March 1978

Statewide Academic Planning for Social Work Education: A Case Study

Michael J. Austin
University of Washington

Follow this and additional works at: https://scholarworks.wmich.edu/jssw

Part of the Social Work Commons

STATEWIDE ACADEMIC PLANNING FOR SOCIAL WORK EDUCATION:
A CASE STUDY

Michael J. Austin
Professor
School of Social Work
University of Washington

ABSTRACT

Statewide and regional educational planning has become a
necessity in the light of budget cutbacks, mal-distribution
of manpower and pressures for accountability. This case
study describes one statewide planning experience and iden-
tifies implications for academic outreach, faculty organizing,
faculty leadership development, educational planning, developing
common language between academic and human service agencies,
and projecting manpower needs.

A profession which fails to plan for the future educa-
tional needs of its members will suffer from both confusion
and public suspicion. The time has come for social work
education to recognize the need for statewide and regional
planning for the future education of social workers and
related personnel at all levels of the educational continuum
from high school through graduate school. These observations
are based on both national trends and statewide issues affecting
higher education and the demands of our human service delivery
system. We must recognize our involvement as one profession
in a large human service industry.

On the national level, we in the social work profession
must come to grips with the fact that the growth of social
service program will continue at a very slow pace for the
foreseeable future. We are moving from a period of domestic
program expansion of the 1960's to a period of significant
program consolidation in the 1970's and 1980's. This era of
consolidation can either mean an improvement of existing
services or it can mean a radical curtailment of services
through social program extermination.

The future of both social services and social work edu-
cation rests in the hands of the Congress of the United
States as well as the state legislatures around the country.

The development of revenue sharing has signaled an important shift in social services financial support and,as a result, it is becoming increasingly urgent that we recognize the need for statewide planning and lobbying in concert with similar activities at the local level.

This paper is a case study of statewide planning in social work education under the auspices of the Florida Board of Regents and the Division of Community Colleges,which took place over a two-year period from 1970-1972. Rarely have social workers been given the opportunity to plan their educational development under the auspices of a Board of Regents. The Florida experience has implications for other parts of the country and can be analyzed in the context of research findings from the field of academic planning for the professions. Particular emphasis will be devoted to the major crises facing higher education today as well as to educational planning principles which emerged from this planning project.

The idea for a Social Work Education Planning Project grew out of joint discussions between representatives of the Florida Board of Regents and the Division of Community Colleges with Florida's public welfare agency, the Division of Family Services. Major grant support was being given to Florida universities for social welfare programs and agency administrators were becoming concerned that the educational programs in Florida were not adequately preparing their graduates for the field. At the same time, administrators and curriculum planners in the Board of Regents and the Divison of Community Colleges were concerned about the tight job market, the preference of many employers for non-social work majors (particularly at the undergraduate level), rapidly expanding undergraduate concentrations in social welfare, and the rapid development of technician programs at the community college level with no sound forecasting of manpower needs or demand. As a result, a planning project was developed in order to assist Florida human service agencies in applying a systems approach to manpower utilization while at the same time assisting educational institutions from community colleges through the graduate level in realigning curriculum objectives to effect a better match between their graduates and the needs of the field.

Crises in Higher Education

Over the last several years, three major crises have surfaced in the field of higher education related to quantity,

money and quality.[1] The decline in student population has led
many state planners to reconsider the need for expanding phys-
ical facilities for the colleges and universities of the
future.[2] At the same time, new approaches to higher education
have emerged which do not require campus classrooms to create
an educational environment. The University-Without-Walls
program is such an example where regional centers and course
exemption examinations are used.[3] The question of quantity
has also been faced by the Council on Social Work Education as
it discontinued a special project designed to assist colleges
and universities in developing new graduate programs. The
reduction in the rate of establishing new graduate programs
results, in part, from the growing recognition of differential
staffing coming from the new paraprofessional movement and
the emergence of the trained baccalaureate social worker.

