



Academic Plan 2014 - 2019

Introduction

The vision of the University of Connecticut School of Social Work is to be a recognized leader in advancing human well-being, human rights, and social justice through innovative social work education, knowledge generation and dissemination, and public engagement.

Professional social workers are found in every facet of community life—in schools, hospitals, mental health clinics, senior centers, elected office, private practices, prisons, the military, corporations, and in numerous public and private agencies.

Social workers help individuals, families, and groups restore or enhance their capacity for social functioning, and work to create societal conditions that strengthen communities. Social workers help people of all backgrounds to address their own needs through psychosocial services and advocacy. Social workers help people overcome some of life's most difficult challenges: poverty, discrimination, abuse, addiction, physical illness, divorce, loss, unemployment, educational problems, disability, and mental illness. They help prevent crises and counsel individuals, families, and communities to cope more effectively with the stresses of everyday life.

The U.S. Department of Labor Bureau of Labor Statistics states that **social work is one of the fastest growing careers in the United States**. Overall employment of social workers is projected to **grow 19 percent** from 2012 to 2022, faster than the average for all occupations.

- **Employment of child, family, and school social workers is projected to grow 15 percent from 2012 to 2022.** Child and family social workers will be needed to work with families to strengthen parenting skills, prevent child abuse, and identify alternative homes for children who are unable to live with their biological families. In schools, more social workers will be needed due to rising student enrollments.
- **Employment of healthcare social workers is projected to grow 27 percent from 2012 to 2022.** As baby boomers age, they and their families will require help from social workers to find care, increasing the need for healthcare social workers.
- **Employment of mental health and substance abuse social workers is projected to grow 23 percent from 2012 to 2022.** Employment will grow as more people seek treatment for mental illness and substance use disorders.

Mission Statement

The mission of the University of Connecticut School of Social Work is to provide master's, doctoral and continuing professional education grounded in the profession's values and ethics and informed by innovative practice, research and scholarship, which will promote social and economic justice, and the improvement of human well-being. The School is committed to helping students become professional social workers by developing professional values and ethics, judgment and skills that equip them for life-long critical analysis of their practice and social welfare services in the context of social, economic and political structures. Graduates are prepared to provide leadership within the field by valuing human diversity; working for human rights and against oppression and discrimination; preventing and alleviating the effects of violence and poverty, particularly in urban centers; and advocating for improved social policies and services, locally and globally.

The Substance Abuse and Mental Health Services Administration states that **social workers are the nation's largest group of mental health services providers**. The National Institutes of Health recognize social work as **one of five core mental health professions**.

Nearly 11,000 master's-degreed social workers are employed at the U.S. Department of Veterans Affairs. There are hundreds of social workers in national, state and local elected office.

The UConn SSW is poised to achieve excellence through scholarship, teaching and public engagement in five areas of distinction:

- International Social Work and Human Rights
- Mental Health, Trauma and Violence Prevention
- Social and Health Disparities
- Diversity and Cultural Competence
- Policy Analysis, Advocacy, Organizing and Civic Engagement

Faculty members are nationally and internationally respected leaders, scholars and innovators in their fields. Several are collaborating with national and international organizations on research and public engagement projects. Many are collaborating on interdisciplinary initiatives at UConn, including the Law School's Asylum Clinic, Institute for Systems Genomics, Bioscience Connecticut Health Disparities Institute, and the Human Rights Institute.

MSW graduates hold senior leadership positions in the state, nation, and globally, directing initiatives to improve the lives of vulnerable individuals, families, and communities. In Connecticut, SSW alumni are serving as administrators, policy makers, and providing direct services in non-profit, community-based, and state agencies, including the Department of Children and Families, Department of Mental Health and Addiction Services, Department of Corrections, Department of Social Services, and Office of Policy Management. SSW alumni frequently serve in elected leadership positions, including the CT General Assembly and local municipalities, as city councilors and executives, including the current mayors of Hartford and Norwich.

