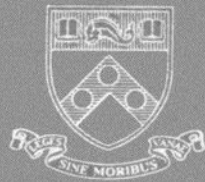


**Five-Year Plan
1987-1991**



University of Pennsylvania
School
of
Social Work

To the University Community:

The following document is the ninth in a series of School five-year plans to be published For Comment. This draft has been considered by the Academic Planning and Budget Committee, as well as by the University administration, and it will be revised periodically by the School. Readers are urged to bear in mind the University tenets on future scale, which can be found in "Choosing Penn's Future."

Comments concerning this draft should be sent to Dean Michael J. Austin, at the School of Social Work, 3701 Locust Walk/6214.

—Sheldon Hackney, President

—Thomas Ehrlich, Provost

School of Social Work Five-Year Plan: 1987-1991

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Overview

The Five-Year Plan of the University of Pennsylvania School of Social Work is a dynamic one, built on the School's rich seventy-six-year history and its present strengths, and with a vision of social work practice in the 21st century. While the fundamental priorities set forth in the plan such as teaching and research excellence, and student and faculty recruitment will remain unchanged, the plan will be reviewed and modified in each of the next five years to respond to new opportunities and challenges in a fast changing social environment.

The graduate programs of the School of Social Work address two different needs of the social work profession. The primary need is for masters degree graduates (MSW) who have built upon a strong undergraduate liberal arts foundation by acquiring the knowledge, skills, and values essential to the development of a skilled practitioner. The MSW social worker is capable of providing high quality services to individuals, families, groups, and communities. Graduates are recruited for positions as counselors, case-workers, and group workers in a wide variety of public human service agencies such as child welfare, corrections, and mental health, as well as an extensive array of volunteer agencies such as group homes for the developmentally disabled and shelters for battered women. In addition, a small portion of graduates assume positions as program planners and administrators, staff development specialists, and program supervisors. The second need of the social work profession is for doctoral graduates who have built upon their post-masters experience in order to acquire the research knowledge and skill for careers such as researchers, educators, and/or senior agency policy analysts, administrators, or clinical directors. The doctoral program is devoted to applied research on social welfare problems and human service delivery issues confronting our society. Graduates of the doctoral program can be found on the faculties of universities in this country and abroad, in senior management positions at the local, state, and national levels, and as deans of schools of social work. This plan was developed with these two primary needs in mind.

The plan begins with a discussion of the School's educational mission and social philosophy, moves on to a description of its present structure and curriculum implications of current social problem trends, and concludes with an outline of the School's future directions, current and future resources, and an action plan.

The five major goals of the School of Social Work over the next five years are to: 1) recruit outstanding students, 2) expand faculty strength, 3) enhance the research mission, 4) promote lifelong learning programs, and 5) increase the sources of stable funding. The specific rationale and objectives for these goals are noted in this plan along with the strategies needed to meet these goals.

School of Social Work

Five-Year Plan: 1987-1991

Educational Mission

The mission of the University of Pennsylvania School of Social Work is to provide direction for the social work profession by performing research to strengthen the knowledge base of social work practice, by maintaining high quality education programs at the master's and doctoral level, and by providing leadership in addressing social problems through its faculty and graduates. Social Work is a profession of hope. Its orientation is toward preventing social problems from occurring and toward finding ways of meeting the challenges of contemporary society, rather than ignoring need and suffering or tolerating situations that are unjust. Meeting these challenges requires harnessing existing services, helping people to develop their own resources, and mobilizing new resources; all are essential ingredients of the social work profession.

The mission of the School may best be seen in its four major domains, each of which represents a blending of the School's history and present strengths, and its view of the social environment now and in the coming century.

I. Providing Unique Graduate Programs: The School of Social Work offers a high-quality educational program, located in an ideal urban laboratory, the city of Philadelphia and its environs, and within a first-rate Ivy League university, where there are extensive opportunities for interdisciplinary research and education. The program is taught in small classes and through individualized learning, extensive field instruction and specially-designed research opportunities. The student body is a diverse one, drawn from throughout the country and a variety of foreign nations. The School has acquired a reputation for having produced the so-called "Penn Grad," a much sought after practitioner who is well-grounded in the practice of social work and skilled in the art and science of inquiry and research. Over the past seven decades, the School's faculty and students have developed a unique approach to social work practice, known as "the functional approach." This approach to providing services to individuals, families and groups is based on providing and evaluating intensive, time-limited assistance designed to increase the clients' capacity to deal with personal and environmental problems related to the mandates of the service agency. "The functional approach" is useful in providing social work practitioners with a sense of structure and process in their efforts to confront the challenges of contemporary society.

