Portland, Oregon

Dean
School of Social Work
Portland State University
LEADERSHIP PROFILE
May, 2013

WITT / KIEFFER
THE OPPORTUNITY

Portland State University (PSU) seeks a dynamic leader as the next dean of its School of Social Work and invites expressions of interest. Reporting to the provost and vice president for academic affairs, the dean will be responsible for providing leadership in academic education, scholarship, fund development, and community engagement for one of the top schools in the nation. With a strong focus on social welfare research, recognized educational programming, and active community engagement in social justice and service, the School of Social Work hosts a range of programs and initiatives. Educationally, the school prepares human service practitioners across the state and nationally through four degree programs: Ph.D. in Social Work and Social Research, Master of Social Work, and Bachelor of Arts or Science in Social Work and Bachelor of Arts or Science in Child and Family Studies. The School’s research and training centers bring in over $10M per year in funded projects and over forty years have contributed to changes in national policy and informed theory and practice across a range of social work practice areas.

The new dean will have the opportunity to build on the accomplishments of the faculty and the former dean including enhancing the School's national reputation, further developing a strong and productive faculty, attracting well-prepared and deeply committed students, strengthening scholarship, expanding external funding and private support, and increasing the number and quality of partnerships.

The selected candidate will be a recognized leader in research, teaching, and public service with experience in engaging social issues in a wide variety of settings. Position requirements include administrative experience, proven success in external fund development, and credentials that merit appointment at the rank of full professor at Portland State University. The information that follows in this leadership profile provides an overview of the university and the School of Social Work.

Nationally recognized as a leader in community engagement, Portland State University is a center of opportunity for over 29,000 undergraduate and graduate students. Located in Portland, Oregon, one of the nation's most livable cities, the University's innovative approach to education combines academic rigor in the classroom with field-based experiences through internships and classroom projects with community partners. The University's 49-acre downtown campus exhibits Portland State's commitment to sustainability with green buildings, while many of the more than 226 bachelor, master and doctoral degrees incorporate sustainability into the curriculum. PSU's motto, "Let Knowledge Serve the City," inspires the teaching and research of an accomplished faculty whose work and students span the globe. The themes that guide PSU’s work are:

- provide civic leadership through partnerships
- improve student success
- achieve global excellence
- enhance educational opportunity
- expand resources and improve effectiveness.
Please refer to the website below for further explanation of the President’s Vision and Initiatives. 
http://www.pdx.edu/president/vision-and-initiatives

Potential candidates and those wishing to identify candidates should review the Procedure for Candidacy at the end of this document.

PORTLAND STATE UNIVERSITY

HISTORY

Over the last 66 years Portland State University has developed from a temporary extension center to its position today as a nationally recognized urban research university, the largest and most diverse in the Oregon state system. The institution was first established as the Vanport Extension Center in June, 1946 to satisfy the demand for higher education in Portland for returning World War II veterans. Classes were held in the vacated-for-summer Vanport Junior High School. That first summer session had 221 students. Over 1,410 students registered for the 1946 fall term.

Following the Vanport Flood of 1948, the college became known as "the college that wouldn't die" for refusing to close after the flood. The term was coined by Lois Hennessey, a student who wrote about the college and the flood in the Christian Science Monitor, though students nicknamed the school "The college without a future." The school occupied Grant High School in the summer of 1948, then moved to hastily-converted buildings at the Oregon Shipyard, known as the Oregon Ship. In 1953, the school moved to downtown Portland and occupied the vacated buildings of Lincoln High School on SW Broadway Street, including the "scabby" Lincoln Hall, then known as "Old Main." The school in 1955 changed its name to Portland State College to mark its maturation into a four-year degree-granting institution.

Portland State University continued to grow with graduate programs added in 1961 and doctoral programs in 1968. The institution was granted university status by the Oregon State System of Higher Education in 1969, becoming Portland State University (PSU).

In recent years, Portland State University programs have attracted national attention. When PSU replaced its traditional undergraduate general education distribution system and adopted a new interdisciplinary program, University Studies in 1994, it received national press and institutions all over the country visited the PSU campus. For the ninth consecutive year, U.S. News & World Report has recognized University Studies and on multiple occasions has listed it as a "Program to Look For."

Student diversity and engagement with diverse communities was increased with the expansion in the last ten years of the Black Studies program, the development of the Chicano-Latino Studies and Native American Studies programs, and the opening of the Native American Student and Community Center.
Portland State University programs continue to garner national recognition and rankings. The university has been ranked #10 in the Up and Coming Schools – National Universities (US News and World Report 2012). The university is ranked among the "Best in the West" and as a "College With a Conscience" by the Princeton Review. The Master of Business Administration is ranked #14 in the world by Beyond Grey Pinstripes (2011-12). The School of Social Work, ranked #33 of national schools (US News and World Report, 2012), and is part of an array of Portland State University programs that continues to be nationally recognized.

A seminal moment in our institution occurred in September, 2008, when the James F. and Marion L. Miller Foundation awarded Portland State University a ten-year $25 million challenge grant to enhance and expand its sustainability efforts. The grant is the largest amount in the history of the Foundation and at Portland State. Both the $25 million Miller grant and the funds raised to match it are being used exclusively for the advancement of sustainability in program offerings, including research and engagement with community partners.