Doctoral graduates are engaged in social work education and research across the country, preparing the next generation of social work professionals. Several Ph.D. graduates hold faculty and administrative

positions in schools of social work and public health and others are involved in important research on topics such as alcohol dependence, intimate partner violence, and aging.

Core Values

Innovation – UConn SSW is dedicated to service, social justice, and dignity and worth of the person through discovery and communication of breakthrough and foundational ideas; to collaborating across disciplines and communities; and to improving human well-being through research, scholarship, and graduate education.

Leadership – UConn SSW is a leader in social work education informed by research and scholarship that prepares students to advance human well-being, human rights, and social justice. Graduates of the School make a difference in the state, the nation, and the world.

Global Engagement – UConn SSW is a pioneer and nationally recognized in international social work and human rights. Through local and global engagement and international and inter-cultural collaborations, the School promotes international curriculum development, faculty exchanges, international field placements for students, and cross-national research.

Diversity - UConn SSW's commitment to diversity is reflected in our staff, faculty, student body, field agencies, our involvement in community service, and curricula content. The School has an outstanding record of racial-ethnic diversity, with nearly one-third of faculty, staff, and students members of groups that are underrepresented in the university and in higher education. Diversity includes a wide range of human differences. Here at the School of Social Work, particular attention is given to differences that, historically, have been used to target social groups and their members for marginalization, exclusion and discrimination.

Promoting Cultural Competence



Just Community: Change Starts Here is a standing committee, composed of faculty, staff, students and alumni to strengthen the School's capacity to work effectively in the context of diversity. We strive to advance diversity by developing a welcoming and inclusive environment where all members of the School community have equal opportunities to thrive. Promoting cultural competence (i.e. the ability to work effectively with a wide range of human differences) among members of the School community supports these aspirations. The global and diverse context of social work education and practice requires that cultural competence be integrated throughout the School's teaching, research and public engagement activities. Special attention is continuously given to preparing faculty and staff to work effectively and inclusively with an ever more diverse student body. Preparing students for culturally competent practice is also an important focus of this initiative.



Kathryn Libal
Associate Professor
Associate Director, UConn
Human Rights Institute

The Human Rights Institute advances human rights scholarship and learning across the University. She has published on women's and children's rights movements in Turkey and on the advocacy of international non-governmental organizations on behalf of Iraqi refugees. Her current scholarship has focused on the localization of human rights norms and practices in the United States, including a co-edited volume on *Human Rights in the United States: Beyond Exceptionalism* (Cambridge University Press, 2011) and a new project on the politics of food security and food policy in the United States as a human rights concern.

The Institute's support of faculty-led research programs on economic and social rights, health and human rights, and humanitarianism have generated conferences, workshops, and scholarly works that have helped establish the Human Rights Institute's global reputation.

The Planning Process

As part of the university's comprehensive academic visioning process, a committee of faculty, staff, and students identified SSW's areas of distinction and developed goals and strategies for achieving excellence in these areas. Using an iterative process, UConn's priority areas and goals were incorporated into the SSW academic plan. Faculty participated in several retreats to shape our academic plan.

Creating Our Next Chapter

The School of Social Work will achieve excellence through investing in its five areas of distinction. These areas span scholarship, teaching and public engagement and align with one or more UConn interdisciplinary initiatives identified for investment.

International Social Work and Human Rights

More than one third of the faculty is actively engaged in research and service in international social work, human rights and related issues. Their areas of focus include: immigration, refugees and asylum seekers, social and economic development, international social work, women's and children's rights, and human rights and social work education.

The School has a long history of international and inter-cultural collaborations that support our research, teaching and public engagement mission. These relationships are with the University of West Indies, Jamaica; Yerevan State University, Armenia; University of Puerto Rico; and University of Applied Sciences, Merseburg, Germany.