II. Promoting Leadership for the Profession: The School seeks to provide leadership in educating society about major social problems and their impact on individuals, families and whole communities. Its goal is to help members of our society shift their thinking from a dependency-oriented welfare mentality to an investment-oriented growth mentality by helping them know and understand the victims of abuse, homelessness, mental illness and abandonment. Investing in children, families, jobs and housing are essential ingredients of a humane society and provide the basis for preventing the emergence and spread of social problems. Leadership in these areas requires the application of faculty expertise (for example, social policy analysis, social work practice and research, and social planning and administration) combined with the creativity and energy of talented graduate students who engage in agency and community problem-solving. Faculty with joint appointments in the School and social service agencies provide an important campus-community bridge from which to provide that leadership.

III. Brokering Between the Profession, Higher Education, and Major Societal Forces: The School serves as a broker between the interests of the profession, higher education and society at large—three areas in which changes are happening at a rapid pace. Major recent societal forces include the immigration and displacement of minority groups, the shift from an industrial to a service economy, the emergence of a global economy affecting jobs and family stability, the spread of new interna-

tional diseases such as AIDS, the changing nature of the family, and the increasing recognition of the gender, lifestyle, and racial differences that relate to discrimination and oppression. Such social forces often spur innovations in agency practice that precede the development of creative educational programs. Therefore, the School attempts to be responsive to changes in the field by maintaining an open door to the social work profession. Finally, there are new demands in the field of higher education itself, which are expected to generate more innovative approaches to educating future practitioners, such as computer-assisted instruction, and more attention to the conduct of research on a wide variety of societal forces.

IV. Pioneering Innovative Programs: Institutions of higher education are expected to explore and to innovate, and in this context, the School of Social Work has a significant track record in the development of "functional social work," a theory of social work practice. In addition, the School has developed innovative social work practice in such settings as the work place, veterinary medicine, and the military. However, the School's longest and deepest commitment is to the promotion and evaluation of innovations in public and voluntary social service agencies. Practice-based research enhances the quality of teaching, provides agencies with new information to modify and plan services, and contributes to the development of a national and international knowledge base.

Social Philosophy

The social philosophy of the School of Social Work is an enduring feature of its institutional character. It grew out of the pioneering teaching and scholarship of faculty members who charted new territory in conceptualizing the nature of social work practice during the early days of the profession's development. Their ideas and contributions are now incorporated into the teaching and scholarship of more than ninety graduate and three hundred undergraduate social work programs throughout the country. Pioneering efforts continue today as the School of Social Work further refines the concepts and principles of functional social work within the context of our pluralistic and ever-changing society. The Penn tradition in social work education is clearly a synthesis of past contributions and current innovations in knowledge and skill development needed to address major social problems.

Even in the current climate of cuts in social programs and competition for scarce resources, the principles of the functional school of thought continue to provide a foundation 1) for teaching about social work practice, 2) for dealing with change in individuals and institutions by applying knowledge, values and skills along with the principles of professional responsibility and a recognition of the differences among people, and 3) for promoting change in organizations and communities through an understanding of cultural diversity, racial, and gender differences. These are central themes in assisting students to work toward the elimination of oppressive and discriminatory practices throughout the human services.

The School's social philosophy includes the following principles:

1) A humanistic psychology of human growth and development that focuses on the nature of human beings, the human condition and the social milieu in which people function today. The primary emphasis is on enhancing personal strengths rather than illness and on social change rather than the status quo.

2) A concept of service that supports this view of human behavior and is built upon the development of helping relationships between the client and the social worker.

3) An approach to service using the concept of agency purpose and function that gives direction and boundaries to the social work processes in addressing client needs and community responsibility. Agency functions change as a result of ongoing organizational self-assessment and changing human needs.

4) A comprehensive concept of social work practice that encompasses the common and unique features of direct service (advocacy, counseling, administration, etc.) applied to serving individuals, groups and communities.

5) A concept of specialization that builds upon a foundation of comprehensive social work practice. Current service demands require that professionals have knowledge and understanding in a substantive field of practice (e.g., health, aging, family and children, education and justice).

6) The concept of the duality of practice with responsibilities related to individual and systems change. This concept makes explicit the need for continuous review of agency purpose and function. In addition, the awareness and understanding of racism and all forms of oppression provide a basis for altering goals, standards, and methods of service delivery. The duality of the individual and systems perspectives provides opportunities to share evidence of unmet needs and unequal distribution of resources within the community in order to develop new resources or realign existing resources.

7) The concept of planned, intentional change includes the need to work continuously to link client needs with social resources. The goal in improving service provision is to provide equal opportunity based on values of distributive justice.

8) The concept of inquiry includes the importance of analyzing and evaluating the impact of social policies and the essential role of research in developing new knowledge and skills.

Building Upon a Solid Foundation

The School of Social Work educates future social workers at the master's and doctoral levels and provides opportunities for undergraduates to submatriculate and acquire a master's degree while completing their bachelor's degree.

