June 5, 2010

Bernadette Gray-Little, Chancellor
University of Kansas
545 Lilac Lane
Lawrence, KS 66044-3184

Dear Chancellor Gray-Little:

At its June 2010 meeting, the Commission on Accreditation (COA) reviewed the Self-Study, the COA Letter of Instructions, the Site Visit Report, and the program’s response to the Report as the reaffirmation application for the baccalaureate and master’s social work programs at the University of Kansas (KS). The COA voted to reaffirm both program’s accreditation for eight years, ending June 2018.

Up to date information regarding reaffirmation, including timetables and fees, is available on the Council on Social Work Education Web site (www.cswe.org/reaffirmation).

Please be in touch with Dr. Suzanne Bushfield, Accreditation Specialist I in the Office of Social Work Accreditation and Educational Excellence (sbushfield@cswe.org), if there are any questions about this letter or the procedures and actions of the Commission of Accreditation.

Sincerely,

[Signature]

Wynne Sandra Korr, Ph.D., Chair
Commission on Accreditation

CC: Dr. Mary Ellen Kondrat, Dean
School of Social Welfare
March 8, 2010

Mary Ellen Kondrat, Ph.D., M.S.W.
Dean and Professor
University of Kansas
School of Social Welfare
1545 Lilac Lane
Lawrence, Kansas 66044-3184

Dear Dr. Kondrat:

Attached is a copy of the master’s and baccalaureate site visit report. The report requires focus upon the standards or concerns raised by the Commission in its letter of instructions to the site visitor.

Programs are expected to respond within 2 weeks of the receipt of the electronic copy to the site team’s findings in a report to the COA. In this response the program corrects all errors of fact and responds to the site team’s comments. By March 24, 2010, please submit to Dr. Suzanne Bushfield, program specialist, three (3) hard copies of the program’s response by mail and one (1) email copy (sbushfield@cswe.org).

The Commission will review the program at its June 2010 meeting. The COA uses the Self-Study, Site Visit Report and the Program’s response to determine program compliance with accreditation standards. A letter summarizing the COA’s decisions about the program’s compliance will be mailed to you shortly after the COA meeting when your social work program was reviewed. Should you have any questions, please contact me.

Sincerely,

Judith Bremner, D.S.W., M.S.W., Director
Office of Social Work Accreditation and Educational Excellence

JB/srb

Enclosure: Site Visit Report
The task of the Site Team was to collect information about specific standards, along with general information regarding AS 1.0, 6.0 and 8.0 during the visit. The report below includes several components:

(1) The modified Accreditation Review Brief Form (combined for BSW and BSW),
(2) The Site Team’s findings on the specific standards;
(3) A summary of the Site Teams general findings regarding AS 1.0, 6.0 and 8.0; and the
(4) The Site Team’s commendations and observations.

Site Visitors:
Amanda Duffy Randall, Ph.D.
Associate Professor
School of Social Work
University of Nebraska at Omaha (NE)

Cora Le-Doux, Ph.D.
Professor and BSW Program Director
Worden School of Social Service
Our Lady of the Lake University (TX)

Findings on Specific Standards Per Instructions Received

AS 1: PROGRAM MISSION, GOALS, AND OBJECTIVES

AS 1.3: The program demonstrates that it makes it constituencies aware of its goals and objectives.

Site Team Findings: Adequate

Comments: In meetings with faculty, students and field instructors, several avenues for disseminating program information were identified; for example, student orientations, use of social network tools, field instructor trainings, and the listing of program objectives in all course syllabi. In addition to the traditional student and program handbooks, web site, and catalogue, the program mission, goals and objectives are communicated in recruitment events, field learning contracts and evaluation materials.

AS 2: CURRICULUM

EP 4.4: Social Welfare Policy and Services: Knowledge & skills to: analyze organizational, local, state, national, & international issues in social welfare policy & social service delivery.
Site Team Findings: Adequate

Comments: While the program addresses organizational, local, state and national social policy and social delivery content, the content on international/global issues could be more explicit BSW and MSW curriculum.