The second crisis facing higher education in recent years
has been in the area of finance. For many public institutions
around the country, the systems of higher education have no
longer retained the "sweetheart" status they had developed in
the post-World War II period and legislatures are critical of
spending policies in the area of higher education. This fiscal
crisis has special meaning for social work education in that
the staffing of professional training programs has been tra-
ditionally more expensive that staffing the social science
disciplines. In addition to the retrenchment on the part of
state legislatures, there has also been an increasing pressure
for accountability in higher education in which the PPBS
systems developed by the Defense Department are not being
applied to cost-benefit analysis of the dollars going to
higher education.[4] Such budgeting procedures are only a pre-
cursor to the future measurement of faculty productivity
through class contact hours and other measures.[5]

And the third crisis confronting higher education is the
issue of quality. Based on pressures from students as well
as the general public, there is an increased questioning of the
basic aims of higher education at both the undergraduate and
graduate levels.[6] With an open attack on the liberal arts,
we are entering a new age of vocationalism in which pressures
are increasing for the development of vocationally-oriented
higher education. It is this recent trend which has caused
some university administrators to look more favorably upon the
development of undergraduate social work education. The in-
terest in vocationally-oriented higher education has also
been expressed by students who feel increasingly alienated from

their environment and are seeking more practical careers in which to make a contribution. Students are also frustrated with the classical approach to higher education which stresses the pedagogical model and have forced educators to reconsider the process of education with the resulting interest in andragogy or the process of teaching the adult learner.[7]

These three crises provide the context for assessing the statewide planning experience in Florida. The reality of tightening job markets and the increased concern over the discontinuity between training and job performance provide additional constraints upon the educational planning experience.[8]

Educational Planning Principles

As with all planning efforts, the first step of this planning process included the assessment of needs. Special emphasis was given to the future manpower needs in the human service sector of Florida through the study of educational programs. In addition, attention was given to assessing the need for additional undergraduate social welfare programs in the state. This assessment was directly related to exploring the need for further graduate education in the state. Compounding the needs assessment process at the undergraduate and graduate levels was the rapid expansion of community college technician programs in the fields of mental retardation, mental health, corrections, child care, and human services. The local job market orientation of community colleges needed the special attention and assessment of educational planners.

Assessing the need for further educational program expansion required a definition of problems experienced at each of the three levels of higher education from community colleges to graduate level education. What was the nature of the curriculum continuum? How well did one level of education articulate with another? These and other questions led us to a more careful examination of the needs and problems unique to each level of education.

The concerns of agency administrators and educational program administrators converged on the issues of accountability. The increased pressures in the public sector for service accountability were also being felt in a similar fashion on the campuses with the emergence of educational accountability.[9] A graphic example of the convergence of these two concerns can be found in a situation in which the hotel and restaurant

major was outscoring the social work major on the bachelor
level entrance exam for social work positions in the state.
From the agency administrator's perspective, this problem com-
pounded his service delivery dilemma in that he was unable to
select trained manpower for his programs. At the same time,
educators felt the growing need to upgrade the quality of under-
graduate education in order to meet the demands for trained
manpower.

The community colleges provided a unique starting point
for curriculum discussion since most social work educators had
not been involved with the community college movement and,
therefore, were eager to learn of its development and its prob-
lems. The first issue to surface at this level related to the
problem of transferability. Many questions were raised as to
the appropriateness of community college degrees in the voca-
tional areas of the human services in which students completed
programs which were labeled as terminal. Since it was diffi-
cult for students to transfer to universities based on a voca-
tionally-oriented associate degree program, the issue of artic-
culation became the order of business. With the realization
that the number of freshmen students currently enrolled in com-
munity colleges outnumber the freshmen students on our univer-
sity campuses and the fact that community colleges enroll ap-
proximately 1/3 of all students in higher education today, it
became apparent that the student's selection of a human service
career should be supported by a curriculum continuum in which
entry level education is not perceived as a terminal experience
with regard to further higher education.[10]

At the undergraduate level, the issues emerged around the
old concern for liberal arts vs. vocational education. While
many of the undergraduate social welfare programs in Florida
were increasing in both student enrollment and number of
courses, there were continuing pressures to balance the vo-
cationally-oriented courses with the liberal arts courses of
the university. This dilemma increased in importance with the
arrival of the community college transfers on university
campuses who had already completed a wide range of vocation-
ally-oriented courses related to social work education but were
lacking in some of the social sciences and liberal arts of-
ferings. Do we build upon such students' vocational background
with additional social work courses or do we simply provide the
general education university courses which they missed in their
first two years of college?