The primary goal of the two-year master's program is to prepare social workers for leadership roles in providing social services to individuals, families, groups and communities. The curriculum consists of one year of foundation study, followed by a year of specialization. The foundation year includes courses in social work practice, research, social policy, human growth and development, and institutional racism. Students normally spend two days a week in class and three days a week in a field placement in a social agency. The second year is based on the student's selection of courses in either the family or health specializations, with the option of concentrating in one of the following areas: child welfare, aging, criminal and juvenile justice, education, or the world of work. During their second year of study students have field placements at agencies related to their specializations. Students develop an individualized study plan, which includes required courses, electives, field practice and a professional project. Students interested in the planning and administration of human service programs are able to pursue joint degree programs with the Wharton School and the Department of City Planning of the Graduate School of Fine Arts. The master's degree curriculum was thoroughly reviewed in 1986 as part of a self-study and was re-accredited for seven years by the Council on Social Work Education.

During the next five years, the existing master of social work (MSW) curriculum will be assessed with respect to the knowledge and skills needed for effective professional practice in the next century. These areas include case management, case and class advocacy, the development of social support networks and social skills training to enable clients to better utilize environmental resources. Practitioners will continue to need the social service skills of assessment, short-term intervention and promotion of self-help, and self-management approaches, along with related skills in public policy development, administration, service evaluation and accountability, program and resource development, and service delivery planning.

The goal of the doctoral program at the School of Social Work is to prepare students for leadership roles in teaching and research, senior management and policy analysis, and advanced clinical research. The overwhelming majority of doctoral students bring considerable post-masters experience to their doctoral studies. Doctoral students are encouraged to research social problems and to make creative contributions to strategies for dealing with those problems. They are expected to make a significant contribution to the planning of their individual programs of study.

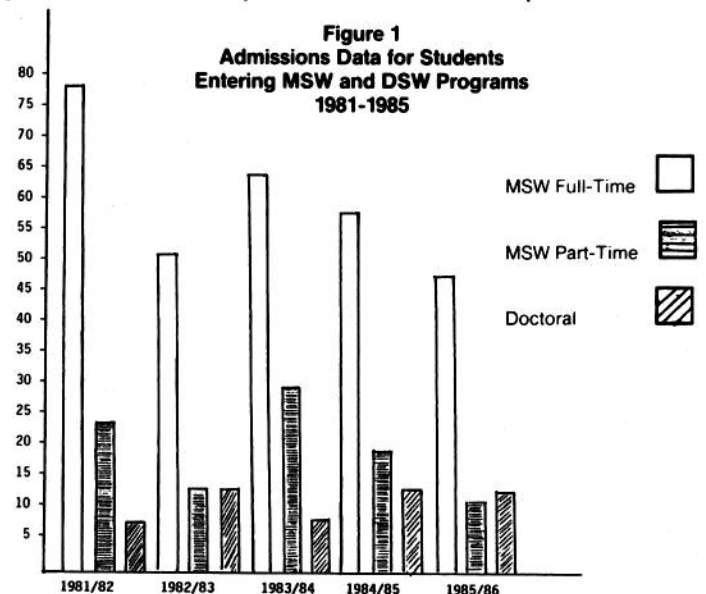
In the first year of full-time study, all doctoral students take six core courses, which are designed to build a common knowledge base. In the second year, they use elective courses to achieve in-depth mastery of a content area. The area of study chosen guides the selection of seminars offered within the School of Social Work or in appropriate departments

throughout the University. Students' individualized educational plans include seminars and other learning experiences needed to strengthen their area of study and to prepare them for their dissertations; the dissertation itself then becomes an integral part of the overall program of study.

In order to expand the second-year options for in-depth mastery, three new doctoral specializations have been developed in the areas of management, direct service and aging. A joint degree program on Management Research (DSW/MBA) has been designed in collaboration with the Wharton School. Similarly, a Clinical Research program has been developed with the Marriage Council of Philadelphia (DSW/AAMFT), and a joint degree program in Aging Research and Policy has been developed with the Social Gerontology Program in the School of Arts and Sciences (DSW/MA).

These new joint programs exemplify the School's plans to develop stronger links with other schools in the University and with the professional community. During the next five years the School intends to build upon these curricular links to foster collaborative approaches in research and practice as well. The doctoral curriculum will be reassessed during the next five years in order to refine course offerings and respond to research opportunities. Particular attention will be given to part-time course scheduling, minority student recruitment and retention, joint degree programming, student research and teaching experiences, and the conversion of the DSW degree to a Ph.D.

In the fall of the 1985-86 academic year, there were 130 students—100 in the master's program and 30 in the doctoral—enrolled in the School of Social Work. The number of entering MSW students has declined in the period of 1980-1985 by approximately 20 percent, and the number of entering doctoral students has remained constant, although the number of part-time doctoral students is increasing (Figure 1). During this period, the number of standing faculty has remained constant at 15 until 1985 when it was increased to 17. The current standing faculty consists of four professors, six associate professors, and five assistant professors.



Identifying Trends as a Basis for Preparing Future Leaders

The students who will be educated by the School of Social Work during the next five years will spend the majority of their careers as practitioners in the 21st century. To prepare them for leadership roles in the profession, the School must continuously assess national demographic and economic trends that have important implications for social work education and practice.