PSU TODAY

Portland State University is the largest and fastest growing school among the seven institutions in the public Oregon University System. PSU has over 29,000 students – approximately 23,000 undergraduates and 6,000 graduate students. Some 58 percent of the students are full time, approximately 75 percent are residents of Oregon and 75 percent are transfer students.

In recent years, Portland State has increasingly added more doctoral programs as it has grown from its original mission as a liberal arts undergraduate college into a comprehensive research university. Recently added doctoral programs include mathematics, biology, chemistry, computer science, applied psychology, engineering and technology management, mechanical engineering and sociology. It is also building its research capability in targeted areas, notably one of which is the social determinants of health.

Portland State University offers 226 degree programs as follows: 99 bachelor programs, 89 master and 38 doctoral programs. For the 2011-2012 academic year, PSU awarded a total of 6,039 degrees, including 4,320 bachelors’ degrees, 1,654 masters’ degrees and 65 doctoral degrees. The students are taught by 1,775 faculty, including tenured, tenure track and fixed term faculty. The faculty and staff are represented by three collective bargaining units. Collective bargaining plays a strong role in the university’s governance. The state and the university provide attractive employment benefits; see www.pdx.edu/hr/benefits.
The university is strong financially, however, recent reductions in state support are certain to have continuing impacts: the university anticipates a two percent reduction in the coming fiscal year and a five percent reduction in the following year.

THE SCHOOL OF SOCIAL WORK

Changing Lives, Changing Communities

The Portland State University School of Social Work is among the top 20 percent of the nation’s social work programs and is committed to meeting critical research, education, and service needs regionally and nationally. Students in the School of Social Work are diverse, representing various cultures and ethnic groups, and they bring with them employment and life experiences that enrich classroom and field learning. Students study with outstanding faculty and scholars in an intellectually stimulating and culturally responsive environment. Practicum experiences in social service agencies and governmental offices throughout the Portland region, the state of Oregon, and in neighboring states are a part of the education programs. The School of Social Work occupies premiere facilities on the campus, with classrooms and faculty and staff offices in a new building with LEED Gold certification as well as research and training office space on two floors of a building also housing the university’s president, provost, and top administrative units for academic affairs and research.

Mission

The School of Social Work is committed to the enhancement of the individual and society. We are dedicated to social change and to the attainment of social justice for all people, the eradication of poverty, the empowerment of those who are oppressed, the rights of all individuals and groups to determine their destiny, and the opportunity to live in cooperation.

Strategic Initiatives

The School has developed seven strategic priorities supporting the university’s strategic plan that are:

- provide leadership in social sustainability
- expand engaged research and training
- increase private fundraising
- sustain School of social work leadership through strategic partnerships
- improve student success
- strategically grow and manage student enrollment
- grow a diverse and innovative community across teaching, research and service.
School of Social Work Values

We treat each other with kindness, respect, consideration, thoughtfulness and dignity.

We will not tolerate behavior that makes any person feel unsafe, including any discrimination against race, religion, ability, sexual orientation or gender expression or any oppression. We will gently and respectfully interrupt any form of discrimination. We will listen, grow, change and stay committed to one another and the process of learning.

We will make mistakes, but we stay committed to not making the same mistakes over. We will be accountable for our actions, saying we are sorry when it is needed, and finding the tools to be good supports and allies to each other. We will communicate the work we are doing to be good allies when needed.

We will take time with one another and listen to understand. We will support the voices and leadership of others.

We remain committed to the ongoing work and self awareness necessary to advocate for equity, social justice, and the right for all people to have an opportunity to thrive. We realize this work never really ends and we are all always learning.

We will bring solutions to the table, not just problems. We will be part of the solutions.

We will treat each team member as an individual with their own, valuable, skill set. We will honor individual and new ways of doing things. We will support learning of new skills and new leadership development. We will not participate in degradation based on rank, role or affiliations.

We will act with honesty, integrity and commitment to the School of Social Work and each other; including staff, faculty and students.

Active listening and personal accountability resolves conflict. We will make sure that everyone has a voice by stepping back (making room for others by talking less) and stepping forward (finding our voices).

We will remember and seek out the goodness and humanity in others. We will use the “human goodness” model – everyone is good, it’s our behaviors that are not always good.

We actively work to resolve conflict peaceably. We will practice told for resolving conflict. This will be a part of our professional responsibilities and our work together

We proactively strive to create a supportive and collaborative work environment that encourages teamwork. We will not humiliate anyone. We will do safe, healthy venting, ask for what we need from one another in a healthy way, listen and stay committed to work out conflict with each other.

Changing Lives, Changing Communities
Programs

BSW Program

The Bachelor of Arts degree with a major in social work began in the Fall 2008 with a cohort of 34 students in the first class. The BSW program currently has 120 students. The BSW program was accredited by the CSWE on June 11, 2011, and is current until 2015. The School is the only public institution of higher education in Oregon with this degree.

BSW students take courses as a cohort with classes on social justice, policy, research, HBSE, practice, field, allied with CSWE 2008 competencies and practice behaviors assessed utilizing TaskStream, an e-portfolio system. Students have a professionally supervised 500 hour field internship in a variety of settings in their senior year. The BSW program prepares graduates to become professional entry-level generalist social workers to work in a wide variety of community based, family-centered human services organizations in both the public and private sectors. Graduates are able to work in a variety of settings and areas including but not limited to: mental health, homeless shelters, child welfare, health care, schools, substance abuse and abuse, corrections, juvenile justice, aging, immigration, family violence, etc.