Faculty are nationally and internationally recognized scholars and educators. They hold leadership positions at the local, national and international levels in well-respected social work organizations, such as the National Association of Social Workers (NASW), Council on Social Work Education (CSWE), and the International Association of Schools of Social Work (IASSW). Several faculty members serve on CSWE's Committee on Human Rights and are involved in efforts to shape social

work implementation of children’s human rights standards into local and state level programs and practice. In 2013 the School hosted a two day invitational conference on advancing human rights and social work education. Scholars from 13 universities including Jamaica, Germany and South Africa participated. This landmark conference drew national and international attention.

Mental Health, Trauma, and Violence Prevention

Faculty influence social policy and practice statewide, nationally, and internationally through scholarship on refugee trauma and torture, suicide prevention, bullying and mental health in schools, substance abuse, and a range of mental health conditions.

UConn SSW has strong research collaborations with state, regional, and nonprofit agencies. These include the CT Department of Mental Health and Addiction Services, CT Department of Children and Families, CT Housing Finance Authority, Children’s Trust Fund, CT Center for Non-Violence, The Village for Families and Children, Community Mental Health Affiliates, Inc., and public school systems throughout the state. These collaborations also include public engagement, as well as graduate student field placements with a focus on mental health and substance abuse. One exceptional partnership is with DMHAS, in which the School operates the organization’s Research Division and engages in a range of state and federally funded research projects to improve mental and behavioral health outcomes.

Social and Health Disparities

Addressing a wide range of disparities is central to the mission of social work, including health disparities, economic inequality, the educational achievement gap, and workforce inequality. These disparities are particularly pronounced in Connecticut and are the focus of faculty research, teaching and public engagement.

Faculty members hold leadership roles within the university, such as the Bioscience CT Health Disparities Institute, and with local organizations, such as the Hispanic Health Council and the Institute for Community

Focused on Latino Populations and Communities



Catherine Medina
Associate Professor

Catherine Medina is a distinguished leader in social work education, who has made outstanding contributions to enhancing the lives of Latinos at UConn, in Connecticut, and nationally. She is widely recognized for her expertise on mental health and health services for Latin@ children and adolescents, aging, provision of culturally competent services, and social work practice with Latin@ individuals, families and communities. She was the 2013 recipient of faculty/staff award from the UConn Puerto Rican/Latin American Cultural Center (PRLACC) for advancing the role and contributions of Latinos at UConn and the community.

Research. Faculty also play an important role in state organizations, such as the CT Commission on Health Equity, Advisory Committee to the CT Department of Public Health and the CT Multicultural Health Partnership. Faculty are involved in public engagement activities with organizations that address social inequity such as the CT Alliance for Basic Human Needs, the Welfare Working Group, immigrants' rights organizations, and other advocacy efforts on behalf of low income residents.

Diversity and Cultural Competence

The School has a long and distinguished history of working toward creating a learning environment that is diverse, welcoming, respectful, and inclusive. The School addresses diversity in a number of ways, which allows faculty, staff, and students to be a part of our ongoing efforts. In 2010 the School launched *Just Community: Change Starts Here*, an organizational development initiative to advance the school diversity and cultural competence commitments.

Curricular and co-curricular activities emphasize the social work profession's Code of Ethics with respect to diversity and cultural competence. Our specialized centers, institutes, and projects address a range of contemporary issues and professional challenges. All host conferences, workshops, and other educational opportunities throughout the year. Through coursework and co-curricular activities, students deepen their knowledge and competence in the varied aspects of diversity. Several organizations that address diversity and cultural competence have been launched by SSW alumni as a result of their field education experiences, including: True Colors, an organization that addresses issues faced by LGBTQ youth; the Brazilian Alliance, a Hartford based organization that addresses the needs of the growing Brazilian population; and Asian Family Services, which focuses on family and mental health issues of Southeast Asians.

International Scholar



Lynne Healy
UConn Board of Trustees
Distinguished Professor

Lynne Healy is an internationally known scholar in the field of international social work and a nationally recognized leader, scholar, and educator in the profession of social work.