Demographic Trends

1. Changes Among the Old and the Young: Current United States census data reveal a major shift in the population's age distribution. For the first time in the country's history, there are more people over the age of 65 than under 18. The proportion of the population over age 65 will

increase steadily over the next few decades as the post-World War II "baby boom" generation approaches old age.

In addition to the increase in life expectancy, another trend that seems clear is that the aging population will include an increased number of frail elderly who will require long-term care and related social services from hospitals, home health care agencies, community-based care programs and other service providers. An important priority for the future, therefore, will be to prepare social workers for work with the elderly and to help our society generally to become more responsive to the needs of the elderly. Family support groups, respite care and related services will become increasingly important for caretakers who will need to care for elderly and physically disabled persons.

As the proportion of elderly in the population continues to grow, the share of young people aged 18 to 25 in the total population will continue to decline. These reduced numbers will produce a drop in both the pool of college applicants and the size of the entry-level labor pool, which is expected to decrease by as much as 25 percent. Educational institutions have already begun to feel the effects of this demographic trend and are seeking more non-traditional students such as those who are already employed in industry or who are otherwise considered in mid-career. The growing service economy provides a fertile ground for recruiting students interested in expanding their skills and knowledge of interpersonal and group relations.

There are also changing patterns of fertility rates among population subgroups: the fertility rate of white women is at an all-time low of 1.7 children per lifetime, while the comparable rate among black women is 2.4 and among Hispanic women is 2.9. Since one out of every two black children and two out of every five Hispanic children are raised in poverty, a greater proportion of children and young adults from groups "at risk" will be found in the 18-to-25 year old population. Therefore, while the proportion of young people in the total population will decline, a greater percentage of young people will need social services to help address the problems of poverty, truancy, unemployment, teen-age pregnancy, chemical dependence, violence and crime.

These trends challenge students and faculty to address such questions as:

- a. How should the needs of the elderly be balanced with the needs of the young?
- b. How can society build upon the strengths of the old and the young to the mutual benefit of all in society?
- c. How will the advocacy and lobbying needs of children and adolescents match the capacity acquired by the elderly?

2. The Changing Family: Perhaps the most dramatic demographic trend is the changing nature of the American family. Today, only a small minority of the nation's households are composed of the traditional model: a father working full-time, a mother at home and two school-aged children. There are more childless families, more single-parent households, more women postponing childbirth until later in life and more women combining motherhood and employment.

The nation's divorce rate is at an all-time high. Six out of every ten children born in 1983 will live in a single-parent home by age 18, and a growing percentage of single-family households in this country are headed by teen-age mothers of children born out of wedlock. The number of teen-age pregnancies is at its highest point ever, although the birth rate nationwide is at its lowest ever; out-of-wedlock births have quadrupled since 1950, now representing almost 20 percent of all births each year. In 1985, \$16.7 billion in federal and state welfare assistance was provided to mothers who gave birth as teen-agers. The rapid increase in teen-age pregnancy shows no signs of reversal, and social service agencies will continue to provide counseling, social support, family planning and parenting skills to these women to prevent them from becoming captured in the poverty cycle.

It is predicted that in ten years more than 65 percent of all mothers of school-age children will be gainfully employed; thus, a majority of the working population will have preschool and school-age children who will require day care. Already more than 70 percent of all children under age six whose mothers are employed are cared for outside of their homes. An expanded system of child care in this country will be needed, and the demands of child-care responsibilities will cause workers to pressure employers for new work arrangements and work-place child care. These developments, in part, are likely to contribute to the increasing need for

employee assistance programs in companies, corporations and nonprofit organizations throughout the country.

These trends challenge students and faculty to address such questions as:

- a. How do the profound changes in the American family structure affect the traditional approaches to delivering social services?
- b. How must social workers alter their understanding of human growth and development as well as interventive methods in order to effectively serve the changing American family?
- c. What new knowledge needs to be acquired and interpreted in order to help society recognize the needs of the changing American family?

3. Changes in Employment: As the shift from an industrial to service economy continues, a combination of factors including automation, foreign competition and declining profitability in the industrial sector, will displace 15 to 20 million blue-collar, technical and professional workers. Retraining these workers will constitute a major challenge to educational and technical institutions. The economic, social and psychological problems associated with displacement will be formidable, and the fallout from this process is certain to be reflected in the caseloads of social agencies in the form of child abuse, chemical abuse, mental illness, elder abuse, delinquency and crime. In addition to serving those in need, more prevention services will be required to serve displaced workers and their families.

These trends challenge student and faculty to address such questions as:

- a. To what extent is the United States part of a global community where the needs of its citizens are directly influenced by the needs of others around the world?
- b. To what extent do the challenges of unemployment, job displacement, factory closings, high-tech job expansion and the declining pay of service industry jobs become social welfare problems?
- c. How do the economics of governmental social policies affect the basic needs of those victimized by racism, illiteracy, sexism and the lack of equal opportunity?

