

Project Name:	Expansion of L&S Faculty Lines in Social Work
MIU Round(s):	1 & 2
Sponsor(s):	College of Letters and Science
Coordinator(s):	Jan Greenberg, Kristen Slack
Partner(s):	Gary Sandefur, Nancy Westphal-Johnson
Report Date:	Year 1, August 2010; Year 2, July 2011; Year 3, July 2012; Year 4, July 2013

Project Goal and Measures	
Project Impact Measure(s)	<ul style="list-style-type: none"> • Increase capacity in Social Work 205 and 206 by offering each course in both the spring and fall semesters. • Increase capacity in Social Work 453 (Alcohol and Other Drug Abuse) by offering it in both spring and fall semesters. • Increase capacity for high impact practices/innovative curriculum by offering Social Work 578 as a service learning/seminar course in both the spring and fall semesters. Return course to being regularly taught by a faculty member. • Develop a new freshman-level course as a way of attracting students to the Social Work major and other civic/helping professions. • Develop a capstone course for the Social Welfare major and increase service learning opportunities.
Project Impact Data Source(s)	<p>Academic Planning and Institutional Research has standard queries showing course offerings, enrollments and instructor rank. Data source is the Schedule of Classes and HR appointment data views.</p> <p>Social Work should ensure that the service learning course is flagged as such in the schedule of classes build process.</p>
Baseline Measure(s)	Academic Year 2009-10 will be used as the baseline for all project impact measures.

MIU Impact Measures	
A	<p>Increased access in bottleneck areas</p> <p>Covered by project goals (SW 205, 206, 453).</p>
C	<p>Increased capacity for high-impact practices</p> <p>Covered by project goals (capstone course). Also, Social Work is working with the Center for First Year Experience (CYFE) to offer Social Work 275 (Making a Difference: Professions that Change the World) for incoming freshmen. The course will integrate first-year learning goals into the course.</p>

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D	Increased student learning and teaching excellence	Social Work has plans to develop a mechanism for measuring teaching excellence and student learning beyond course evaluations. Social Work has plans to survey Social Welfare graduates regarding satisfaction, career preparation, and learning outcomes. Social Work will be able to compare graduates pre and post MIU.
E	More tenured, tenure-track faculty teaching undergraduate courses	Covered by project goals.
F	Decreased achievement gaps	Social Work requested information about course achievement gaps from APIR and in monitoring D, F, Drop rates annually. D, F, Drop rates for targeted minority students in Social Work courses are below rates for the campus as a whole.
G	Attention to diversity in new hires	Three new faculty hires contribute to the racial/ethnic diversity of UW-Madison faculty and contribute knowledge in content areas related to diversity. These new faculty hires contribute expertise in at-risk gay and lesbian youth, family instability and poverty, and issues faced by Asian Americans.
I	Unintended Benefits	Students have been reporting to Social Work advisors (unsolicited) that they appreciate the ability to take SW 205 and 206 at the same time. Offering these courses both semesters was made possible by the additional faculty that MIU funds provided.

Progress Reports

Year 1, 2009-10	Focus in Year 1 was on faculty recruitment and searches. One faculty member was hired. He will begin teaching Social Work 578 in Fall 2010. This service learning course is in high demand by students but Social Work has not had the resources, until now, to offer it regularly.
Year 2, 2010-11	One faculty member was hired in Year 1 and the original goal was to hire one faculty member in Year 2 (2010-11) and one in Year 3 (2011-12). The 2010-11 faculty search was unsuccessful so Social Work will try to hire two new faculty members in 2011-12. In 2010-11 Social Work offered Social Work 205 and 206 in both the fall and spring semesters. Offered Social Work 578 in both fall and spring semesters. Offered a seminar/capstone course on contemporary issues concerning LGBT issues (SW 662).

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Year 3, 2011-12

- Conducted a successful search for two new faculty members.
- Met MIU goal of offering Social Work 205 and 206 each semester, allowing increased enrollment in these bottleneck courses. Because of the failed search in Year 2, Social Work 453 was not offered in 2011-12 for both semesters as planned in the original MIU goals. This course is scheduled for both semesters in 2012-13.
- Offered 3 capstone seminars (high impact practices) in 2011-12 (Social Work 578, Social Work 662).
- Implemented a new course (Social Work 275, Making a Difference: Professional that Change the World) for first-year students (coordinated with CFYE).
- Met MIU goal of moving to an instructional model where faculty are the primary instructors of large undergraduate courses (faculty taught 1732 undergraduate credit hours in 2011-12 compared to 788 in 2009-10).

Year 4, 2012-13

- Met MIU goal of offering Social Work 205 and 206 each semester, allowing increased enrollment in these bottleneck courses.
 - Met MIU goal of offering Social work 453 each semester (Alcohol and Other Drug Abuse). This is a high demand course that 231 students took in 2012-13 (combined).
 - Offered 3 capstone seminars (high impact practices) in 2011-12 (Social Work 420,578, and 662).
 - Make modifications to Social Work 275 (Making a Difference: Professional that Change the World) and increased available seats to 100.
 - Made progress on MIU goal of increasing student learning and teaching excellence in the transformed Social Welfare major. Two of the three capstone courses for Social Welfare majors had a service learning component.
 - Continued to meet MIU goal of having faculty teach most large undergraduate courses. In 2012-13, faculty taught 1831 undergraduate credits, up from 726 in the MIU base year of 2009-10.
 - Assessment: Used course evaluation results to compare “overall satisfaction with the course” for the new or revised courses (capstone and service learning) to other similar courses. In particular, the capstone courses had high satisfaction ratings (4.75/5.00). Developed a new TA course evaluation instrument to assess TA competencies in a service learning course environment that showed high ratings for TAs in these courses. No assessment of student learning outcomes was reported.
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