She is a prolific author with an exemplary national and international reputation for scholarship in the areas of internationalizing social work curriculum, international social work, human rights, human service agency management, and ethics. She has published 11 books and more than 50 articles and book chapters. Lynne's writings on international social work have contributed significantly to defining and advancing the field of international social work and are widely cited. Several of her books have been translated into other languages.

Policy Analysis, Advocacy, Organizing, and Civic Engagement

UConn SSW is a national leader in community organization and policy practice. Faculty have served as editors of the *Journal of Community Practice*, sponsored by the Association for Community Organization and Social Administration (ACOSA). Faculty members have also held leadership positions in national organizations, such as ACOSA, the Urban Affairs Association, and the National Association of Social Workers.

The SSW Nancy A. Humphreys Institute for Political Social Work hosts an annual Campaign School to encourage social workers to engage in the political arena. The institute collaborates with the Secretary of the State, legislative leaders, local office holders, and local organizations to promote voter registration and civic engagement.

GOAL 1: Achieve Excellence in Research and Scholarship

UConn SSW is ranked 37th among US schools of social work. Increasing our ranking, continuing the School's contributions to the profession and to the state, and enhancing our national and international prominence depend on expanding the generation and publication of knowledge that responds to contemporary social issues.

Having a diverse and talented faculty with wide-ranging interests and areas of expertise, the School is well-positioned to define and cultivate research excellence. Emphasizing our areas of distinction through research and scholarship will allow the School to further its commitment to social and economic justice and human rights. Active and public dissemination of this research knowledge—through publications, presentations, hosted conferences and other scholarly activities—will also enhance the school's reputation. Faculty will increase publications by developing research clusters; strengthening the research focus of our existing centers, institutes and projects; expanding cross-disciplinary collaborations, translational research opportunities and external research collaborations; and enhancing the mentoring process of faculty.

The School enjoys extensive involvement with community and governmental agencies and organizations throughout the region.

Three-time Fulbright Award Recipient



Robert Fisher
Professor

Bob Fisher's most recent Fulbright will support his teaching and research at the University of Innsbruck in Austria. His research project "Community and Civil Society in Austria: A Comparative Perspective" will compare state, market, and civil society developments in the United States, United Kingdom, and Austria. The Fulbright will enable him to expand his research on the "turn to community" as an alternative to the welfare state in Austria, a small nation where the social welfare state is still relatively intact. This is his time receiving the Fulbright Scholar award.

Identifying and responding to the research and evaluation needs of these entities will provide a means through which extramural funding, including interdisciplinary and translational research activities, may be increased. This connection, combined with increased scholarly visibility, will also enhance the School's ability to secure external research funding, including from federal agencies (e.g., NIH, NIDA, NIAAA, NIMHD, SAMHSA). This will occur by providing incentives for interdisciplinary research collaborations in identified areas of distinction. The School will also provide seed grants for collaborative faculty research, and seek to increase graduate assistantships to support faculty research projects.

GOAL 2: Be a Leader in Graduate and Professional Social Work Education

The School has achieved distinction in social work education that prepares practitioners through its MSW program, and scholars and educators through its PhD program to advance human well-being, human rights and social justice. Reflecting the breadth of expertise of our faculty, our curriculum provides students with critical practice knowledge and skills. The School's focused area of study and dedicated courses contribute to the emerging field of international social work. Faculty teaching in this area are distinguished by their research, practice experience, global connections, and commitment to global justice and transformative human rights curriculum and practice. In addition, the School is distinguished by its specialized courses on health disparities, poverty, economic justice, violence reduction, and urban issues.

Our specialized centers, institutes, and projects address a range of contemporary issues and professional challenges, and host conferences, workshops, and provide other educational opportunities.