4. Related Trends: The current downward trend of federal responsibility and financing for social and health service may continue in the coming decades; there appears to be strong public sentiment against new social programs at the federal level. Responsibility and authority for financing social programs have shifted to state and local governments, where new opportunities for social service program initiatives exist.

Given these demographic, economic, and political trends, it seems that the overall number of social service jobs will grow at a modest rate in the next decade with significant variations in different service areas. Opportunities for geriatric social workers, industrial social workers and those in health care settings will undoubtedly grow, while government service positions will remain static or decline. While there is likely to be a growing demand for service providers in the social and health service fields, social workers will compete for available jobs with both those in related human services professions (i.e., marriage counseling, nursing, and criminal justice) and individuals without advanced academic credentials.

Curriculum Implications

These trends will affect social work practice and education in several ways. Increased competition for the social service dollar in the political arena will require more organized and sophisticated lobbying by social welfare advocates. Students will need to gain a better understanding of social change, community organization, lobbying techniques and social policy analysis. In a society less inclined to support the rights of minority and disadvantaged persons when such protection entails staggering monetary obligations from the community at large, social workers will require a solid foundation in the legal and philosophical issues underlying these attitudes and an ability to effectively use the techniques of case and class advocacy on behalf of clients. Those advocacy and lobbying skills must be based on a firm foundation in social welfare policy development and analysis located in the MSW program.

In the decade ahead, there will be increasing attention given to the impact of worker dislocation, family support needs and the feminization of poverty. Handling these issues will require considerable skill in assessing social policy options and their relationship to the political and economic environment. The research competencies to address these issues should be high on the agenda of doctoral education.

The limitations placed on social service spending will be accompanied by a continued emphasis on cost containment. Prospective payment schemes rewarding the most efficient providers will be increasingly utilized. Public and voluntary programs will expect individuals and families to pay an increased share of the costs of services. Government agencies will contract with agencies that show the greatest output at the lowest cost. That trend is already apparent in the federal-and state-funded services that are being contracted out to nonprofit agencies and newly-emerging proprietary agencies. The change will bring about a concomitant shift in the employment of social workers from government agencies to the voluntary and for-profit sectors. As cost containment continues to be a driving force in social service management, students will need to acquire skills in program and resource development, marketing, grant-writing and program evaluation. Under these circumstances, the curriculum of the future needs to include the practice of case management, knowledge of the political and legal systems, program and resource development, and service evaluation.

While the specific curriculum strategies to address these trends are not included in this plan, extensive faculty planning is underway to create an educational program that takes these trends into account. These efforts are related to the primary goal of educating master degree graduates who will: 1) be employed soon after graduation in positions commensurate with their education and experience in a range of specialized fields; 2) demonstrate competence as practitioners who have excellent analytic and interactional skills; 3) promote innovative practice in agencies as well as program monitoring, evaluation, and dissemination of findings; 4) keep up with professional literature, participate in continuing education programs, make presentations at professional conferences, and publish papers on practice and the utilization and application of new knowledge and research; 5) take leadership roles in both human service agencies and professional associations. With respect to doctoral graduates, the goals include the education of graduates who will: 1) apply their research skills to the social problems confronting our national and international communities, 2) contribute to the development of new knowledge to enhance the profession, 3) educate future generations of social workers, and 4) provide public policy and/or agency leadership in the field of social welfare. These goals are consistent with the current priorities of the University of Pennsylvania, namely, the promotion of research activities and the enhancement of teaching and learning.

Future Directions

Based on the School's mission, five major goals and a number of related objectives (see Figure 2) have been established to provide an overview of the future directions of the School. The five goals are: I) Recruiting Outstanding Students, II) Expanding Faculty Strength, III) Enhancing Research, IV) Promoting Life-Long Learning, and V) Increasing Sources of Stable Funding. Each goal has related objectives and strategies for meeting those objectives. These goals have been developed with the anticipation that the size of the total University student body will remain constant or decline slightly and that the School's major enrollment increase will be in the area of continuing education and certificate programs. The ongoing development of the School will involve the consolidation of existing educational programs, the development of new curriculum offerings and the expansion of research and community involvement.

Substantial progress is being made in developing the School of Social Work into a regional and national presence in the social work profession. Collaborative models of teaching and research are being developed with world-class agencies in the Philadelphia area through joint faculty appointments, the first of which has been developed with the Philadelphia Child Guidance Clinic.

The School continues to expand its commitment to meet the needs of minority students and was recently awarded a grant from the Philadelphia Foundation to support minority students. The School also received a grant from IBM to support the development of a computer lab for students and faculty. Future grant development will be enhanced by the School's new development officer who will work in collaboration with an expanded Board of Overseers. The School's top priorities are to enhance its links to the community, increase its relations with foundations, expand the involvement of its Board of Overseers and increase alumni involvement in the School's development.

Current and Future Resources

Human Resources: A stable and committed faculty is an essential ingredient in maintaining the School's excellence. The majority of the faculty are deeply rooted in the Philadelphia area and have an extensive network of local professional and agency contacts. As a result of recent tenure decisions and retirements, the School has recruited five new faculty members, who will add to the current areas of expertise and thereby assist in addressing the curriculum implications of future trends. For example, faculty recruitment priorities included the areas of health, aging, child welfare, and research center leadership.

