of the South Puget Sound Higher Education Diversity Partnership, consisting of representatives from 13 higher education institutions. This Partnership organizes a yearly diversity conference open to a wide range of attendees including students, community members, administrators and faculty members.
- Dr. Erin Casey serves on two advisory committees, the Tacoma School District Harassment, Intimidation and Bullying Advisory Committee and the Washington State Office of Crime Victim's Advocacy Statewide Prevention Committee. Both work to enhance bullying, sexual assault and domestic violence prevention.

Numerous other examples could be given. Taken together, student, alumni, and faculty contributions have contributed greatly to the advancement of social work practice in the south Sound Region.

### **3. How do the Social Work and Criminal Justice programs complement one another? What gaps exist in terms of cross-program collaboration?**

The fields of social work and criminal justice are impacted by and attempt to positively influence many of the same social concerns, such as violence, mental illness, and substance abuse. We believe there are many commonalities among our professional interests. Of primary importance is our shared belief in and commitment to social justice. Because we share this value we are able to work together in complementary ways. We offer a number of cross-listed courses applicable to both social work and criminal justice students and in addition offer elective courses that meet major requirements for both BASW and BACJ students. (See Appendix O for a list of these courses.) Some of our faculty members teach across both curriculums, particularly in areas where there is overlapping expertise, such as in Helping Skills; Men, Masculinities and Criminal Justice; Addictions and Mental Illness in Criminal Justice; Crisis and Trauma Interventions with Crime Victims; and Applied Statistics for Social and Human Services. This gives us greater flexibility to offer a range of courses. Our student organizations, the Criminal Justice League and the Social Work Student Organization, work closely together on a number of initiatives and events and find many areas of mutual professional interest. At times they send representatives to each other's meetings, and students from both organizations traveled to San Diego to attend the International Family Justice Conference in spring 2015. Faculty members across social work-

criminal justice disciplinary lines have collaborated on scholarly work in areas such as adolescent bystander behavior in the context of bullying, teen dating violence and threats of school violence; the criminalization of immigration; and sex offender policy.

The complementary curriculum components mentioned above occur between the BASW and BACJ majors. Although some MSW students take an elective undergraduate course in criminal justice and a small proportion of undergraduate students with a criminal justice minor or major enter the MSW program, there is not as much overlap between the criminal justice and graduate social work components of our program. Creating graduate social work elective courses that prepare MSW students for work in criminal justice social work would build on the strengths of our collective programs.

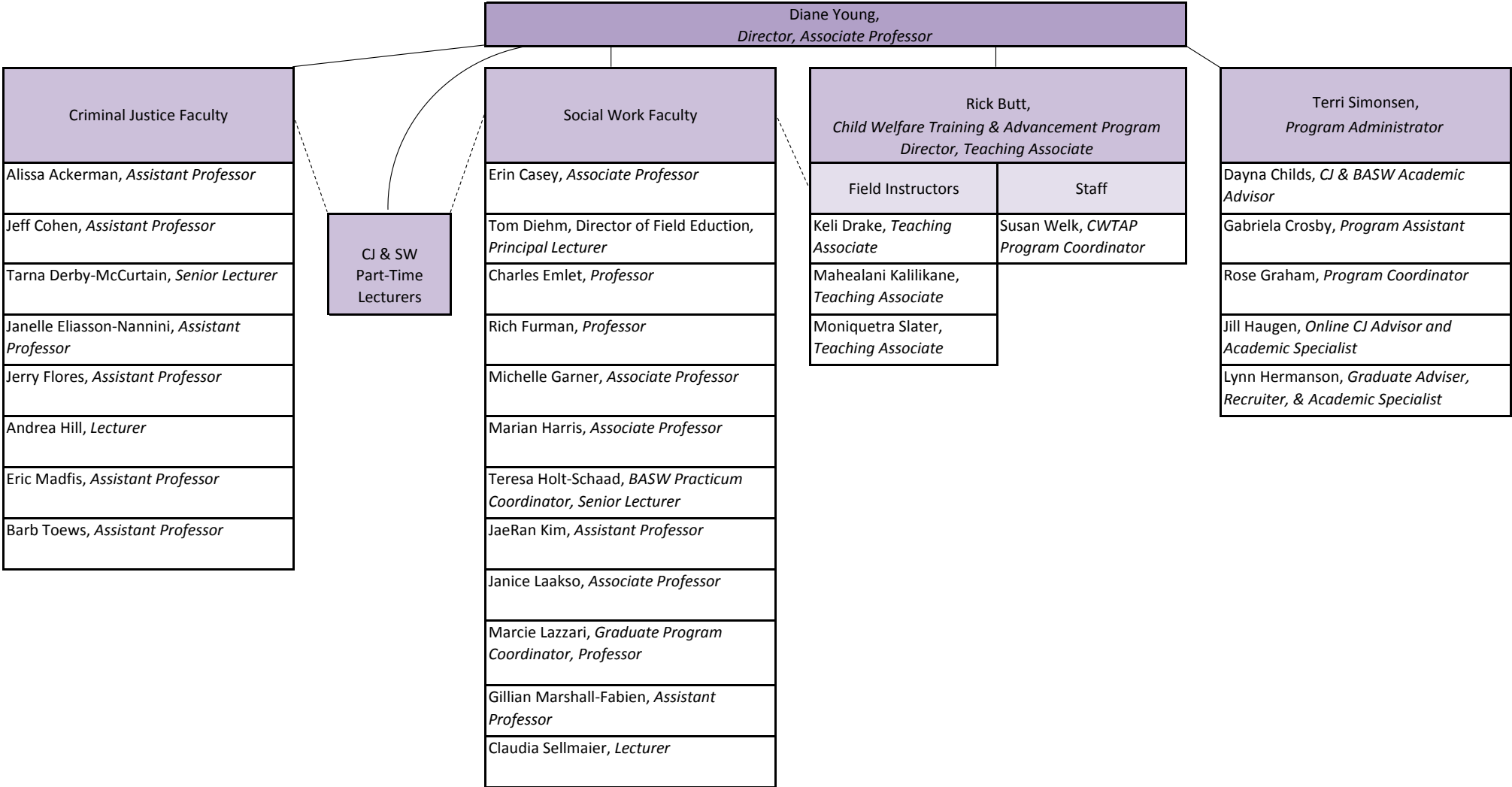
The criminal justice major and faculty are relatively new and were added to a well-established social work program and faculty. Social work faculty members developed the criminal justice major, created much of the original curriculum, were instrumental in recruiting criminal justice faculty and provide mentoring and support for new faculty. Probably because of this, the influence of social work on criminal justice has been much greater than the reverse. As we evolve as a collective it will be important to find more avenues for mutually reciprocal influence. Engaging in the strategies proposed to reach the third goal outlined earlier in Section IV, embracing an ongoing commitment to develop and support our organizational structure to preserve autonomy and promote collaboration, will help us close this gap.