The issues at the graduate level focus on the increased

pressure from undergraduate programs for recognition of their respective educational programs. This pressure coincided with the recent ruling by the Council on Social Work Education for the development of one-year masters programs based upon an undergraduate major. Graduate program representatives became more aware of the need to develop a curriculum continuum with much more attention paid to the undergraduate social welfare programs whose graduates they were now receiving. No longer could graduate programs ignore the contribution being made at the undergraduate level locally, regionally, and nationally.

Graduate programs were also receiving pressure from practitioners in the field desiring further opportunities in continuing education. This raised further questions about how one determines priorities for continuing education. Is it more important to begin at the paraprofessional level, or deal with the needs of the untrained baccalaureate worker, or provide opportunity for the experienced MSW? In addition, questions were raised about the overall goals of continuing education, ranging from the specific needs of agency personnel to the more diverse interests of practitioners wanting to expand their skills in certain specialized areas.

The initial determination of needs at the various educational levels made it exceedingly clear that any statewide planning effort would need to deal with the process of articulation. As Knoell and Medsker have noted:

> "...it has been said that articulation is both a process and an attitude. Of the two, attitude is perhaps the most important, for unless the parties involved undertake the solution of transfer problems in the context of interdependence and shared responsibility, obviously there will be no workable process."[11]

Planning As Process

While the process of developing programs and redoing existing programs involves academic decision-making (e.g., admissions, course credit, field work credit, etc.) in contrast to administrative decision-making (e.g., finances, facilities or personnel), it was apparent that considerable negotiation between representatives from all levels of education facilitated by a planning staff would be the best approach to successful articulation. As a result, two statewide advisory committees were established with one serving the need of

educators at all levels and the other concerned with manpower utilization problems of agency administrators. The objective understanding of educational programs at the community college, university, and graduate levels. A similar approach was taken with the agency advisory committee in which representatives from a wide variety of human service programs and personnel departments were included. And,finally, the process of building understanding between the educators and the agency administrators served as one of the major objectives of the statewide planning project.

After several initial meetings, it became apparent that the planning process would need to develop a common language through which educators and agency administrators could communicate. For many educators, it was their first opportunity to sit down in planned sessions to discuss curriculum on a statewide basis. In a similar vein, it was a first for agency administrators and personnel directors to discover the similarities and differences of their manpower utilization problems. It was an opportunity for agency representatives to remind educators of the constraints experienced in the field where approximately 80% of the school social workers in the state have no social work training, where few social workers exist in the health sector, and where corrections has been unsuccessful in attracting more social work personnel. Despite the fact that information was exchanged over a series of meetings, it became apparent that the pressure of day-to-day program administration made it difficult for agency representatives to clearly identify the educational requirements necessary to carry out their services and the types of manpower needed. Educators felt somewhat frustrated by this experience and generally retreated to the familiar territory of curriculum building in an effort to get their own house in order.

It became apparent that additional experimentation was needed and that new models of manpower utilization based on differential levels of education would serve as a basis for future dialogue between agency representatives and educators. As a result, a research and demonstration strategy was developed in order to supplement the planning process. Experimentation took place in the areas of continuing education, field instruction and the building of a curriculum continuum.

A special project was developed in the area of continuing education with emphasis on the problems confronting school

social work related to the differential use of manpower. A statewide workshop was called for all masters level school social workers around which a research strategy was developed to assess pre-workshop and post-workshop knowledge and orientation. This effort demonstrated the need for evaluative research as an ongoing component of continuing education and surfaced the general frustration experienced by practitioners in implementing programs that are differentially staffed from the high school paraprofessional level on through to the graduate level. Practitioners reported considerable frustration in handling new service innovation approaches when faced with the daily pressures of large caseloads and a lack of administrative support for school social work personnel. This workshop highlighted the continuing need for leadership development and program planning skills among experienced MSW social workers.[12]

A second research and demonstration project was designed and carried out to test the consortium approach to field instruction involving three institutions, a corrections program at Tallahassee Community College, an undergraduate social welfare program at Florida A & M University and a graduate program at Florida State University. At the same time, this research and demonstration project was designed to test new approaches to manpower utilization and service delivery as part of a storefront juvenile delinquency prevention service. Students from three educational levels worked together in a service team and provided a basis from which to research the team concept of service delivery as well as provide a new definition of the social work generalist role model. The results provided further input for the respective educational programs by identifying the need for more middle management skill training at the undergraduate level. Results also indicated that the role model developed by the Southern Regional Education Board holds considerable promise as a curriculum organizing framework at all levels of the social work educational continuum.[13]