Similarly, the need to link faculty to available research sites to deal with current and emerging issues provides a unique opportunity to develop joint appointments. Joint appointments serve as a link for faculty and students to research sites, a strong base for securing grant funding, an opportunity to protect the research time for junior faculty and a source of revenue for the School. At the same time, senior faculty have the opportunity to pursue joint appointments with agencies in either research or the practice areas of case consultation, program development and staff development. Traditional secondary appointments on campus are already utilized by some faculty members who teach in other departments, promote interdisciplinary collaboration and generate tuition revenue for the School. With the establishment of a new computer lab, faculty will have additional opportunities to develop their skills for incorporating the use of computers into the instructional and research aspects of the curriculum.

The School is authorized to employ seventeen standing faculty, and this number will remain constant for the next five years. The School has approximately twelve part-time faculty, who primarily teach specialized course electives related to a field of practice or practice method, and approximately 125 part-time field instructors, who supervise one or more

Figure 2
Goals and Objectives and Strategies

Goals and Objectives	Strategies
Recruiting Outstanding Students 1. Increase applicant pool 2. Increase amount of financial aid 3. Increase part-time enrollment 4. Increase minority enrollment 5. Expand joint degree programs	Deploy special recruitment staff Increase giving from private sector Expand interdisciplinary degree programs Admit students with demonstrated leadership potential
Expanding Faculty Strength 1. Increase probability of tenure 2. Improve research climate 3. Enhance subject matter expertise 4. Develop instructional innovations 5. Increase number of women and minority faculty	Create interdisciplinary/inter-school linkage Establish a clinician/educator program Establish a faculty development program Recruit faculty of proven distinction
Enhancing Research Mission 1. Increase number of funded faculty investigators 2. Promote joint sponsorship of research with social service agencies 3. Expand research opportunities for graduate students 4. Integrate use of computers into teaching and research 5. Develop two to three centers for applied research and technical assistance 6. Expand the activities of the Lazarus-Goldman Center for the Study of Social Work Practice	Provide workload incentives and funded consultation Establish faculty joint appointments with agencies Expand program of research assistantships Establish computer lab and equipment for faculty Establish foundation funded centers with five year seed grant 1987-Center for Research and Education on the Workplace 1988-Center for Youth Development Research and Education 1989-Center for Research and Education on Services to Women
Promoting Lifelong Learning 1. Develop comprehensive continuing education program 2. Develop special programs for alumni 3. Develop post-masters certificate programs	Appoint a director of continuing education Expand Alumni Day activities Expand second year MSW curriculum into advanced course of study
Increasing Sources of Stable Funding 1. Develop endowment program 2. Increase foundation support 3. Increase alumni involvement in annual giving	Deploy development officer Expand role of alumni relations coordinator

students in an agency field placement. This talented group of seasoned practitioners is an invaluable resource in assisting the School with the education of future social workers and will be more actively involved in future curriculum discussions.

The administrative staff of the School represents one of the key ingredients in its program excellence. The dean coordinates the work of the associate dean, the development director, the research center director and the business administrator. The associate dean coordinates the work of the assistant dean for admissions and student affairs; the director of field placement; the registrar; and the doctoral program director. The administrative staff is supported by six members of the secretarial staff. These administrative and support staffs will need to be supplemented in the years ahead by the addition of a student recruitment specialist to assist with admissions and a coordinator of continuing education. The additional staff are needed to address the goal of increasing the enrollment of minority students, students from outside the tri-state region, and social service agency personnel in continuing education programs.

Alumni: Over the past 76 years, almost 5,000 people have received master's and doctoral degrees from the School of Social Work. Today, 3,600 living alumni represent the School in the profession all over the world. Twelve alumni are now deans of other schools of social work; dozens more are directors or executive directors of social service agencies. A growing number of Penn alumni have taken positions in gerontology, industry and health care—fields which present future growth for the profession.

The alumni have always played an important role in the School, with several serving on the School's Board of Overseers, and a large number, especially in the Philadelphia area, serving as field instructors for students in agency placements. Alumni have long been influential in recruitment as well, and for decades, recommendations from a supervisor or colleague who is an alumnus of the school have been a primary reason students have chosen Penn's School of Social Work. For many years, the School has had an active alumni association, sponsoring alumni activities, conducting the annual giving drive and fostering communication between the School and its graduates.

As the School plans for the future, it will seek to strengthen and improve its relationship with alumni. The alumni association is already planning to expand its membership and programs, and it recently established a new committee structure to involve more alumni in curriculum, recruitment, publications, Alumni Day planning and annual giving. The School will work with the association as well as with individual alumni to elicit their support and involvement in achieving the School's long-range plans.