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Site Team Findings: Adequate

Comments: In conversations with multiple constituencies, several examples were discussed which demonstrated students’ abilities to evaluate their own practices. Response documents were provided to CSWE by the School prior to the site team visit. Commissioners are referred to these additional items for action provided by the programs. See letter to Accreditation Specialist from Dean Mary Ellen Kondrat dated February 9, 2010.

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AS 3: PROGRAM GOVERNANCE, ADMINISTRATIVE STRUCTURE, AND RESOURCES

AS 3.0.4: Chief administrator has a full-time appointment to program; at least 25% release time for baccalaureate program.

Site Team Findings: Adequate

Comments: The BSW Program director has at least 25% assigned time to provide educational and administrative leadership.
University of Kansas School of Social Welfare

CSWE Site Visit Team

February 23-25, 2010

Site Visit Report Summary: AS1, AS6, AS8

The following is a summary of findings from conversations on general questions regarding AS1, AS6, AS8

AS 1: Program Mission, Goals and Objectives

The programs' mission statement is clearly articulated and the goals are related to key ideas in the programs' mission and to the purposes of social work education. The programs' stated objectives (BSW, MSW Foundation, clinical concentration and SWAAP) are derived from the program goals. Efforts should be made to ensure consistency across all program materials (web site and printed materials) of the listing of goals and objectives.

AS 6: Nondiscrimination and Human Diversity

The program described the efforts it makes provide a learning context that is non-discriminatory through efforts to recruit and retain racial, ethnic and sexual minority students and faculty. This challenge is continuous due to the population demographics of the state and region. The program engages in outreach efforts through involvement with community colleges and the selection of field educators and settings. Continuous effort is made to include diversity awareness in the curricula and learning experiences.

It was noted by the site visitors that the program has three faculty of color, with one associate level and two assistant level professors. Sexual minority faculty described a welcoming and open learning context. The programs' efforts to recruit and retain minority faculty will enhance the learning context regarding diversity issues, with particular attention directed to ensuring successful promotion and tenure of diverse faculty.

AS 8: Program Assessment and Continuous Improvement

The program has a clearly articulated assessment plan and mechanisms for feedback which is used for program improvement. Commissioners are referred to follow up documents submitted by the program. The program is using the findings to improve and change program curriculum and evaluation tools.

\footnote{List of School of Social Welfare administrators, university administrators, faculty, students, and field instructors attached to this report.}
University of Kansas School of Social Welfare

CSWE Site Visit

Commendations and Observations

Areas of Commendation

♦ On behalf of the Council on Social Work Education, the site visitors would like to express their appreciation for the flawless planning and scheduling as well as the hospitality extended during our visit. The faculty, staff, field educators and students have graciously communicated their thoughts and experiences, and have helped the site visitors by clarifying and elaborating on multiple aspects of the program. The site visitors appreciate the leadership of Dean Kondrat in the preparing for and facilitating the self study process and site visit. Students commended the Dean for her accessibility and involvement of students is multiple program aspects and praised her leadership of the School of Social Welfare.

♦ The site visitors commend the program for the comprehensive self study and supporting documents which were well written and organized, and provided a template for the visit.

♦ The site visitors commend the faculty for their commitment to the quality and integrity of the program, their devotion to their students, service to the community, and extensive research and scholarship. The strong curriculum in both the BSW and MSW programs are enhanced by the full-time faculty’s commitment to teaching courses across programs, and the evident learning demonstrated by students during the site visit. Faculty collegiality contributes to the positive learning environment for students; one student explicitly stated that he felt very cared for as a person in addition to being a student in the program, which was a sentiment echoed by several students. The variable workload scheduling option facilitates the faculty’s ability to balance research, service and administrative duties with the teaching assignments.

♦ The site visitors commend the School of Social Welfare and the office of the Chancellor of the University of Kansas for the reciprocal relationship of support, respect and open communication demonstrated during the visit.