The third research and demonstration project involved special collaboration between a graduate social work program and the technician training programs at several community colleges in Florida. This project attempted to identify the linkages between community college education and graduate social work education through the placement of graduate students as community college instructors during their second year field placement. This provided a teaching opportunity for

the graduate student as well as an opportunity for the community colleges to develop a further appreciation for social work content in a technician training program. In addition to the students' experience on campus, they spent up to 50 per cent of their time working as staff development specialists in local agencies in an effort to experiment with building bridges between the local community college and the local agency. This project also resulted in important feedback for graduate level education at the middle management level regarding the training of staff development specialists and community college teachers as well as infusing community college curriculum with relevant social work education content.[14]

These three research and demonstration projects contributed to the increased understanding of agency representatives and educators regarding the need for more ongoing collaboration as well as recognition of a new strategy by which innovative field placements can lead to expanded job opportunities for students at all levels. As a result of working collaboratively on special research and demonstration projects, educators from community colleges to graduate programs were able to more successfully work towards the development of articulation guidelines.

Additional planning information was collected by way of surveying student impressions of their respective curricula at the community college, undergraduate and graduate levels as well as their experience after graduation in the job market. It became apparent to educators at all levels that much more attention was needed in the area of job development. Community college graduates needed to have a broader conception of human services in order to secure employment in their local area or region of the state. Undergraduate social welfare majors indicated their frustration when they discovered that their degrees were not given special recognition in the employment market.

As a result of considerable negotiation at all levels of education, an articulation guideline was developed in conjunction with statewide policy development in which the State University System and Division of Community Colleges agreed upon an overall approach to articulation. The articulation guideline for social work in human service programs in Florida reads as follows:

"Students with specified Associate of Science degrees

(e.g., human services aide, mental health technician, mental retardation technician, child care services, corrections, etc.) will be acceptable to existing upper division social welfare programs with a minimum of 46 semester credit hours in field experience, specialized courses and general education courses (this represents approximately three quarters of an average 60 semester hour college transfer). The specialized courses and field experiences taken at the community college will be utilized and incorporated into the students' upper division program. These categories of courses are defined in the following manner:

Field Experience--(also called externship, internship, practicum, supervised instruction, laboratory, clinical, etc.). Field experience is a synthesis of student learning experiences in applying knowledge and skills in working with individuals and groups in various human service settings. This includes observation and client contact in order to understand the service delivery system and to provide an opportunity for direct application of theoretical content (a minimum of 10 semester credit hours).

Specialized Courses--the program includes content related to specific social programs, community resources, human behavior, development of skills and techniques and additional supporting content to enhance effective performance (a minimum of 12 semester credit hours).

General Education--General education courses are drawn from the Arts and Sciences requirements as provided by the community college (a minimum of 24 semester credit hours).

Each student will be assisted in completing the university's general education requirements for Baccalaureate graduation. The completion of the Associate of Science degree does not necessarily mean that all professional requirements have been completed for Baccalaureate graduation. Exemptions from specific requirements will be made in consultation with the faculty advisors responsible for the social welfare program at each university.

The four year representatives of university programs in social welfare have agreed that the minimum requirement for an undergraduate major in social welfare at all universities in Florida would consist of 30 quarter credit hours to include 15 credit hours of field instruction and 15 credit hours of introductory courses in the following five areas: social welfare institutions (policies and programs); social welfare practice (service delivery methods); interviewing (techniques); research (introduction); and human behavior (growth and development). This upper division set of minimum requirements also provides a basis upon which to plan for the articulation between undergraduate and graduate social work programs.

The development of the articulation guidelines is but the first step towards providing students, educational institutions and agencies with a relevant plan for coordinated and effective service delivery. The increasing recognition of the need to utilize differential levels of manpower provides an additional rationale for recognizing a continuum of educational programs from the high school diploma paraprofessional, to the Associate degree technician, to the Baccalaureate degree social work generalist, to the Master's degree social work specialist, and to the Doctoral degree social work researcher and teacher.