Board of Overseers: The School's Board of Overseers has long been supportive of the School's goals and activities, giving generously of its time, energy and advice. The School will continue to look to its Board for such support in the years ahead. The current Board membership includes a strong contingent of representatives from community agencies and other not-for-profit groups. To prepare for the changes in the profession suggested by demographic and economic trends discussed earlier, the School will broaden the base of representation on the Board of Overseers to include more individuals from the for-profit sector and the business community. Leadership from a strong Board will be crucial if the School is to accomplish its long range goals, particularly when it comes to making use of existing resources and assisting in identifying new resources.

Facilities: The School is located in the Caster Building on Locust Walk at the center of campus. The 22-year-old building was built by the Commonwealth of Pennsylvania and has space for offices, classrooms, a computer lab and a library. The building has an inadequate amount of classroom space, requiring the use of space elsewhere on campus, and minor renovations are projected over the next two years to add one classroom, a student lounge and research office space as well as to upgrade the heating and air conditioning system. Over the next five years, additional classroom space will be needed to accommodate the growth of the continuing education program. Additional space will also be needed to house audio-visual equipment as well as to provide studio space for videotaping.

New Resources for Addressing the Future: The administration of the School is committed to continuing the pursuit of grants and contracts for research and services and to assisting faculty members increase the

amount of grant-funded research in their areas of expertise. Services currently provided under contract include the Penn Children's Center, the Faculty/Staff Assistance Program, the Navy Family Service Program and the Hispanic Child Welfare Training Program. In addition to these contracts, more long-term funding will be sought to support Centers of Excellence in the School and special endowments.

Centers of Excellence: A Center of Excellence is designed to address a set of community issues of national significance through special areas of commitment and expertise within the School. Each center would be directed by one or more faculty members and would promote research, technical assistance and continuing education. The first of these centers, established by the School through foundation support, is the Center for Research and Education on the Work Place. Its major thrust is to work on issues that cut across for-profit and not-for-profit organizations, and research will be conducted on employee assistance programs, work and family issues, and the impact of job displacement and relocation. Industrial social work is an emerging field of practice holding considerable potential for research and education.

Other Centers of Excellence are being considered, including one that focuses on youth development and related child welfare issues such as foster care, physical and sexual abuse, mental health, delinquency and unemployment. It would draw upon the considerable family and child welfare expertise of the faculty. Another center might focus upon women, with special emphasis on the health care needs of elderly women, elder abuse, chemical dependencies, teen-age pregnancy and the mental health care needs of women. Such a center would draw upon the health and aging expertise of the faculty of the School and the University.

Development Plans: The School's long-range plans will require additional financial resources to support the School's expansion in new directions. The bulk of the School's present revenues is derived from tuition. The high cost of Penn's MSW, when compared to both competing institutions and the salary graduates can expect to earn, makes it increasingly difficult, however, to look to tuition for additional revenue. Government aid, which in the 1960s and early 1970s brought the School ample funding for programs and traineeships, has declined in recent years, and will probably not be a source of new revenue in the future.

Thus, the School must develop innovative alternatives for funding its new initiatives. Some of those new projects such as the continuing education program will be revenue-producing; others such as joint faculty appointments with community agencies will provide creative ways to share expenses with other organizations.

The School also plans to increase its revenue by seeking funds from the private sector. Currently, only a small percentage (2 percent) of the School's revenue comes from gifts and grants from private sources—alumni, friends, foundations and corporations. Present and future economic factors will require new efforts to pursue support from the private sector.

The School's fund-raising objectives, which flow from the new directions it desires to take, include finding term and endowed support for student aid; faculty development, including two endowed chairs; new research initiatives; and a computer laboratory. The bulk of support is needed for endowment, which is traditionally raised from alumni and others closely allied with the institution. The School, which has attracted modest annual giving support and a few foundation grants in the past, is cognizant of the fund-raising challenges. It will embark upon a carefully planned program of research, identification and evaluation of prospects and will assess fund-raising potential in relation to key long-range plans.

Recognizing that raising funds is a gradual process which must be continually fostered over a period of years, the School realizes that one of the first steps in the process is heightening public awareness of the social work profession. The changing role of the social worker and the contributions the profession makes to improve the quality of life are messages which need to be communicated to the public. By heightening public awareness of social work, the School will increase its ability to have individuals and organizations identify with its mission and support its programs. One specific plan to this end is being carried out through the leadership of the Board of Overseers, which plans to sponsor an annual Social Concerns Conference. The conference would be geared to the Philadelphia business community and would deal with topics that are relevant to business executives and for which social work can provide guidance and direction.