Observations

♦ The site visitors observed the extensive range of theoretical content in the foundation program clinical concentration, with less explicit theoretical content in the SWAAP concentration. The faculty’s attention to balancing theoretical depth with breadth in the Foundation curriculum and clear articulation of theory in SWAAP would serve to
enhance the existing curriculum. In conversations with students, their articulation of theoretical frameworks learned lacked specificity and clear understanding.

- The site visitors observed the use of multiple labels and definitions to describe the program’s conceptualization of culturally informed social work practice (found in Program Goal 1). Attention to a consistent use of language and clear conceptualization of culturally informed practice in the BSW and MSW program including the advanced concentrations would enhance the existing curricula.

- The site team observed the strong emphasis on addressing the local, state, and organizational aspects of policy analysis and service delivery in the curriculum. Efforts to extend and link existing content to international/global issues would enhance the existing curriculum.

- The site team received feedback from the field instructors regarding three issues specific to the evaluation of field education. (1) The extensive and frequent narrative evaluation process did not contribute significantly to the learning process nor facilitate the desired level of critical thinking by the instructor or student regarding learning objectives. (2) The need to evaluate and streamline the current field education process, including learning contracts and evaluation tools was expressed by both students and field instructors. (3) Field educators identified the need for ongoing continuing education specific to the teaching and supervision process to enhance the achievement of program goals. The need for training in supervision by field instructors was also noted by students. The commitment of field educators to participate in and support the programs efforts to enhance the field education program was evident.

- It was noted by the site visitors that the program has three faculty of color, with one associate level and two assistant level professors. The programs’ efforts to recruit and retain minority faculty will enhance the learning context regarding diversity issues, with particular attention directed to ensuring successful promotion and tenure of diverse faculty.

- Student advising for Lawrence campus MSW students was communicated as uneven and inconsistent, with advising provided at the Edwards campus rated positively.

- Specific attention to elective courses offered in both advanced concentrations and the quality of teaching by graduate teaching assistants were among the issues noted by students as needing improvement.
| Program Mission, Goals, and Objectives | AS I 3
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<td>Evaluation materials:</td>
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<td>- Course syllabi</td>
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<td>- Handbooks, web site, and calculators</td>
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<td>- Traditional student and program</td>
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<td>- Program mission, goals, and objectives in all levels of program objectives</td>
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<td>In meetings with faculty, students and</td>
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February 23-25, 2010
University of Kansas School of Social Welfare
CSWE Site Visit Team Report
March 5, 2010
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<th>Time Frame</th>
<th>Description</th>
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<tr>
<td>2010</td>
<td>Social Work Practice</td>
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**Curriculum**

More explicit BSW and MSW issues could be contained within social policy and social delivery, organizational, local, state, and national frames. The program addresses the practice of the outcome and ensures that evaluative knowledge and skills are included in the curriculum.

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<th>Practice</th>
<th>Description</th>
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<td>EP 4.2</td>
<td>Assess the curricula with multiple stakeholders</td>
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**Notes**

February 29-3, 2010

University of Kansas School of Social Welfare
CSEW Site Visit Team Report
March 5, 2010
Diverse faculty:
Successful promotion and tenure of
minority faculty will enhance
curriculum and open learning contexts.

Minority faculty described a
problem of a lack of tenure-track associate level professors, sexual
issues among minority faculty and two
additional minority faculty.

If was noted by the site visitors that the
population demographics of the site
March 5, 2010
<table>
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<th>Program Assessment and Continuous Improvement</th>
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<tr>
<td><strong>AS 8.1</strong> Improve program community to staff</td>
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<td>plan, annual report, and monitoring tools</td>
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<tr>
<td><strong>AS 8.0</strong> Implement assessment plan and monitoring tools</td>
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<td>February 23-25, 2010</td>
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<td>University of Kansas School of Social Welfare</td>
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<td>CSWE Site Visit Team Report</td>
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<td>March 5, 2010</td>
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</tbody>
</table>
List of Constituency Contacts