- Black Studies Project
- Center for International Social Work Studies
- Nancy A. Humphreys Institute for Political Social Work
- Puerto Rican & Latin@ Studies Project

Our curriculum addresses contemporary social work practice needs, while reflecting the multi-dimensional nature of social problems. These are enhanced by the School's involvement and relationships within

International Scholar in Human Rights and Social Justice



S. Megan Berthold
Assistant Professor

Megan Berthold is a recognized expert on the long-term impact of trauma on the physical health and functioning of tortured Cambodian and other refugee and asylum-seeking populations. She is a leader in national and international organizations, such as the National Consortium of Torture Treatment Programs, International Society for Health and Human Rights, American Public Health Association, and Council on Social Work Education Taskforce on Advanced Social Work Trauma Education.

At UConn, she supervises social work students in the interdisciplinary Human Rights and Asylum Clinic.

UConn and the larger community. Efforts to strengthen our leadership in social work education will include further integrating evidence-based practices, and the infusion of human rights and trauma informed content. Content on interprofessional practice, including identifying areas of compatibility with other professions, will also be a focus. In addition, the School will promote student participation in interdisciplinary and interprofessional education (e.g., Urban Services Track, Asylum Clinic). Such efforts, will strengthen and support graduate students' preparation for culturally competent professional practice.

Our commitment to academic innovation will be strengthened by use of state-of-the-art teaching methods, including distance learning, on-line learning, and alternative formats. To promote teaching excellence, we will provide training for faculty in these teaching technologies. Further, to meet the diverse needs of social work professionals, the School will also seek to develop on-line certificate programs in areas of relevance to the professional workforce.

In response to the changing landscape of social work practice, the School promotes innovation in field education, the signature pedagogy of social work education. Efforts to ensure excellence in this arena will include the use of expanded field placement options and models. In particular, we will increase the number of field practicum units, promote group field supervision where relevant, support international field placements, and foster student exchange. These efforts will strengthen opportunities that support curricular objectives and students' ability to fulfill field education requirements. Further, the School will identify ways to enhance mechanisms for on-going dialogue between community field agencies and faculty to promote reciprocal exchange about field education.

Our Ph.D. program prepares the next generation of educators, scholars, and researchers who advance new ideas and innovation about social welfare and social work practice. Through the acquisition of research methodology and analytic skills, students are equipped to expand the social work and interdisciplinary knowledge base. Our graduates serve as professional leaders in higher education, human service agencies, and local communities.

Outstanding Educator, Researcher, and Engaged Scholar



Scott Harding
Associate Dean for
Academic Affairs &
Associate Professor

Scott Harding is the recipient of the 2014 Alumni Association Faculty Excellence in Teaching Award at the graduate level. He teaches “macro” social work, including courses on community organizing and social welfare policy. He has developed and taught a popular elective on war, militarism, peace and social work, and a new course on poverty and inequality in the United States. His research interests emphasize forms of community organizing to address social problems, and the relationship between conflict, human rights, and social welfare. He is currently co-authoring the first book about military counter-recruitment organizing in the United States.

The School is committed to its leadership position at UConn in recruiting and graduating a diverse student body. Our curriculum, projects and centers facilitate specific attention to the needs of African American and other populations of African descent, Puerto Rican and Latino populations, and immigrant populations. Through coursework and co-curricular activities, students also deepen their knowledge and competence in the varied aspects of diversity as it relates to social work practice.

To ensure our prominence as a leader in this area, we will develop new and continue existing recruitment activities, including outreach to historically underrepresented populations in graduate education; identify and secure funding for MSW and Ph.D. students; and develop and implement recruitment strategies to increase applications and enrollment for the Ph.D. program from a national and international pool.

The Outreach Office encompasses many of the School's outreach activities. These include professional development for social workers and other human service professionals, training grants, alumni relations and co-curricular programming in collaboration with faculty and the School's centers, institutes, and projects. The Outreach Office also provides administrative leadership for the School's website, marketing and advertising, and e-communications. Promoting the School's reputation and excellence is accomplished in a variety of ways, including the writing and submission of award nominations and the coordination of special events such as Hispanic Heritage Month, Black History Month, and Social Work Month.