Child and Family Studies Program

Bachelor of Arts or Bachelor of Science in Child and Family Studies

The Child and Family Studies (CFS) major is a professional program for students in a broad range of educational or social services careers working with children, youth, and families. The coursework includes a solid foundation of liberal arts classes as well as professional preparation for working with children, youth, and families. Integrated into the program is an opportunity for students to focus their studies in one or more of eleven different specializations, including: 1) elementary education, 2) early childhood education, 3) early intervention/early childhood special education, 4) special education with school age, 5) child welfare/human services, 6) family life educator, 7) international worker, 8) youth worker, 9) program administrator, 10) families in society, and 11) human development. CFS admits 90 students each year and each student is required to complete 10 credits (300 clock hours) of practicum as part of their program.

The CFS program emphasizes integrating theory, research, and practice as well as a social justice perspective. Students complete two practica as well as a rigorous professional portfolio that documents their achievement of the program learning outcomes.
MSW Program

The Master of Social Work (MSW) degree program prepares graduates for entry into advanced professional practice in social work. With over 500 students, this program is the only graduate-level social work program in Oregon accredited by the Council on Social Work Education.

The program includes several options to serve students in multiple locations. The Portland Campus Option offers classes on the PSU campus, and students can pursue an advanced practice concentration in direct human services, community-based practice, or social services administration and leadership. The Portland Campus Option includes full-time (2-year) and part-time (3- or 4-year) courses of study. The MSW Distance Option offers a 3-year course of study at four sites in Oregon: Bend, Ashland, Eugene, and Salem. The School also offers a campus-based Advanced Standing Option. This option is for students who have completed a BSW degree from a CSWE accredited program in the past five years. It requires 46 credits of instruction and includes a summer course of field instruction, seminar, and research. This 12-month curriculum prepares students for advanced professional practice, and students graduate with an MSW.

PhD Program

The PhD program in social work and social research prepares students to understand critical social welfare problems, to conduct research and policy analysis related to the solution of these problems, to teach in accredited schools of social work, to take responsibility for program development and administration in the human services, and to assume leadership positions in the social welfare community.

Students in the PhD program develop:

- knowledge and skills in applied research, using a wide range of methods;
- capacity to analyze, design, and evaluate social policies and programs;
- a balanced focus on policy and practice in organizational settings;
- the ability to analyze and apply theories of human behavior to important social contexts, such as family, work, and community;

The course of study is organized around a social problem selected by the student. Throughout the program, the student analyzes the problem on multiple levels, designs an intervention to address the problem, and proposes a plan to evaluate the intervention. Core courses build skills in analyzing problems, designing and evaluating interventions, conducting applied research, and performing data analysis. Both quantitative and qualitative research methods are taught. The PhD program integrates practice, policy and research by encouraging students to collaborate with investigators in the research centers and programs of the School.
Research and Scholarship

Faculty, students, and researchers in the School of Social Work are actively engaged in a wide range of applied social science research and training activities, from large-scale grant-supported projects to smaller faculty-directed and student-directed studies. The School of Social Work conducts $13 million in annually funded projects, representing over 20 percent of PSU’s externally funded research. The School has recognized expertise in several areas – child welfare, mental health, disabilities, youth development, and social determinants of health – among its faculty and also supports inter-disciplinary collaboration with colleagues from other schools and colleges of the university.

Most of the School’s grant-supported projects are managed within one of the affiliated research units:

- Regional Research Institute for Human Services
- Center for Improvement of Child and Family Services
- Research & Training Center on Pathways to Positive Futures
- Reclaiming Futures
- Summer Institute on Youth Mentoring
- The Center for Interdisciplinary Mentoring Research
- Center for Community-Initiated Research to Advance Racial Equity

The faculty’s research initiatives have attracted support from some of the nation’s most respected funders, including the National Institutes of Health, the National Science Foundation, the Department of Justice, the W. T. Grant Foundation and the Ford Foundation.

More information on research including a list of recent publications can be found at www.pdx.edu/ssw.
Collaborative Projects and Partnerships

The School of Social Work shares PSU’s long tradition of community engaged scholarship, training, and systems change through policy and program advocacy. This work is conducted by tenure stream faculty as well as the close to 200 faculty and staff associated with the Regional Research Institute for Human Services (RRI) and the Center for Improvement of Child and Family Services (CCF).

Regional Research Institute for Human Services

Regional Research for Human Services (RRI) conducts research and evaluation with the goal of improving peoples' lives, human services, supports, and policies. Nationally recognized for its innovative practices related to the inclusion of family members, youth and adult consumers in all levels of human service planning, design, implementation, and evaluation, RRI has been a leader in research at PSU and beyond for 40 years.

Center for Improvement of Child and Family Studies

The Child Welfare Partnership, founded in 1993, serves as the primary training, research, and education arm of Oregon’s child welfare system. The Child Welfare Partnership training program, based in Salem, prepares every entering child welfare worker, and training for supervisors, advanced staff, and foster/adopt/kinship caregivers in Oregon. The Child Welfare Partnership Education Program supports social work education for up to 50 students committed to careers in child welfare per year. The research arm of the Child Welfare Partnership explores the effectiveness of evidence based programs through waiver and Children’s Bureau funding.