#### **4. To what extent do our Criminal Justice and Social Work programs, curricula, and expertise inform each program's focus on social justice as well as the University's urban-serving mission?**

Our mission, shared affirmation of social justice, and program goals communicate our foci on social justice and UWT's urban-serving mission. For criminal justice, program goals and student learning outcomes that explicitly address social justice inform the curriculum (see Appendix H, goals 1 and 4). This is evidenced in decisions about new courses and course revisions, and social justice content is infused throughout our courses. For example, the Diversity and Social Justice in Criminology course was created when the faculty realized that some students struggled with understanding this different approach to criminal justice. For social work, the competencies and practice behaviors that shape the social work curriculum also explicitly emphasize social justice (see Appendix G, competencies 1, 3, 4, 5, 8, 9), and social work courses apply this lens throughout the curriculum. In developing the criminal justice major and incorporating new faculty, we have worked to more clearly articulate what social justice means to us and how it guides our work with students and each other. This is an ongoing conversation, begun by the Faculty Council a year ago at the program retreat, and anticipated to continue as our program evolves.

Long before late Chancellor Debra Friedman coined the term "urban-serving" and made clear its relevance to UWT, the Social Work Program had embraced the principle and put feet to the concept. Social work and criminal justice faculty conduct applied research, often in partnership with local agencies or community groups, in response to expressed community concerns. The faculty also contribute significant time and expertise in service to the community. Several

examples have been included in other sections of the report and additional ones can be located in faculty members' curriculum vitae (see Appendix C).





## Appendix B: Budget Summary

### UW Tacoma Social Work Program State Budget General Operating Funds (GOF) include permanent and temporary funding

Budget Categories	2009 – 2011 Biennium	2011 – 2013 Biennium	2013 – 2015 Biennium
<b>Salaries 01</b>			
<b>Faculty &amp; Staff</b>	\$2,209,676.00	\$2,515,634.00	\$3,104,102.00
<b>Operations</b>			
<b>02, 03, 04, 05, 06</b>	\$91,817.00	\$103,313.00	\$179,109.00
<b>Total</b>	\$2,301,493.00	\$2,618,947.00	\$3,283,211.00

02 Personal Services; 03 Contractual Services; 04 Travel; 05 Office Supplies and; 06 Equipment

### UW Tacoma Social Work Program Summer Revenue Budget Funds generated by self-sustaining summer quarter tuition revenue; Portion returned to program by UW Tacoma Finance and Administration Office beginning 2011 – 2013 biennium.

Budget Categories	2009 – 2011 Biennium	2011 – 2013 Biennium	2013 – 2015 Biennium
<b>Total Budget</b>	N/A	\$231,623.00	\$540,068.00
<b>Salaries&amp; Benefits 01, 07</b>			
<b>Faculty &amp; Staff</b>	N/A	\$43,463.00	\$80,128.00
<b>Operations</b>			
<b>02, 03, 04, 05, 06</b>	N/A	\$100,464.00	\$111,595.00
<b>Carry Forward</b>		\$87,696.00	\$348,345.00

02 Personal Services; 03 Contractual Services; 04 Travel; 05 Office Supplies; 06 Equipment and; 07 Benefits

### UW Tacoma Social Work Program Gift Funds

Gift Budget Name	Current Balance
<b>Bishop Montgomery Scholarship</b>	\$1460.00
<b>Jacque DaCamara Endowed Scholarship</b>	\$2,684.00
<b>Social Work Student Scholarship Fund</b>	\$625.00
<b>Social Work Excellence (Discretionary) Budget</b>	\$1,366.00

As of 10/2015