GOAL 3: Sustain Excellence in Public Engagement

As a graduate school of social work, UConn SSW has a rich tradition of outreach and public engagement. These activities occur throughout Connecticut and the region as an integral part of our mission. Faculty offer their knowledge and expertise to communities and agencies through research, training, consultation and other professional services. Annually, over 300 graduate students participate in field education internships, which represents approximately 182,000 student hours of service. These endeavors promote health, social and economic justice,

Interprofessional Education



The Urban Service Track (UST) is a collaboration between the Connecticut Area Health Education Center (AHEC) and the UConn schools of Dentistry, Medicine, Nursing, Pharmacy, and Social Work as well as Quinnipiac University's Physician's Assistant Program. UST is designed to help prepare students to serve the medical needs of Connecticut's urban, underserved populations. The program is funded by federal and state grant funds.

Students attend learning retreats several times a year, each focusing on a topic and population related to community health, such as homelessness, child abuse, HIV/AIDS and mental health. Attention is given to how these conditions are experienced by particular populations such as veterans, immigrants, elderly, and adolescents and young children.

human rights and the improvement of human wellbeing, particularly in urban centers.

We will continue to be a leader in public engagement activities that address contemporary social, political and economic issues. We will accomplish this by strengthening our partnerships with state, national, and international organizations. A priority of our outreach will be to continue to respond to the needs of local communities in Connecticut, particularly diverse and vulnerable communities, by working with community organizations, municipal government, and residents. Central to public engagement activities is the integration of human rights and social justice principles. These endeavors will include providing assistance in developing, implementing and evaluating practice and policy; contributing research, scholarship and best practice knowledge; and utilizing faculty expertise to influence public policy at state and national levels. Improved mechanisms to identify, monitor, publicize, and recognize these activities will enhance visibility of our current efforts and promote development of future collaborations.

UConn SSW is one of the largest providers of professional development for social workers and other human service professionals in Connecticut and the region. With more than thirty-five years of experience, we sponsor seminars, post-graduate institutes, and certificate programs on a range of topics including adoption, grant writing, clinical practice, substance abuse, trauma, cultural competence and diversity, and supervision. Program instructors are experts in their fields and the topics they address are the most relevant to contemporary social work practice.

Our Strengths and Challenges

Our Strengths

UConn SSW offers a Ph.D. degree and a large MSW program with a rich array of specializations in the field of social work. Graduates play major roles in planning, administering, and providing social and mental health services in Connecticut, the region and beyond. Research and curriculum strengths include international social work and human rights; mental health, trauma and violence prevention and reduction; social and health

Collaborations with State Agencies

Improving the Lives of Children & Families

The School's Performance Improvement Center (PIC) works with the CT Department of Children and Families (DCF) to enhance their Community Support for Families (CSF) program. CSF connects low-risk families with community supports and services such as housing, food, employment, and counseling and informal supports, and gives caregivers a voice in developing their care plan with the goal being to reduce future reports of neglect or maltreatment.

The CT Partnership for Child Welfare Excellence is a 5-year federal grant with DCF. SSW is one of 11 University Partnership programs in the nation. Thirty-five MSW graduates will receive stipends to complete field education placements at DCF and have priority consideration for employment at the agency.

disparities; diversity and cultural competence; and community organizing, policy analysis and advocacy. Faculty excel in engaged scholarship and most are involved in extensive community service. A growing number of interdisciplinary collaborations within the University, including the School of Law, School of Nursing, School of Pharmacy, the UConn Health Center, and the Human Rights Institute will enhance scholarship and service.