Built on the strong foundation of the Child Welfare Partnership, the Center for Improvement of Child and Family Services expands that mission to promote a child serving system that protects children, respects families, and builds community capacity to address emerging needs. The Center hosts a range of research and training programs including:

- The national Leadership Academy of Middle Managers, training, coaching, and peer learning for tribal and state child welfare managers across the U.S.

- The System of Care training Institute, including training and implementation support for the Statewide Children’s Wraparound Initiative, Nak Nu Wit System of Care program, and Wraparound Training for the State of Washington and the Urban Trails program in California.

- Family Involvement Matters, Communities Supporting Youth, and other programs to promote and test the engagement of families and service providers in school success.

- A cluster of research and training programs focused on early childhood and child abuse prevention, including a randomized control trial of a parent visitation model based on the Nurturing Parent Program, a demonstration of Parent Mentoring, studies of the impact of Head Start on child welfare involvement, and studies of home visiting programs.
• Family Connections Oregon, testing a model of family finding and family meetings to improve timely child safety, well-being, and family connections, and to install infrastructure supports for the sustainability of these models.

• Positive Youth Transitions, building a collaborative change agenda with service providers and youth across the Portland metropolitan area to promote positive transitions from foster care, thereby reducing youth homelessness.

The PSU School of Social Work has a number of partnerships and community engagement initiatives including:

• **Wraparound Early Childhood Initiative.** Evaluation research and training for a federally-funded Multnomah Educational Service District Project for early intervention with pre-kindergarten children who have behavioral and emotional problems.

• **Project Success.** In partnership with Portland Public Schools, other school districts in Multnomah County, and the Oregon Department of Human Services, the first experimental study of self-determination and educational success of youth in special education and foster care.

• **Siblings in Foster Care.** A new NIH-funded project partnering with school districts in Multnomah, Clackamas, Marion and Washington Counties to investigate the impact of improving relationships among siblings in foster care on school performance and mental health.

• **Youth-Centered Match Support for Mentoring Relationships.** A multi-site comparative effectiveness trial in collaboration with Big Brothers Big Sisters of America to evaluate the integration of a positive youth development framework into program services.

• **The Children and Family Enrichment Project.** Evaluation of Metropolitan Family Services to provide after school educational and enrichment programs for middle school youth as well as family events and adult education classes for their parents.

• **Young Women's Equity Project.** A DOE-funded partnership with the Immigrant and Refugee Community Organization and local schools to increase equity in educational and career opportunities for young women who experience multiple barriers including sex, race, ethnic origin and limited English proficiency.

• **STEM Mentor Project.** Funded by the NSF this is the first experimental study of the impact of mentoring on engagement in STEM careers by young people in special education in Portland Public Schools.

• **Achieve My Plan.** Part of the NIDRR-funded Research and Training Center on Children's Mental Health and Family Support, this collaboration with Portland Public Schools will evaluate a model to increase youths' involvement in their mental health and transition planning.
• **My Life Project.** In Portland Public Schools and other districts in Multnomah County, this NIDRR-funded study is first the randomized to examine the impact of self-determination enhancement on the transition outcomes of young people in special education and foster care.

• **The Research and Training Center for Pathways to Positive Futures** is a five-year multi-study initiative to improve the transition to adulthood of young people with serious mental health conditions. Conducted in partnership with Portland Public Schools and other districts in Multnomah County, **Better Futures** is evaluating the impact of a peer mentoring and self-determination intervention on increasing the postsecondary participation of youth with emotional and behavioral conditions who are in foster care; **My Career Vision** is evaluating the impact of a career development intervention for young adults with serious mental health conditions.

• **Oregon Youth Suicide Prevention and Early Intervention Project.** Funded by SAMSHA through the Garret Lee Smith Memorial Act, this is a partnership with the Oregon Public Health Division to monitor data trends to identify and serve high-risk young people, and implement and evaluate suicide prevention services in schools throughout Oregon.

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**Students**

The four programs of the School of Social Work are well regarded throughout the state and nationally. As the only public undergraduate BSW program in Oregon, the program admits 60 students each year and receives at least twice that number of applicants. The Child and Family Studies program admits three times during the academic year admitting thirty students in each application cycle. Many of these students are first generation students who have completed an associate’s degree at a community college.

The master’s program is also very popular and quite competitive. One third of the applicants are from out of state. In 2013, nearly 600 applicants were reviewed to admit a class of 145 on campus. An additional 130 applicants were received for distance sites in Bend and Eugene with 32-34 students admitted to each location. The advanced standing option of the MSW Program admits 20 students each summer for the one year course of study from a pool of 100 applicants.
Enrollment in each program is:

- 358 undergraduate students (BSW program and CFS program)
- 489 MSW students (180-240 admitted annually in campus and distance programs)
- 50 PhD students

Faculty

The School of Social Work has 25 tenured and tenure track faculty, 17 fixed-term faculty, and 47 adjunct faculty. In the last five years, new hiring has markedly increased the diversity of the faculty. Continuing that process remains a School priority.

The faculty takes pride in their contributions to the creation of new knowledge and holds the Regional Research Institute as a model. The university and the School share a goal to raise the research profile of the faculty, continuing to contribute basic and applied research for understanding issues in the city, state, region and nationally.

Curriculum

The School of Social Work is guided by ten principles that shape curriculum design.

