



### ANNUAL PROGRAM REPORT

College	CLASS
Department	Social Work
Program	Full-time and Part-time MSW Programs
Reporting for Academic Year	2019-2020 (Contains Request for TT Hire and Other Resources)
Last 5-Year Review	2012-13 (Report submitted Winter 2011)
Next 5-Year Review	2019-2020 (delayed due to external accreditation review during 2018-2019)
Department Chair	Sarah Taylor (Interim)
Date Submitted	10/1/2019

The Department of Social Work prepared this report for the purpose of requesting a tenure-track faculty position and other resources necessary for our program. Because we are undergoing a five-year review this year, we will not be submitting a full Annual Program Report.

For reference, on the last page of this document, we have included some information from Pioneer Insights about our department, in which 149 students are currently enrolled. Our students reflect the diversity of the broader CSUEB community, which is notable among social work programs because many programs continue to be dominated by white women. Our graduation rate is very high, with nearly all students completing the graduate degree in two years. Our program is in demand. We typically receive 250-300 applications for approximately 75 spaces for each incoming cohort. The demand for our program [reflects broader trends in the workforce need for social workers in California](#).

### RESOURCES REQUESTED

#### Tenure-Track Hire in 2020-2021

The Department of Social Work requests one tenure-track faculty position that will begin in Fall 2021 with an emphasis on broad themes of intersectionality and inequality, with a specific focus on immigrant, Latinx, African American, Asian/Pacific Islander, and/or Native American communities. The position is needed to ensure we continue to meet the accreditation standards of the Council on Social Work Education (CSWE) with regard to: Faculty-to-Student Ratio (FSR) and curricular requirements.

We currently have 5.5 TT faculty members:

- Sarah Taylor, Associate Professor and Interim Chair

- Toni Naccarato, Associate Professor
- Kristen Gustavson, Assistant Professor
- Rose Wong, Associate Professor, on leave for AY 19-20
- Holly Vugia, Professor, on leave for Fall 2019
- Dianne Rush Woods, Professor Emerita (FERP status; .5 FTE)

We have a search taking place this year to replace Dr. Macheo Payne, who left our department in September 2018. Dr. Payne specialized in youth development, and the open position is in that area of practice. If this search is successful, we will have 6.5 FTE faculty, which is still short of the 7.0 recommended by CSWE. Given that Dr. Dianne Rush Woods is on FERP status and will only be able to continue teaching for a maximum of three more years, we also feel it is appropriate to bring on an additional faculty member.

Regarding FSR, master's programs are required to maintain a 1:12 FSR and a minimum of six full-time faculty positions. Though we are very pleased to have received eight years of reaccreditation from CSWE, meeting the SFR requirement is critical for maintaining our accreditation. As recently as December 2018, in the CSWE Commission on Accreditation's Letter of Instruction provided to the site visitor, William Pederson, we were asked to carefully review our FSR to ensure it would be at or below 1:12 by the time of the site visit in 2019. The FSR noted in our self-study documents was 1:12.45 in Spring 2018. We must ensure that our FSR continues to meet the 1:12 ratio requirement.

In addition to concerns about maintaining an appropriate FSR, through retirements and other faculty moves, we no longer have a full-time faculty member whose teaching and research focus on broad themes of intersectionality and inequality, with a specific focus on immigrant, Latinx, African American, Asian/Pacific Islander, and/or Native American communities. These themes are core to our program mission and goals. The emphasis on diversity and social justice in our MSW program was noted very positively by our site visitor and is an aspect of our program that attracts students and community partners. We would like to ensure that this emphasis is sustained and further developed to meet the needs of the diverse communities our social work students are being trained to serve.

### **Full-Time Field Liaison**

During the 2012-13 Academic years we had 5 full time faculty field liaisons. Since AY 2014-15 we lost 2 full-time faculty liaisons and those positions have never been replaced.