With the pending move to downtown Hartford, there are new possibilities that can bring the School of Social Work closer to practitioners, policy makers, organizations, institutions, and communities committed to community revitalization in the Hartford region. This move also brings opportunities for enhancing and developing new relationships with the Hartford business community. Our presence in Hartford will thus be a significant asset for the City and the University in the future.

Challenges Confronting the University of Connecticut School of Social Work

The School faces several challenges, both externally and internally. These challenges need to be met successfully in order to advance our leadership, achieve excellence in social work education, and increase our national stature.

External Challenges

Within Connecticut, two new graduate social work programs have recently been established—at the University of St. Joseph and Quinnipiac University. Currently, both have fewer faculty members than UConn SSW, and both offer limited options for study. Quinnipiac’s program offers a specialization of social work in health care and the University of St. Joseph offers specializations in Latino Community Practice and mental health. These are areas in which the School has been involved historically as a leader and innovator. Additionally, Westfield State University in Massachusetts has established an MSW program with a focus on services for families and children.

While these programs are limited, they do offer competition in recruiting students. With sufficient support, the School can maintain its

Collaborations with State Agencies

CT Department of Social Services

UConn SSW and the CT Department of Social Services (DSS) have worked collaboratively for over twenty five years. The DSS Office of Organizational and Skill Development (OSD) is staffed by professionals from SSW who provide a all training, media and organizational development activities to nearly 2,000 DSS employees.

CT Department of Mental Health and Substance Abuse

The Research Division of the Connecticut Department of Mental Health & Addiction Services (DMHAS) is a nationally recognized research leader among state agencies. Division members are UConn SSW employees and conduct program evaluations, cost effectiveness studies, and investigate topics of relevance. Funding sources include the National Institute on Mental Health, other federal agencies, and the State.

preeminent role in offering diverse options in graduate social work education for students. Of note, none of these three programs offers options in the macro areas that are particularly strong at UConn SSW.

These programs also present challenges in terms of competing for field education placements. Obtaining high quality field placements for our students is a challenge on other fronts. Social work agencies face increasing financial stress, and some find it difficult to continue to devote the staff time necessary to supervise MSW students. Therefore, the School needs to develop new models of field education, particularly with respect to supervision, to address these issues.

Internal Challenges

Research Infrastructure

The SSW recently hired an Associate Dean for Research to lead the Office of Research and Scholarship. Staff are needed to support this office and assist faculty with all stages of the research proposal development and grant management process.

Expertise in Gerontology, Child Welfare, and Health

The School's faculty has historically included those with expertise in Gerontology, Child Welfare, and Health. Demographic and political trends suggest increased needs for research and practitioner preparation in these fields of practice. Recent and pending retirements create the need for hiring faculty with outstanding records of scholarship and teaching in these areas. Our hiring plan targets these areas of expertise.

Lack of Financial Support for Doctoral Students

The School has a limited number of graduate assistantships. As a result, doctoral students often seek outside employment which can prolong their time spent completing their degrees. In several instances, strong applicants have chosen other schools where more financial support is available. Identifying new forms of Ph.D. student support is vital to ensuring the program's sustainability.

Meeting Human Challenges



Nina Rovinelli Heller
Professor

Nina Heller, a member of the CT Suicide Advisory Board (CTSAB), consults with DMHAS and DCF and authored the forthcoming comprehensive CT Suicide Prevention Plan. Nina co-presented with the DMHAS and DCF CTSAB co-chairs and colleagues from the UConn Center for Public Health and Health Policy at the American Association of Suicidology in Los Angeles in April 2014.