These Guiding Principles were unanimously approved by the faculty and are:

| ♦ Family and Community-Centered Practice and Policy | Emphasizes full participation and engagement of individuals, families, schools, neighborhoods, communities, tribes, states, regions, and countries in decision making, development, delivery, and evaluation of services and policies deemed meaningful by that community. |
| ♦ Empowerment | Process of supporting the efforts of individuals, families and communities to take action to manage their lives, organizations, communities, and governments toward personal and social change. |
| ♦ Partnership and Collaboration | Relationships characterized by mutual contributions and agreed upon shared goals, responsibility and decision-making capacity. |
| ♦ Diversity | Inclusion of the broad range of human experience, emphasizing the following identities or group memberships: race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital/partner status, political belief, religion, class, disability, immigration status, language and linguistics. |
| ♦ Social Justice | Both a process and a goal that (1) seeks equitable (re)distribution of resources, opportunities and responsibilities; (2) challenges the roots of oppression and injustice; (3) empowers all people to enhance self-determination and realize their full potential; (4) and builds social solidarity and community capacity for collaborative action. |
| ♦ Inclusion | Process of operationalizing a commitment to diversity. Inclusion reflects the authentic involvement of all stakeholders in decisions that affect them and the entire community. |
| ♦ Strengths-Based Practice | Belief that all people have strengths and capacity to become more competent and that social policies, programs and practices are most effective when they are designed to build on strengths. |
| ♦ Evidence-Based Perspectives | Process of establishing sound evidence of practice and policy efficacy, using interventions and promoting policies that are currently supported by empirical evidence, as well as promoting practice-based evidence by striving to incorporate information about effectiveness from the perspective of consumers. |
| ♦ Global Connections | Recognition of the role of nations in promoting international social justice, human rights, and sustainability. |
| ♦ Inquiry | Exploration of knowledge to inform practice, policy and the public. Building conceptual understanding using analytic and critical thinking to inform practice, policy, and research. |

See Appendix B for a complete profile of the School: its students, faculty and resources.
THE ROLE OF THE DEAN OF SOCIAL WORK

The dean will engage with a multidisciplinary faculty whose research interests span a wide range of policy areas, with students, and with constituencies within the academy and in the public sphere. As the chief executive and academic officer for the School, the dean will set the standard for intellectual engagement and accomplishment by providing strategic vision for and operational leadership of the academic programs. The dean will serve as a catalyst to link the work of social work faculty and students to other disciplines in the academy, and to public and private communities and interests outside of the institution. The dean will be the School’s public voice, promoting initiatives within Portland State, and articulating the School’s contributions in local, state, regional, and national arenas. The dean will pursue an aggressive development program to build the School’s resources. In conducting this work, the dean will collaborate with the president, provost and vice president for academic affairs, vice presidents, deans, and department chairs at Portland State. He or she reports to the provost and vice president for academic affairs.

The dean will manage a $5 million budget and will be accountable for the financial well-being of the School. The dean is expected to actively participate in external fundraising. In addition, the dean will have the experience and temperament required to work effectively in challenging times.

Directly reporting to the dean are the following positions:

- Associate dean for research and director of the Regional Research Institute for Human Services
- Associate dean for academic affairs
- Assistant dean for training and continuing education and director of the Center for the Improvement of Child and Family Services
- Director of external relations
- Budget director
- Operations manager

Please see Appendix C for the organization chart for the School of Social Work.
OPPORTUNITIES FOR LEADERSHIP

Portland State University has great pride in and ambitious goals for its School of Social Work. The new dean will build on a solid foundation and can expect in the immediate future to address several key challenges:

Create a Vision for the Future and a Strategic Plan to Realize it

In recent years, the School has undergone profound shifts in size and scope of academic offerings. New faculty members have joined those who are tenured to help create the School’s stature in its respective fields. The breadth of their interests and backgrounds creates opportunities for addressing complex issues comprehensively. The School’s expansion to include four academic programs, (BSW, Child and Family Studies, MSW, and PhD in Social Work and Social Research) has presented complex opportunities and challenges in terms of how best to prepare helping professionals. Progress is being made by both the BSW and MSW programs to align their curricula to CSWE 2008 standards. In addition, the School has attracted and retained faculty with diverse research, practice, and teaching interests and established a solid administrative infrastructure. The new dean has the opportunity to build on a strong and collegial intellectual foundation supported by organizational structure and an appealing physical environment.

At the same time, with the dean’s leadership, the School community needs to create a vision for its future that defines and positions social work in Portland State University and in the profession. That vision will need to emerge from an engaged and thoughtful discussion of differing approaches within social work, understanding disciplinary differences while simultaneously drawing people together into community. The faculty is now engaged in a dialogue that is exploring the differences in approaches in the social work profession – focus on individuals in clinical settings and focus on broader issues of the society to have an impact on the social problems and injustices that exist. That dialogue will be reflected in the vision, particularly as it relates to the tensions and pressures experienced by virtue of offering the only public BSW and the only MSW in the state of Oregon. The dean’s leadership will strengthen the School’s connections within the university community to enhance its stature and reputation on campus and across the Oregon University System. The vision needs also to connect the School more closely to the broader external communities of which it is a part – the city, region, and state. Its result can bring new talents and resources to the School.