At present, full time field faculty include Michelle Charron and Renee Fentress who each teach 2 field courses, provide academic advising to a roster of at a minimum of 15 and complete field site visits during the year. LeQuita Carroll-McKoy is the 3<sup>rd</sup> FTE field faculty member. She teaches 1 course, provides academic advising, completes field visits and holds the administrative responsibility as Field Director.

Since AY 2014 we have used part time faculty to cover 5 of the 10 field sequence sections. Although 3 of the current part time faculty have been working consecutively, one additional FTE faculty field liaison would help to further regulate our program and increase our professional relationships with our community partnering agencies.

As a 12-month position, the FFL would also be able to help with placing the incoming cohort over the summer months, add to the curriculum development and provide academic and professional advising to our students. This position will also support our maintenance of a 1:12 FSR within the department.

### **Writing Tutor**

We request a part-time writing tutor to support our ~150 MSW students. As reported in our accreditation self-study submitted in August 2018, many of our students would benefit from additional support in writing. For example, just 76.2% of our CYF concentration students met the writing benchmark (equivalent of a “B”) in their year-long research projects in Spring 2018. Social Work practice requires a high level of writing skill as social workers must write assessment plans, court reports, progress notes, and other documents that have a direct impact on the clients and communities we serve. Though we send our students to the Student Center for Academic Achievement (SCAA) for support, we have found that SCAA tutors are not as familiar with graduate level writing requirements and APA style, and when we have had access to a writing tutor through CERF or other funds, our students have benefitted enormously. For approximately \$10,000 per academic year, we could hire a writing tutor for up to 10 hours per week for 30 weeks.

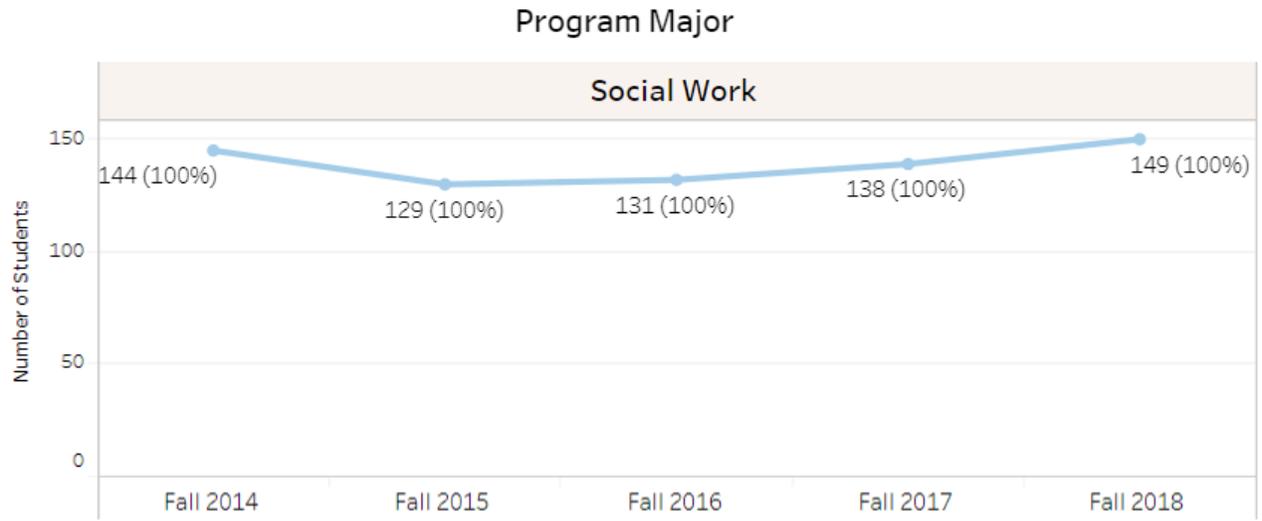
### **Annual Events**

The Social Work Department hosts several events each year that are central to fulfilling our mission and goals. The cost of these events (\$3,700) is not adequately covered by our department S&S fund, and we must often seek outside donations to fund these events. It is not unusual for faculty to pay out of pocket for some of these event costs, and sometimes we cannot host an event due to lack of funds. These events include:

- **Incoming Student Orientation (\$500)** – In August, we host a full-day orientation for our 75 incoming MSW students. This event is essential for introducing students to the program, faculty, and one another. Critical information for social work practice, such as mandated reporting of child and dependent adult abuse, is also briefly covered as students must have some background in these topics before beginning field placement. Over the past two years, lunch for this event has been graciously donated by Alameda County Behavioral Health Services, however, there is no guarantee that they will continue to do this, and the funds provided, though generous, are often not quite sufficient for an appropriate lunch. For example, this year, Dr. Taylor payed out of pocket for a vegan lunch option for several students on the day of the event.
- **Field Instructor Symposium (\$700)** – In August, we host a half-day training and orientation for new and returning field instructors. Field instructors are the social workers in community-based agencies who supervise our students in their internships. At this event, field instructors learn critical information about university procedures and policies for working with our students. We also offer a brief lecture on a current issue in social work practice and provide Continuing Education Units (CEUs) as a benefit to our field instructors who generously volunteer their time to support our students. The funds requested would cover parking permits, coffee, and bagels for approximately 50 attendees.

- **Field Fair – (\$1000)** - In February, we host a half-day field fair where representative from approximately 70 community-based internship agencies can meet our rising second-year students. This event provides an opportunity for students to learn about internship opportunities and network with agency representatives. This is the main way students begin the selection process for their second-year field placement. The funds requested would cover parking permits, coffee, and bagels for the 70 agency representatives, as well as refreshments for the 75 MSW students and 10 faculty and staff who attend this event.
- **Field Instructor Appreciation Luncheon (\$1500)** – As noted above, our field instructors are volunteers who provide a minimum of 60 hours per year (and often more) of training and support to MSW students in their internships. For the past two years, we have not been able to show our appreciation for their hard work. When we had CERF funds, we were able to use them to host this appreciation luncheon where we recognized field instructors' efforts and provided a brief lecture and CEUs. The funds requested would pay for a luncheon at the Oakland Center, as well as certificates and a small token of appreciation, such as a t-shirt or mug.

**Social Work Background Information (Extracted from Pioneer Insights on 10/1/19)**



**Social Work: Race/Ethnicity**

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	n	%	n	%	n	%	n	%	n	%
Graduate										
American Indian	3	2%	1	1%	1	1%				
Asian	18	13%	14	11%	20	15%	19	14%	17	11%
Black/African American	34	24%	33	26%	33	25%	33	24%	33	22%
Hawaiian/PI	1	1%					1	1%	1	1%
Hispanic/Latino	36	25%	36	28%	43	33%	58	42%	58	39%
International	2	1%	2	2%	1	1%	5	4%	6	4%
Multiple Races	11	8%	7	5%	5	4%	6	4%	4	3%
Unknown	2	1%	3	2%	5	4%	6	4%	4	3%
White	37	26%	33	26%	23	18%	10	7%	26	17%

**Social Work: First Generation**

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	n	%	n	%	n	%	n	%	n	%
Graduate										
First gen	78	54%	71	55%	84	64%	101	73%	105	70%
Non-first gen	66	46%	58	45%	47	36%	37	27%	44	30%
Total	144	100%	129	100%	131	100%	138	100%	149	100%
Grand Total	144	100%	129	100%	131	100%	138	100%	149	100%

**Social Work: URM**

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	n	%	n	%	n	%	n	%	n	%
Graduate										
URM	73	51%	71	55%	79	60%	91	66%	91	61%
Non-URM	71	49%	58	45%	52	40%	47	34%	58	39%
Total	144	100%	129	100%	131	100%	138	100%	149	100%
Grand Total	144	100%	129	100%	131	100%	138	100%	149	100%