From Planning To Implementation

The development of articulation guidelines resulted from the hard work of social work educators and human service specialists. However, in order to gain statewide recognition such guidelines must be incorporated into the ongoing operations of the State University System and Division of Community Colleges. This requires a special understanding of the responsibility of supra-institutional agencies like the Florida Board of Regents in relationship to institutions of higher education and the units within such institutions, namely colleges and departments. The articulation guidelines were developed by representatives from various institutions who assisted in defining the program needs within their area of expertise and the modes of instruction. It then becomes the role of the supra-institutional agency to define broadly the mission and role of various institutions so that statewide needs (public interest) are adequately met and so that qualified students can gain access to all elements of the system.

Defining the "public interest" related to higher education is a difficult task. It encompasses the interpretation of legislative mandate and interest as well as developing definitions of educational accountability. The accountability currently being demanded at the federal, state and local levels for social service programs will have a direct effect on the allocation of financial resources for the future training of social work personnel. The increased visibility of social work education resulting from this two year planning project will assist staff members of the Florida Board of Regents and the Division of Community Colleges in making decisions about the merits of supporting social work education and related human service training.

Recent research on the planning capabilities of coordinating agencies, like the Florida Board of Regents, indicates a number of strengths and weaknesses. Palola reports that statewide planning agencies have demonstrated strength in 1) controlling the expansion of new campuses and new educational programs; 2) initiating and stimulating the widespread development of institutional planning; 3) serving to extend educational opportunities and to meet new educational and social needs; 4) serving to justify the increasing operating and capital budgets of the higher education enterprise; and 5) making efforts to promote institutional differentiation. While he notes that, on the whole, educational autonomy and the level of performance of colleges and universities have improved as a result of statewide planning and coordination during the recent period of massive expansion in higher education, research has indicated the following weaknesses: 1) statewide planning has not been able to define and eliminate unnecessary duplication of programs, nor has it been successful in discontinuing obsolete or inadequate programs; 2) statewide planning has failed to integrate the private sector with the public sector in an orderly development of higher education; 3) statewide planning has failed to promote cooperative efforts between institutions on a large scale; 4) statewide planning has given insufficient direct attention to the issues of quality, excellence and substance in higher education; 5) statewide planning activities have served to unify the higher education network in some states but to fragment it in others; and 6) with few notable exceptions, statewide planning has been an ad hoc process.[15]

Palola's findings have particular significance for the Florida Social Work Education Project in that it was difficult

to plan in the sensitive area of educational quality since this would have meant curriculum evaluation of each university and community college in the state. Needless to say, criteria for curriculum evaluation are hard to come by. Since the social work planning project was supported primarily by federal funds, it reinforces an observation made by Palola that statewide planning is carried out on an ad hoc basis. In addition, this Social Work Education Project was one of the first extensive academic planning projects carried out by the Florida Board of Regents and Division of Community Colleges, and it is questionable whether such a project would have been designed and completed without the support of federal funding.

One of the major findings of the Social Work Education Project was the urgent need for assistance expressed by agency administrators in defining their manpower problems and training needs. Solutions for this unmet need required a much broader approach to training and service delivery than social work per se,since many other occupations and professions were involved in delivering human services. A strategy for planning emerged with approaches to the career issues of human service personnel from three perspectives: 1) service delivery--involving consideration of staff deployment, task analysis, service management and role clustering; 2) personnel administration--involving the design of job classification systems, qualifying examinations, and the development of more adequate performance standards; and 3) staff development--involving agency based inservice training and campus based continuing education as well as curriculum development for career advancement and mobility by identifying the career aspirations of workers and articulating desirable skills of potential employees to educators at all levels.[16] As Folger et al. have noted:

> "The answer to personnel problems in social welfare lies more in improving working conditions and salaries and reorganizing jobs so that professionals can provide more service than it does in expanding graduate programs and developing undergraduate curricula. Educational expansion will be necessary, but not sufficient to provide these occupations with adequately educated personnel."[17]

Observations and Implications

The experience gained from this two-year planning project has reinforced the need for planning that is more leading, guiding and directing in contrast to traditional planning which

has tended to be constraining, restrictive and stifling. A review of the literature has indicated very few solutions in the area of academic planning.[18] However, from this experience, it has become more apparent that comprehensive, continuous and more research-based planning is needed for the profession in every state.