Site Visit, February 23-25, 2010

Meeting with School of Social Welfare Administration and Staff
Dean Mary Ellen Kondrat
Associate Dean Rick Spano
Melanie Hepburn, Assistant Dean

Meeting with University of Kansas Administration
Dr. Bernadette Gray-Little, Chancellor
Dr. Fred Rodriguez, Associate Vice provost for Diversity and Equity

Meeting with BSW Director and Curriculum Committee attendees:
Lori Messinger, BSW Director
Christ Petr, faculty
Mary Berry, faculty
Alice Lieberman, faculty
Terry Koenig, faculty
Freda Herrington, Director of Field Education
Mahasweta Banerjee, faculty, Incoming BSW Director
Rick Spano, Associate Dean
Students: Kris Creten, Matthew Blankers, Anna Bailey

Meeting with MSW Director and Curriculum Committee attendees:
Jean Peterson, MSW Director
Terry Koenig, faculty
Steve Kapp, faculty
Ed Scanlon, faculty
Freda Herrington, Director of Field Education
Rick Spano, Associate Dean
Students: Jason Gerig (SWAAP), Kelly Loeb (Clinical), Alecia Douglas, (Foundation)

Meeting with Faculty of Color

Meeting with GLBT Faculty

Meeting with Field Instructors
Debbie Adams
Katie Cline
Brad Cook
Dorothy Devlin
Sandra Kelly-Allen
Matthew Roberts
Avis Smith
Alana Titus
Steve Walker
Jessica Welch

Meeting with Students (BSW and MSW)
Caitlin Schmidt
Namaste Manney
Sellers Terrell
Debbie Greenfield
Samantha Strobing
Kayla Hadd
Jess Bartlett
Leanne Martin
Erin Pullen
Kendra Long
Micaela Flitch
Jill Fitzmorris
Grace Townley
Dennis Alford
Rosamaria Grimm
March 22, 2010

Dr. Suzanne Bushfield
Program Specialist
Council on Social Work Education
1701 Duke Street, Suite 200
Alexandria, VA 22314

Dear Dr. Bushfield:

Enclosed, please find three hard copies of the KU School of Social Welfare’s response to the site visit report. This response has also been sent to you as an electronic document. Thank you for all your assistance in this process.

Sincerely,

Mary Ellen Kondrat
Dean
Response to “CSWE Site Visit Team Findings and Summary Report”

University of Kansas School of Social Welfare

Before we respond to the findings of the Site Visit team, we want to commend Drs. Le-Doux and Randall on the exceptionally professional way they conducted the entire site visit. They were task oriented, perceptive in their observations, and open and responsive to questions. As one faculty member noted: “It was just like a friendly conversation; they wanted to know about our program, and we wanted to talk to them about it.” We have a number of young faculty for whom this was the “first” of many they will experience over the course of their careers. We also have faculty who have been with the School for many years, and whose experiences with site visits have not always been positive. Both sets of faculty members reported that this was a constructive, affirming, and helpful experience.

In the remainder of this response, we will address each of the standards discussed by the team, in turn. Then we will respond to their observations. In each case, we will identify the page number in their report where the item may be found

Findings on Specific Standards Per Instructions Received

AS 1.3 (page 1) Program Mission, Goals, and Objectives.

Site Team Findings: adequate

Just an added note here: We recently unveiled a new website (December 2009), and are still tinkering with elements in that design to create greater consistency and uniformity among the various elements and between the webpage and printed documents.


Site Team Findings: Adequate
We agree with the site visitors that, although our coverage of international and comparative policy is adequate, it could be more explicit. As we move forward in planning for a more competency based curriculum, this is an area to highlight.


*Site Team Findings: Adequate*

No additional comment

**AS 3.0.4** (page 2) Chief administrator has a full-time appointment to program; at least 25% release time for baccalaureate program. (Reference to the BSW program director)

*Site Team Findings: Adequate*

No additional comment.