The School of Social Work needs a dean, working in concert with the faculty, students and staff, to develop an ambitious new vision that reflects and leverages its substantive and disciplinary diversity and translates it into a strategic plan that defines the way forward for the School. That vision will need to reflect the School’s distinctive position in social work and in social work education. It will need to be a way of continuing to attract undergraduate and graduate enrollment, preserving and building its now dominant role in the state. In this role the dean will serve as an intellectual leader, considering internal and external constituencies and social justice needs, seeking ways to bring the resources of the School to address them. Drawing on experience in widely diverse communities, the dean will position the School as the go-to resource to address the pressing social concerns across the city, region, and state.
The dean will lead the School’s engagement in ReTHINK PSU (http://www.rethink.pdx.edu/), a University-wide initiative to help identify future areas for growth and distinction by supporting curricular innovation through the use of technology. The dean will also provide leadership to define how the School contributes to other university priorities articulated by the president and provost.

**Develop New Resources for the School**

The leadership of the dean in working with faculty to define a clear strategic plan for the School will be key piece in inspiring donors to further their commitment to the School of Social Work. The School of Social Work has had two successful campaigns over the past ten years – raising $1.5 million toward the Duncan & Cindy Campbell Endowed Professor in Children and Families with a focus on mentoring and raising $600,000 toward enhancements to the SSW building space.

As Portland State University prepares for a campus-wide comprehensive campaign a top priority is a $50 million scholarship campaign. The School of Social Work’s portion of this campaign will be between $2-4 million. The Dean will work closely with the SSW director of development to cultivate relationships with current donors, prospects, and alumni to raise dollars which benefit the School with a focus in the short-term on scholarships. The primary foci for scholarships within social work are:

- Fellowships to recruit top-notch PhD students to work within our successful research units;
- Undergraduate and graduate scholarships to assure that all students, in Portland and the distance sites, are able to successfully complete their education; and
- Scholarships focused on key areas of social work practice which help to encourage students to explore areas of need in our community.

The dean will also work closely with the other deans and provost to help define the campus-wide priorities for the comprehensive campaign, to define how the School of Social Work fits within these priorities, and to develop fundraising priorities and goals that align with these themes.

The School has had success in attracting external support through research and training grants, last year generating $12 million in contracts and publicly-funded grants. Building on that strong success, the School has declared a goal of more than doubling that amount in five to seven years.

At the same time, the School needs to build its individual, foundation and corporate fund raising capacity aggressively. There are significant opportunities to engage and reconnect alumni with their alma mater. They are a resource that can be engaged more effectively for at present only 3.5 percent contribute to their alma mater. Local donors who support human service agencies need to see the School as part of the leadership in the state.

Portland State University is currently in the beginning phases of a campus-wide comprehensive campaign. The scholarship portion of the campaign started in 2011; the School of Social Work has raised $600,000 of their $3.82 million goal with a target date of 2015. The School’s goal for the 2012-13 fiscal year is $750,000.
It is expected that all of the School’s resources, whether drawn from the state, tuition revenue, research support or external support, will continue to be managed transparently.

**Recruit and Retain a Strong Faculty and Staff**

The faculty at the Portland State University School of Social Work is strong and has earned the high regard of their peers, internally and externally for their scholarly prominence, teaching excellence, and valued service. The standards for appointment and promotion are high and have been raised in the last six years to include strong success in scholarly achievement and an expectation of attracting external financial support. Those standards are reflected in the quarter of the faculty who have recently been hired. As a whole the faculty members represent a most valuable resource for Portland State University, the city, region, state, and nation.

The dean, as leader of the faculty, is accountable for creating an intellectual environment to which faculty wish to come and in which they wish to remain. Opportunities exist for greater collaboration across disciplinary lines within the School and with other faculty in other complementary disciplines across the campus. The presence of the multi-disciplinary Child and Family Studies program in the School provides opportunities for such collaboration. The School is a natural place to gather faculty throughout the campus to address large social issues and policy and decision-making challenges in the society. The dean will strengthen those linkages, in part by gaining a deep knowledge of the work of individual faculty members. The faculty will welcome a dean who is actively engaged in supporting their work.

Most of the faculty who created the graduate programs of this young School have now retired and several more are nearing traditional retirement age in the next half-dozen years. The new dean will have an opportunity to work with the faculty to increase further the stature and diversity of the School. The next decade presents an outstanding opportunity to shape the School.

The staff represent a critical resource at the School and play a key role in the life of the School. The dean will want to confirm the central and essential role staff play in the School’s culture, student support and business integrity.

**Respond to Student and Community Needs**

In response to strong regional requests to increase the numbers of those educated for social services work, the School of Social Work in 2008 approved a bachelor’s of social work program. The first cohort class of 2008 graduated in spring 2010. That program is expected to expand enrollment in the School. The dean will want to look closely at retention at the undergraduate level, taking actions that can contribute to student success. At the MSW level, demand for the program is very strong, with 730 students applying for an entering class of 200.

Because it offers the only publicly-funded social work program in Oregon, the School is sensitive to the obligation to respond to the varied needs of the state’s human services work force. That obligation will need to be balanced with the need to provide the faculty to teach in the programs and to identify the necessary fieldwork components to complement them.
To address the need to expand access, the School has recently offered a proposal for an online MSW program with strong faculty support. Several private universities are also planning to offer graduate programs in social work in the state. The School would like to collaborate with these programs, in a financially responsible way.

The School remains especially committed to creating and maintaining a diverse community in which all of its members are respected and their differing life experiences accepted. As the diversity of the School changes, it poses special challenges to faculty and students alike to continue to explore and learn from the full implications of creating a diverse community. The School can and needs to be a model for the university as a whole.