Financial Resources: History and Projections

Figure 3 provides comparative data for unrestricted revenues and expenses over the past five years as well as projections for the next five years. Overhead recoveries and other income aside, the past and projected distribution of revenues includes:

	1981	1985	1991
Graduate Tuition	57.0%	56.1%	56.0%
Undergraduate Tuition	2.6	1.9	2.0
Subvention	27.5	28.6	28.0

As noted earlier, enrollment suffered some decline from the level of the early 1980s but has stabilized. To maintain this stability, increase the number of minority applicants, and be able to select the best and brightest students, additional efforts will be made to increase the pool of eligible applicants. To meet steady-state projections, the School will continue to require the current level of University subvention in order to attract students who might be discouraged by Penn's high tuition. "Steady state" is defined as steering a conservative course in enrollment projections and student financial aid during a time when 1) there are considerable shifts in the demography of undergraduate students and social science majors, and 2) there are economic changes that affect the financial ability of social service agency employees to pursue graduate education on either a part-time or full-time basis. A marketing survey is planned to assess the potential for attracting agency personnel to graduate study as well as the feasibility of constructing programs that use summers and the intensive semester format.

Action Plan

The top priorities over the next five years concern faculty development and student recruitment, and excellence in teaching and research. Student recruitment will receive increased attention and special staff support with the goals of expanding the applicant pool of the master's program.

increasing the number of minority students and the number of part-time students in the master's program, and increasing the number of full-time students in the doctoral program. The following enrollment projections for students in both years of the MSW program and three years in the DSW program are part of the action plan:

Student Enrollment	1987-88	1988-89	1989-90	1990-91	1991-92
MSW	100	105	110	120	130
MSW Part-Time	10	15	20	25	30
MSW Sub-Matrix	3	6	9	12	15
DSW	5	7	9	12	12
DSW Part-Time	10	11	12	12	12

To achieve the education and research goals, a continuing education program will be developed and the research activity of the faculty will be expanded. The continuing education initiative will focus on a comprehensive program for practitioners and lay leaders, special programs for alumni and the development of certificate programs. The teaching excellence of the faculty will be more actively promoted on campus and in continuing education programs. While no major curriculum changes are proposed over the next five years, more effort will be devoted to promoting greater use of courses in other departments on campus as well as more inter-disciplinary research collaborations. The expanded research activity will involve faculty joint appointments with agencies, increased grant proposals, use of the computer lab and the development of Centers of Excellence. All of these priorities will be enhanced by a development program that will seek endowment for special chairs and programs. All of the programs will be implemented in consultation with alumni and members of the Board of Overseers.

To be successful, faculty career development plans, budget planning, and faculty recruitment will be linked to the plan. It will require the creativity and commitment of the School's faculty and colleagues both on and off campus.

Figure 3: Income and Expense History and Projections 1981-1991

School of Social Work Unrestricted Funds Budget Profile (in thousands of dollars)

	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991
Revenues											
Tuition											
Net Undergraduate Guarantee	9	13	13	23	23	58	40	69	72	76	80
Graduate	879	832	767	896	945	873	824	898	943	990	1040
Graduate Summer	14	21	20	22	25	35	19	20	21	22	23
Special Fees	6	6	6	6	6	5	10	11	12	13	14
Investment Income	6	6	7	7	8	9	10	11	12	13	14
Annual Giving	28	26	29	33	35	37	51	54	57	60	63
Indirect Cost Recovery											
Endowments	3	3	3	3	4	4	5	5	5	5	5
Grants	33	41	33	36	63	80	88	87	91	96	101
Other	1	0	11	13	0	0	3	0	0	0	0
Sales & Services	114	98	118	101	114	130	115	133	140	147	154
Total Direct Revenues	1093	1046	1007	1140	1223	1231	1165	1288	1353	1422	1494
University Subvention											
Program	368	395	376	414	448	585	1337	1438	1464	1516	1577
Student Financial Aid	63	73	60	46	46	46	31	29	30	32	34
Bank Transaction	12	26	-3	-13	-45	-59	-79	-92	-74	-59	-47
Total Revenues	1536	1540	1440	1587	1672	1803	2454	2663	2819	2981	3146
Expenses											
Direct Expenses											
Salaries & Wages	719	798	801	766	817	919	965	1124	1180	1239	1301
Employee Benefits	180	181	195	213	231	268	268	275	289	303	318
Benefit Recovery Allocation								20	0	0	0
Current Expenses & Equipment	107	95	110	122	95	132	134	108	113	119	125
Expense Credits	0	-110	-65	-64	-67	-111	-98	-110	-116	-122	-128
Graduate Student Financial Aid	268	297	248	337	419	372	359	459	482	506	531
Total Direct Expenses	1274	1261	1289	1374	1495	1580	1628	1876	1969	2067	2170
Indirect Expenses											
Operation & Maintenance			112	123	123	123	116	114	120	126	132
General Administration			77	75	80	83	93	92	97	102	107
General Expense			112	95	96	109	147	146	153	161	169
Net Space			4	5	5	6	7	8	9	10	11
Library			0	0	0	0	463	426	447	469	492
Total Indirect Expenses	392	330	305	298	304	321	826	786	825	866	911
Total Expenses	1666	1591	1594	1672	1799	1901	2454	2662	2794	2933	3081
Performance	-130	-51	-154	-85	-127	-98	0	1	0	0	0

Note: Increment of 5% used in all categories from 1989 to 1991.