Observation No. I: Academic Outreach

Communication problems demonstrated in the advisory committee meetings between educators and agency representatives indicate the need for all social work education programs, whether at the community college, university or graduate school level, to develop program advisory committees composed of agency representatives and related educators in order to maintain a continuing external perspective on the educational process. Most social work programs have assumed that the placement of students in agencies provides enough of a communication link for faculty to maintain an ongoing perspective of service delivery and client needs. This perception is quite limited as it focuses on gaining knowledge primarily from line personnel with little continuing input from agency administrators and personnel directors. What is needed is a program of academic outreach. Academic programs need to maintain an active program of seeking agency input into the curriculum process and involving the faculty in the advisory committee process.

Observation No. 2: Faculty Organizing

As a result of this planning effort, it also became apparent that nobody speaks for social work education on an ongoing basis throughout a state,with the exception of a few deans. As a result, it seems imperative that undergraduate and graduate social work faculty begin to form statewide organizations not only for the purposes of sharing curriculum information but also to maintain an active vigilance on the legislative front as well as the service delivery arena.

Observation No. 3: Faculty Leadership Development

Related to the need for faculty organization is the continuing need for faculty development with particular reference to leadership development based on changing career roles. Leadership development needs to be added as a fifth dimension to Soffen's four components for the preparation of the social work educator: subject matter expertise, practice expertise,

research expertise and teaching expertise.[19] From this planning project it became apparent that faculty members throughout the state were in the process of assuming new roles for which they had little or no training. Many program directors expressed concern over faculty members making a significant shift from field instruction to campus based instruction as well as from classroom responsibilities to academic administration. The various role shifts noted in Figure 1 are examples of career changes made by educators in our profession,and very little training is available for faculty members who make such changes. Role orientation is not role training. There is an urgent need for leadership training in social work education. The most obvious justification for this approach has been the recurring vacancies in deanships and program directorships across the country over the last several years.

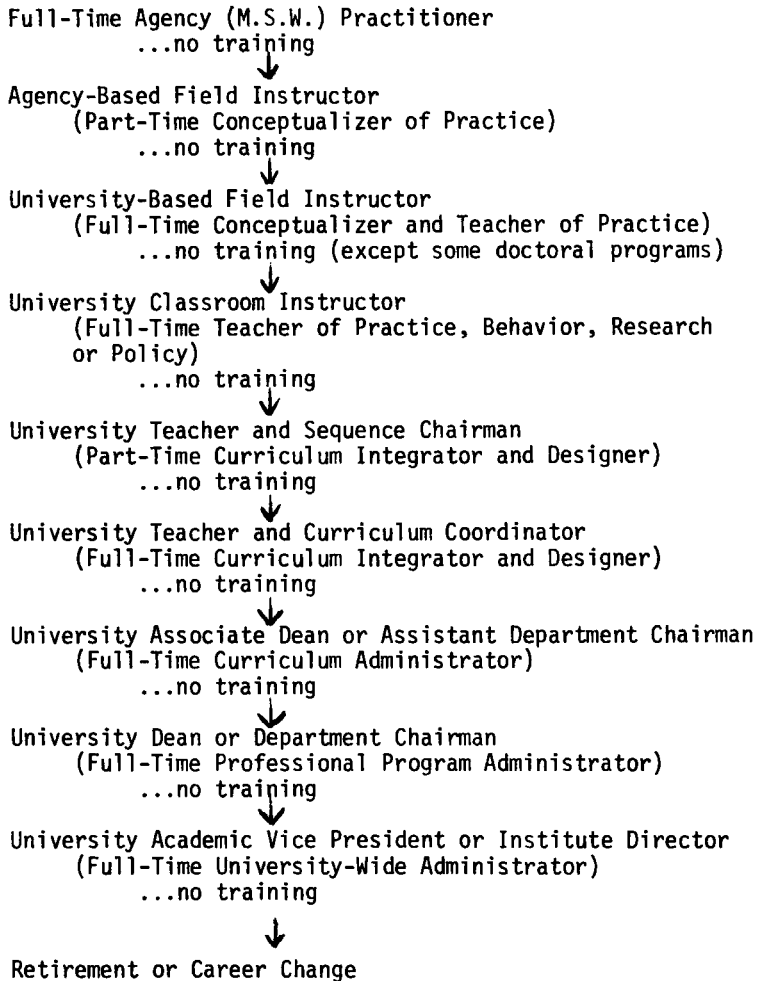### Observation No. 4: Need For Educational Planners