**Serve as the School’s Principal Public Voice**

The dean, as the intellectual leader of the School, needs to be a powerful public presence, representing the School and its capabilities to those communities who can use its services. Portland State University, under its president, has sought to strengthen the ties with Portland, the region and the state and to develop national ties to complement these local and regional relationships. The School is well positioned to influence decision-making for all those communities. It can play a stronger role in influencing the scholarly dialogue as well as public discourse on issues of social justice in the society. The Regional Research Institute, that has long attracted scholars to address critical social issues, can be leveraged for these purposes. Gatherings of faculty, peers and the broader society, will raise the public profile of the School, internally and externally. The dean is well-positioned to be the voice of the School and to speak as an authority on public policy and social issues.
THE QUALITIES SOUGHT IN THE DEAN

The successful candidate will be a nationally recognized, strong, self-assured, and entrepreneurial leader who will be able to infuse the Portland State University School of Social Work with a sense of common purpose and to create the record of accomplishment that engenders pride. Requirements include a record of distinguished research, teaching, and/or public service; administrative experience, proven success in external fund development; and credentials that merit appointment at the rank of full professor in the School. Experience in addressing the social issues of the widest variety of communities will be highly valued.

In addition, the candidate will possess

- an outstanding record as an accomplished teacher/scholar in order to be eligible for tenure at the rank of full professor.
- a MSW degree, which is highly desirable, and a doctorate degree in a field related to the School’s mission, preferably social work, which is required.
- the leadership to develop a clear vision for the possibilities of the School and the capacity to design and implement a sound strategic plan for the School’s future in conjunction with the faculty and staff.
- the skills and experience to represent the School effectively to audiences within Portland State University, in Portland, nationally and internationally.
- a collegial, consultative management style allied with the ability to be a decisive leader within a rapidly changing environment.
- a commitment to creating and nurturing a distinguished faculty.
- fiscal planning experience.
- ideas for rethinking the curriculum and delivery of programs.
- a commitment to an intellectually and culturally diverse academic environment.
- a commitment to the School’s role in addressing the critical policy and social issues of the time.

The dean will make critical contributions to the continued development of a distinguished institution. This is an exceptional opportunity for an individual with the drive, skill, and experience to bring creative leadership to the organization and to play a meaningful role in shaping its future. The new dean will embrace these opportunities, helping to realize the potential of the Portland State University School of Social Work. The dean will work collaboratively with the PSU administrative leadership team and other executives at the university as well as with the faculty. The selected candidate will provide the kind of leadership that makes a meaningful difference to the institution as well as the School itself.
PROCEDURE FOR CANDIDACY

Portland State University invites inquiries and applications for the position of dean of the Portland State University School of Social Work. The review of candidates will begin immediately and will continue until the position is filled; with the goal that he or she can be announced in winter 2013 and take office in June, 2014. Please electronically send a letter of interest; current curriculum vita; and the names, addresses, and telephone numbers of four references (who will not be contacted without prior approval). Nominations are also sought. All correspondence should be directed, in confidence, to Portland State University’s Witt/Kieffer consultants, Mary Elizabeth Taylor or Ann Yates at PSUSSW@wittkieffer.com

Portland State University is an affirmative action/equal opportunity employer, and seeks candidates who are committed to the highest standards of scholarship and professional activities and a campus climate that supports equality and diversity.

The material presented in this position specification should be relied on for informational purposes only. The material has been copied, compiled, or quoted in part from Portland State University documents and personal interviews and is believed to be reliable. Naturally, while every effort has been made to ensure the accuracy of this information provided by Portland State University, source documents and factual situations govern.
APPENDIX A

PSU LEADERSHIP

Wim Wiewel, PhD, President

Wim Wiewel assumed the presidency of Portland State University in August 2008. Under his leadership, the University has developed five guiding themes: provide civic leadership through partnerships, improve student success, achieve global excellence, enhance educational opportunity, and expand resources and improve effectiveness. This has brought a renewed focus on expanding the university’s civic partnerships in the region and achieving a new degree of excellence through investments such as the $25 million James F. and Marion L. Miller Foundation challenge grant for sustainability.

Since Wiewel’s arrival at Portland State, several key indicators of success have shown continued improvement. Enrollment has grown from 25,000 to nearly 30,000 students (2012-2013). Minority enrollments have increased by 46%, with the number of Latino students doubling, and international students enrollment growing by 35% to 2,000 students. The 2012 graduating class topped 6,000 students—the largest in the history of any Oregon university.

Research expenditures at PSU have increased from $40M to $67M, while the University’s endowment has grown by more than one third to nearly $40M. The Division I Viking athletic programs have combined for 13 conference championships. The University has garnered numerous accolades from national publications and organizations. U.S. News & World Report lists PSU among its “Top-10 Up-and-Coming National Universities” (2013), “Programs That Lead to Student Success” (2008-2013), “Top Choices for Transfers” (2011). In 2011, the University’s sustainability programs were awarded a Gold STARS rating by the Association for Advancement of Sustainability in Higher Education, while the Sierra Club has rated PSU among its top-100 “Cool Schools” (2010, 2012). PSU was one of only six colleges added to The Princeton Review’s “The Best 376 Colleges” 2012 edition, and returned in the 2013 edition; The Princeton Review also recognized graduate business programs and PSU’s commitment to sustainability. In October 2012, Wiewel received the U.S. Green Building Council’s inaugural Center for Green Schools Presidential Award.