Appendix A: Metrics

| | FY15 | FY16 | FY17 | FY18 | FY19 | Target |
|-----------------------------------------------------------------------------------------------------------|------|------|------|------|------|--------|
| UCONN SSW FACULTY RESEARCH | | | | | | |
| 1. Number of Books (per tenure track faculty) | | | | | | |
| 2. Number of Refereed and Scholarly Journal Articles (per tenure track faculty) | | | | | | |
| 3. Number of Book Chapters (per tenure track faculty) | | | | | | |
| 4. Number of Citations (per tenure track faculty) | | | | | | |
| 5. Percent of Tenured and Tenure track faculty engaged in externally funded sponsored research | | | | | | |
| 6. External Research Dollars (externally sponsored research expenditures) | | | | | | |
| 7. Total federally funded research expenditures | | | | | | |
| 8. Total externally sponsored research expenditures per full - time ranked tenured - tenure track faculty | | | | | | |
| 9. Number of Academic Honors and Awards | | | | | | |
| 10. Percent of Tenured and Tenure Track faculty with Terminal Degrees | | | | | | |
| UCONN SSW AS A PUBLIC LAND GRANT/ENGAGEMENT | | | | | | |
| 1. U.S. News Academic Reputation Score | | | | | | |
| 2. Total financial aid | | | | | | |
| 3. Number of degrees granted by type, | | | | | | |
| 4. Percentage of MSW Graduates residing in the state according to the Alumni Survey | | | | | | |
| 5. Percentage of MSW Graduates employed in the state according to the Alumni Survey | | | | | | |
| 6. Faculty members involved in Engaged Research | | | | | | |
| TEACHING & LEARNING | | | | | | |
| 1. University Mean SET | | | | | | |
| 2. Student Participation in Internships for credit | | | | | | |
| 3. Student Awards and Honors | | | | | | |

| | FY15 | FY16 | FY17 | FY18 | FY19 | Target |
|-------------------------------------------------------------------------------------|------|------|------|------|------|--------|
| 4. Pass rate on clinical licensing exams | | | | | | |
| 5. Fall semester credit hours per full---time ranked tenured---tenure track faculty | | | | | | |
| 6. Number of Courses taught on line | | | | | | |
| UCONN SSW GRADUATE EDUCATION | | | | | | |
| 1. Average GRE verbal score for doctoral students | | | | | | |
| 2. Time to graduation for MSW students | | | | | | |
| 3. Time to graduation for Doctoral Students | | | | | | |
| 4. Doctoral students placed in jobs/academic positions | | | | | | |
| 5. U.S. News Professional programs among the Top 25 | | | | | | |
| 6. % of Students receiving graduate assistantships | | | | | | |
| UCONN SSW COMMUNITY | | | | | | |
| 1. Student diversity by gender | | | | | | |
| Male | | | | | | |
| Female | | | | | | |
| 2. Student diversity by Ethnicity | | | | | | |
| Underrepresented | | | | | | |
| Black or African American | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Hispanic/Latino | | | | | | |
| Native Hawaiian or other Pacific Islander | | | | | | |
| Asian or Asian American | | | | | | |
| All Others—ETC | | | | | | |
| 3. Faculty Diversity by Gender | | | | | | |
| Male | | | | | | |
| Female | | | | | | |
| 4. Faculty Diversity by Ethnicity | | | | | | |
| Underrepresented | | | | | | |
| Black or African American | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Hispanic/Latino | | | | | | |
| Native Hawaiian or other Pacific Islander | | | | | | |
| Asian or Asian American | | | | | | |
| All Others—ETC | | | | | | |

| | FY15 | FY16 | FY17 | FY18 | FY19 | Target |
|-----------------------------------------------------------|------|------|------|------|------|--------|
| 5. Staff Diversity by Gender | | | | | | |
| Male | | | | | | |
| Female | | | | | | |
| 6. Staff Diversity by Ethnicity | | | | | | |
| Underrepresented | | | | | | |
| Black or African American | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Hispanic/Latino | | | | | | |
| Native Hawaiian or other Pacific Islander | | | | | | |
| Asian or Asian American | | | | | | |
| All Others—ETC | | | | | | |
| 7. % of Female Deans & Program Dir's | | | | | | |
| 8. % of Minority Deans & Program Dir's | | | | | | |
| 9. % of African---American & Hispanic Students | | | | | | |