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**Summary Report: AS1, AS6, AS8**

**AS 1: Program Mission, Goals and Objectives (p. 3)**

Site visitors reported consistency and “flow” from mission statement through program objectives. They also noted correspondence between goals and the purposes of social work education. They observed that we could benefit from efforts to ensure consistency between website and printed materials.

**Comment:** As noted above, we recently unveiled a new website (December 2009), and are still tinkering with elements in that design to create greater consistency and uniformity among the various elements, and between the website and printed material.

**AS 6: Nondiscrimination and Human Diversity (p. 3)**

Site visitors reported on our efforts to provide a learning context that is non-discriminatory, and efforts to recruit and retain minority faculty and students. The many ways we reach out are documented in our treatment of Standard 6. This includes, among other things, duplicating our whole BSW program on the campus of a community college in an urban county with a high minority population (with great success in recruiting minority students). It also includes our 35 year relationship with Haskell Indian Nations University— supporting their students as they transition from Haskell into our upper division social work program, our commitment to the University’s Multi-Cultural Scholars Program (highly successful retention program), and more.
University of Kansas  
Site team visit: February 23-25, 2010

Site visitors stated that efforts need to be made to recruit minority faculty and to retain them through the tenure process. On this point, we believe we need to provide additional commentary.

**Comment:**

We want to be clear that we ourselves are not content with our numbers in regard to cultural and racial minority faculty. However, the comment in the site visitor report, taken out of context, could lead the reader to believe that we are not making a strong effort at recruitment and retention. This interpretation would be misleading.

**Recruitment**

Since our last accreditation in 2002, we have lost four senior, minority faculty—two to retirement and two who accepted administrative positions in other universities as per their own professional goals.

Currently, two of our six assistant professors (33%) are minority faculty – the result of our efforts to recruit strong minority candidates.

In addition, in our last two recruitment years we made offers to two more minority candidates, both of whom accepted positions in other universities. In each case, special efforts were made to make a position with us more attractive. This included additional incentives from our school’s endowment account to support research startup, travel, and professional development (in addition to the package normally negotiated with every potential hire). This account is set up specifically to help in recruiting promising minority candidates. Efforts also included negotiations by the School’s Dean with the Dean of the College of Liberal Arts and Sciences for summer salary from the Indigenous Studies Center (summer salary was critical to one candidate). The Dean also secured an agreement with the Provost for a so-called bridge line for any strong minority candidate who might be “discovered” at a time when we had no open positions.

**Retention: Tenure**

In any of our faculty searches, we are careful to hire candidates (whether minority or non-minority) who have a reasonable chance to succeed in the demanding environment of a large public, research university. We have a strong mentoring program in place, and young faculty are given constructive feedback on a regular basis and financial and consultative support for research efforts.

Both of our minority, assistant professors will be going up for tenure and promotion in fall 2010. They both have strong records, and there is every reason to believe they will be successful. One of these individuals is going up a year early, based on the strength of the scholarly record. Even with solid records, and positive feedback over time by the PRT Committee (PRT meets annually with each assistant professor to provide encouragement and constructive suggestions) and by
their individual mentors, the above individuals are still nervous about tenure. As you are aware, this is a fairly normal condition among untenured faculty. When these individuals met with the site visitors, they voiced their worry. We believe that this is background to the comment by our site visitors about recruiting and retaining minority faculty “with particular attention directed to ensuring successful promotion and tenure of diverse faculty.”

AS 8: Program Assessment and Continuous Improvement (p. 3)

Comment:

As noted in the self-study document and elsewhere, we are already beginning work on the development of a more competency-based curriculum and evaluation, in consultation with our University’s Center for Teaching Excellence.

Commendations and Observations

Areas of Commendation (p. 4)

Comment:

We thank the site visitors for their observations. Many of their comments support feedback we receive from the surrounding practice community, field agencies, and graduates.

Observations (p. 4-7)

Comment:

We appreciate the thoughtfulness of the comments made in this section of the report, and will be discussing the content and implications for action in our curriculum committees as we move forward.