Immediately prior to coming to Portland State, Wiewel was the provost and senior vice president of academic affairs at the University of Baltimore. While at Baltimore, he initiated a new freshman and sophomore program, and a new emphasis on the university’s role in Baltimore’s revitalization. From 1979 to 2004, Wiewel was with the University of Illinois at Chicago (UIC), where he most recently served as dean of the College of Business Administration. He also served as dean of the College of Urban Planning and Public Affairs and as special assistant to the chancellor. In these positions, Wiewel played a lead role in establishing the Liautaud Graduate School of Business, a new College of Urban Planning and Public Affairs, and the UIC Great Cities program. Wiewel also directed UIC’s Center for Urban Economic Development.
He holds degrees in sociology and urban planning from the University of Amsterdam in the Netherlands and a PhD in sociology from Northwestern University. Wiewel is chair of the Coalition of Urban Serving Universities and on the boards of the Portland Business Alliance, World Affairs Council of Oregon, the American College and University’s Presidents Climate Commitment, and the Metro Leadership Council. He is past president of the Association of Collegiate Schools of Planning, a fellow of the Lincoln Institute of Land Policy, and senior editorial adviser of Economic Development Quarterly. Wiewel has authored or edited nine books and more than 65 articles and chapters that have appeared in such publications as Economic Development Quarterly, Economic Geography, and the Journal of the American Planning Association. His most recent books are Global Universities and Urban Development, The University as Urban Developer, and Suburban Sprawl.

Sona Andrews, PhD, Provost

Sona Karentz Andrews is currently the Provost and Vice President for Academic Affairs at Portland State University. In that role she is the chief academic officer of the University. Working with deans and other administrators, the Provost collaborates with the campus and external communities to achieve the academic mission and vision of the University. Academic Affairs is the administrative home for all academic units and is responsible for the institutional academic mission, programming and policy implementation, support programs for academic personnel and students, and academic fiscal management.

Dr. Andrews completed her undergraduate degree in Geography from Worcester State College in Massachusetts and her Master’s and PhD in Geography from Arizona State University. She has held faculty positions at the University of Minnesota-Twin Cities, University of Wisconsin-Milwaukee, Boise State University, and now at Portland State University. She has held leadership positions in the Provost Office at the University of Wisconsin-Milwaukee; was an American Council on Education Fellow; served as Provost and Vice President for Academic Affairs at Boise State University; and most recently was the Vice Chancellor for Academic Strategies for the Oregon University System.

Some of her major campus initiatives include:

- Improving student success
- reTHINK PSU
- Oregon Health & Science University partnerships
- Enrollment management and budget planning
Appendix B

School of Social Work
2012-2013 Profile

Graduate Students

Masters of Social Work
European American 73%
Latino 8.3%
Asian American .4%
African American 3.8%
Native-American 2.6%
Multi-Ethnic 7.5%
International .6%

MSW Students– 489 (177 Graduates in 2012)
- Distance Program- 148
- Full-time- 219
- In-state- 403

PhD Students Currently Enrolled 50
PhD Graduates in 2012 6

Undergraduate Students

Bachelor in Social Work- 61 Seniors (87% Full-time)
European American 62%
Latino 17%
Asian American 2%
African American 12%
Native American 7%

Bachelor in Social Work- 59 Juniors (100% Full-time)
European American 55%
Latino 22%
Asian American 3%
African American 14%
Native American 0%

Child and Family Studies Students
Currently (2012-2013) 238
Graduates (Fall - Summer, 2012-2013) 61

Faculty
Tenured and Tenure Track Faculty 25
Fixed Term Faculty 17
Adjunct Faculty (47 from social service community and 12 PhD Students) 17
Staff 17
**Research and Training**

**Regional Research Institute for Human Services**
External Funds Generated $7.3 Million
Research & Tenure Stream
Faculty and Staff 100

**Center for Improvement of Child and Family Services**
External Funds Generated $6.2 Million
Researchers 11
Trainers and Educational Programs 21
Staff 12
Total Staff 44

**Budget**
Annual Academic Budget $7.5 million
External Funds Generated (FY 2011-2012) $13.5 million
Privately Donated Dollars (July 1-June 30, 2012)* $1.9 million

**Total Annual Budget** $22.9 Million

*Source: PSU Philanthropic Allocation by Program*
APPENDIX C

SCHOOL OF SOCIAL WORK ORGANIZATIONAL CHART

Office of the President

Office of Academic Affairs

Office of the Dean

Admin Team

PSU General Faculty

SSW Standing Faculty Committees

Promotion, Tenure & Merit

Faculty Affairs

Cultural Competence & Diversity Council

PhD Program

PhD Comp Exam

MSW Curriculum

MSW Student Affairs

MSW Admissions

BSW Program

CFD Program

Leadership Council

Social Justice

- Child Welfare Partnership Training and Education
- Child Welfare Partnership Research
- System of Care Institute
- Leadership Academy for Middle Managers
- Family Connections Oregon
- Child Welfare Partnership Governing Board

- Dean’s Advisory Council
- Alumni Association
- Field Advisory Committee
- BSW Advisory Committee
- CFS Consortium
- Leadership Forum

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