Related to specialized faculty training is the emerging need for social work education to take responsibility for developing and training educational planners. New field placements need to be developed in such settings as a Board of Regents as well as the higher level of universities and community colleges administration. Such expansion of new field placements supports the notion that social work identity and skills can be maintained in non-social work settings and the graduate social work students can demonstrate the value of social work education by example, in contrast to rhetoric, through the role of planners, evaluators, managers and policy analysts.

Observation No. 5: Finding Common Languages

While there is generally much respect displayed between educators and agency administrators, there is usually very little real communication. This is due, in part, to the lack of a common language where educators talk in terms of course titles and administrators talk in terms of job descriptions. One solution to these language barriers is the free exchange of personnel with faculty members working for a semester in an agency and an agency administrator working on campus as a teacher and curriculum consultant. Such an exchange would expose the educator to the problems of predicting future manpower needs (where the past has proven to be an unreliable guide to the future) and expose administrators to the problems of certifying students and maintaining curriculum flexibility. From such experiences, we may finally begin the difficult task

Figure 1

Mapping Traditional Social Work Faculty Careers

Full-Time Agency (M.S.W.) Practitioner
      ...no training
       ↓

Agency-Based Field Instructor
    (Part-Time Conceptualizer of Practice)
       ...no training
       ↓

University-Based Field Instructor
    (Full-Time Conceptualizer and Teacher of Practice)
       ...no training (except some doctoral programs)
       ↓

University Classroom Instructor
    (Full-Time Teacher of Practice, Behavior, Research
    or Policy)
       ...no training
       ↓

University Teacher and Sequence Chairman
    (Part-Time Curriculum Integrator and Designer)
       ...no training
       ↓

University Teacher and Curriculum Coordinator
    (Full-Time Curriculum Integrator and Designer)
       ...no training
       ↓

University Associate Dean or Assistant Department Chairman
    (Full-Time Curriculum Administrator)
       ...no training
       ↓

University Dean or Department Chairman
    (Full-Time Professional Program Administrator)
       ...no training
       ↓

University Academic Vice President or Institute Director
    (Full-Time University-Wide Administrator)
       ...no training
       ↓

Retirement or Career Change

of establishing criteria for job performance standards and de-
fining the nature of competent practice.

Observation No. 6: Manpower Projections

There appears to be no demonstrated relationship between
educational planning and manpower demand in the social work
profession. National studies of manpower need and manpower
demand appear to be continuously behind the times. Before
we can attempt to predict the future, it is imperative that we
understand the present, if not the past. Few states can ac-
curately report on the number of bachelors and masters degree
social workers currently employed in the public and private
sectors. As a result, it has become exceedingly important for
social work education programs and major human service
agencies to jointly develop manpower information systems. On
what basis can we expand social work education programs if we
have no way of knowing how many social workers are currently
employed in our states? What impact is differential staffing
and the use of paraprofessionals having upon the future need
for more social workers? To what extent will social work edu-
cation be subsumed under a larger educational configuration
noted on some campuses as colleges of social professions or
departments of human services? These questions require the
attention of educational planners and if these planners are
not grounded in the social work profession, others will step
in to define the problems and thereby the solutions.

*   *   *   *   *

Statewide planning for social work education is by defi-
nition a difficult task, a process in which people will
usually disagree with the results, and an exercise in which
the results are usually less than perfect. And yet, as Hollis
and Taylor noted over twenty years ago in their analysis of
social work education in the United States: "the profession
has not yet realized its own strength or capacity to enlist
the cooperation of social service organizations and the
general public..."[20] This observation still applies in 1978.

The Florida Social Work Education Project has increased
the knowledge and understanding of college and university ad-
ministrators as well as the respective staffs of the State
University System and Division of Community Colleges. The
increasing pressure on university administrators to relate
their campus programs to the societal needs of their local

communities provides an unusual opportunity for social work
educators to identify their programs as a partial solution to
this crisis of community relatedness. In the Florida
University System of over 80,000 students, social and human
service education will prove to be one of the significant
education components of nearly all the universities and com-
munity colleges in the state in the 1970's and 1980's. Is
social work education even mentioned in your own state plans
for higher education? Who speaks for social work education in
your state?

References

[1]Ernest Palola, et al., "Qualitative Planning: Beyond the
Numbers Game," The Research Reporter (Berkeley, California:
Center for Research and Development in Higher Education,
University of California, 1968, Vol. III, No. 2).

[2]Robert B. Mautz, "Higher Education--Chance to Serve," pre-
sented at University of South Florida Honors Convocation,
October 8, 1972, Tampa, Florida, mimeo.

[3]Ernest L. Boyer, "Higher Education Leadership in the
1970's," in R. Millard, et al. (eds.), Planning and Management
Practices in Higher Education: Promise or Dilemma? (Denver:
Education Commission of the States, 1972).

[4]Frederick E. Balderston, "Statewide Planning and the
Individual Institution's Response," in L. A. Glenny and
G. B. Weathersby (eds.), Statewide Planning for Postsecondary
Education: Issues and Designs (Boulder, Colorado: Western
Interstate Commission on Higher Education, 1971).

[5]George B. Weathersby and Frederick E. Balderston, "PPBS
in Higher Education Planning and Management: An Overview,"
Higher Education, Vol. 1, No. 2, May 1972, pp. 191-206.

[6]Lewis Mayhew, Reform in Graduate Education (Atlanta,
Georgia: Southern Regional Education Board, 1972).

[7]J. B. Lon Hefferlin, "Further Challenges and Trends in
Postsecondary Education," in L. A. Glenny and G. B. Weathersby
(eds.), Statewide Planning for Postsecondary Education (Boulder,
Colorado: Western Interstate Commission on Higher Education,
1971).

[8]Ivar Berg, Education and Jobs: The Great Training Robbery
(New York: Praeger, 1970).

[9]Lymann Glenny and Julie Hurst, "Current Statewide Planning Structures and Powers," in L. A. Glenny and G. B. Weathersby (eds.), Statewide Planning for Postsecondary Education (Boulder, Colorado: Western Interstate Commission on Higher Education, 1971).

[10]Edward A. Brawley and Ruben Schindler, Community and Social Service Education in the Community College: Issues and Characteristics (New York: Council on Social Work Education, 1972).

[11]Dorothy M. Kroell and Leland L. Medsker, From Junior to Senior College: A National Study of the Transfer Student (Washington, D.C.: American Council on Education, 1965) p.102.

[12]Michael J. Austin, et al. (eds.), Continuing Education in Social Welfare: School Social Work and the Effective Use of Manpower (Tallahassee, Florida: Florida Board of Regents, 1972).

[13]Michael J. Austin, et al. (eds.), The Field Consortium: Manpower Development and Training in Social Welfare and Corrections (Tallahassee, Florida: Florida Board of Regents, 1972).

[14]Michael J. Austin, et al. (eds.), Curriculum Building for the Continuum in Social Welfare Education (Tallahassee, Florida: Florida Board of Regents, 1972).

[15]Ernest Palola, "Academic Reform: A Challenge for Statewide Planners," The Research Reporter (Berkeley, California: The Center for Research and Development in Higher Education, 1970, Vol. V, No. 2).

[16]Michael J. Austin and Philip L. Smith (eds.), Statewide Career Planning in a Human Service Industry (Tallahassee, Florida: Florida Board of Regents, 1973).

[17]John K. Folger, et al., Human Resources and Higher Education (New York: Russell Sage Foundation, 1970, p.122).

[18]See Ernest G. Palola, et al., Higher Education By Design: The Sociology of Planning (Berkeley, California: Center for Research and Development in Higher Education, 1970); Joseph Ben-David, American Higher Education--The Carnegie Commission on Higher Education (New York, McGraw-Hill, 1972); and Ernest G. Palola and William Padgett, Planning for

Self-Renewal (Berkeley: Center for Research and Development in Higher Education, 1971).

[19]Joseph Soffen, Faculty Development in Professional Education (New York: Council on Social Work Education, 1967).

[20]Ernest V. Hollis and Alice L. Taylor, Social Work Education in the United States (New York: Columbia University Press, 1951) p.391.