PROMOTION RECOMMENDATION
The University of Michigan
School of Social Work

Mary C. Ruffolo, associate professor of social work, with tenure, School of Social Work, is recommended for promotion to professor of social work, with tenure, School of Social Work.

Academic Degrees:

PhD	1988	Social Welfare, Ohio State University
MSW	1979	Social Work, University of Illinois, Champaign
BS	1978	Social Work and Spanish (Magna Cum Laude)

Professional Record:

2006–Present	Associate Professor (with tenure) University of Michigan, School of Social Work
1999–2006	Associate Professor (without tenure), University of Michigan, School of Social Work
1994–1999	Associate Professor, Syracuse University, School of Social Work
1988–1994	Assistant Professor, Syracuse University, School of Social Work

Summary of Evaluation

Teaching: Professor Ruffolo has been closely involved in all aspects of the teaching program at the school. As the associate dean for educational programs, she was responsible for curricular development generally, leading the school through the reaccreditation process, and was a key leader in developing the new Community Action & Social Change (CASC) minor for undergraduates, which has been very successful. She has also taken a leadership role in other curricular developments, such as introducing student portfolios for student self-assessment and stimulating integrated learning. She was awarded a Gilbert Whitaker Grant for the Improvement of Teaching. She has also worked with the Center for Research on Learning and Teaching (CRLT) to bring new applications of instructional technology to the school. Her employment of these new instructional media as director of the Office of Continuing Education, a role she now holds, has resulted in a dramatic increase of program offerings and participation. Her dedication to innovative pedagogy has facilitated the creation of several new competitive web-based certificate programs.

Professor Ruffolo has taught nine different courses, ranging from foundation courses for MSW students to advanced methods courses to doctoral seminars. Her course materials/syllabi are comprehensive, well developed, and up-to-date. Students uniformly rate her as an excellent instructor, with an average score of 4.70 (on a five-point scale), and likewise her courses are rated highly, with an average score of 4.38. This is true despite the fact that Professor Ruffolo often teaches required courses that are not initially popular with students.

Professor Ruffolo has been a key member of the faculty group that has developed the new Clinical Scholars Program, in which selected MSW students, through their coursework and field practicum, focus on "adolescent/child mental and behavioral health" and directly serve high-need populations in Detroit. As noted above, she is the principal investigator for a highly competitive grant from the U.S. Health Resources and Services Administration to support this work.

Research: Professor Ruffolo has demonstrated a steady level of productivity, publishing 13 peer-reviewed articles—first author on six of the 13, and nine of the 13 published after her term as

associate dean for educational programs, coauthoring a book, writing seven book chapters, and presenting her work internationally in numerous academic, professional, and community venues. Professor Ruffolo has obtained 15 grants since 2006, serving as the principal investigator for 13 of them. At this writing, she is the principal investigator on four funded projects (including the previously mentioned federal award from the Health Resources and Services Administration) and is participating in two additional externally funded projects. Professor Ruffolo's record of external support is impressive, with grants from key national and state sponsors.

Professor Ruffolo's scholarly work can be understood in terms of its contextual focus (e.g., serious emotional problems experienced by youth) and its process focus on interventions (developing, assessing, and applying interventions). Her contextual focus on behavioral problems and well-being of young people addresses an area that has traditionally been central to social work research and practice. Her process focus on interventions, on the other hand, has taken on the critically important emerging area of implementation science—creating/testing basic intervention methods and developing the connections with the world of practice. It is in building that connection between research and practice that her contributions are particularly noteworthy.

Service: Professor Ruffolo has provided consistent and valuable service within the school and university, as well as the larger academic and professional community. As noted, she has engaged in extensive service through her administrative appointments as associate dean and director of Continuing Professional Education. She has served on standing and ad hoc committees. Within the university, she was on the provost's Multidisciplinary and Team Teaching Implementation Committee as well as other central administration committees on teaching. She has also been active on interdisciplinary university-level projects with the health system.

Professor Ruffolo is very involved in service to the profession, including serving on public sector oversight committees and providing consultation to the social work education programs in a number of other universities. Her many invitational and keynote lectures for a variety of educational and practice groups are further evidence of her standing among fellow academicians and practitioners.

Recent and Significant Publications:
Ruffolo, M. & Capobianco, J. (2012) Moving an evidence-based intervention into routine mental health care: a multifaceted case example. *Social Work in Health Care Journal* 51(1), 77-87.
Ruffolo, M., Nitzberg, L. & Schoof, K. (2011). Addressing a gap: single session family psychoeducational workshops for bipolar disorder and depression. *Psychiatric Services* 62(3), 323.
Ruffolo, M. & Fischer, D. (2009) Using an evidence-based CBT group intervention model for adolescents with depressive symptoms: lessons learned from a school-based adaptation. *Child and Family Social Work* 14, 189-197.
Goodkind, S., Ruffolo, M., Bybee, D. & Sarri, R. (2009) Coping as a mediator of the effects of stressors and supports on depression among girls in juvenile justice. *Youth Violence and Juvenile Justice* 7, 100-118.
Ruffolo, M., Savas, S., Neal. D., Capobianco, J. & Reynolds, K. (2008). The challenges of implementing an evidence-based practice to meet consumer and family needs in a managed behavioral health care environment. *Social Work in Mental Health* (Vol. 6)
Capobianco, J., Svensson, J., Wiland, S., Fricker, C. & Ruffolo, M (2008). *Guide to implementing evidence-based practices in mental health*. Rockville, MD: National Council for Community Behavioral Healthcare.

Howard, M.O., Allen-Meares, P. & Ruffolo, M. (2007). Teaching evidence-based practice: Strategic and pedagogical recommendations for schools of social work. *Research on Social Work Practice* 17(5), 561-568.

Ruffolo, M., Kuhn, M. & Evans, M. (2006). Developing a parent-professional team leadership model in group work: Lessons learned in work with families with a child experiencing behavioral/emotional problems. *Social Work* 51(1), 39-47.

External Reviewers:

Reviewer A: "Her work on professional and peer-led psycho-educational groups, installing CBT in new non-specialty mental health settings; and her emerging work on working with youth with other serious behavioral health issues is creative and, even, ground breaking. As the result of her publications, presentations, and general availability, many of the innovations that Michigan has developed have become known more widely."

Reviewer B: "In sum, the case presented by Dr. Ruffolo for promotion to full professor is strong. In my estimation, she has been a productive outreach scholar involving high quality and relevant scholarship. Moreover, such scholarship is further exemplified by her national and international presentations at refereed conferences, her numerous research reports, as well as review roles with journals. She would be well supported for promotion at my institution. I believe that she warrants promotion to professor at the University of Michigan as well."

Reviewer C: "All of these articles reflect Ruffolo's commitment to developing evidence-based interventions, bringing them to practice settings, and building structures and relationships that will help sustain the provision of these interventions in 'real world' circumstances ... Her 2006 article would be (and is) on a list of important articles in [the area of interventions for children with serious emotional disturbances]."

Reviewer D: "I deeply respect her community research applications and believe this is the cornerstone of her contributions. In comparison to other applications I have reviewed for [professor], Dr. Ruffolo's application is solid. I would imagine Dr. Ruffolo's teaching to be exceptional and an important contribution to the school and university. Her service to the school also appears exceptionally strong. An important consideration is that she represents a good balance of research, teaching, and service and should be acknowledged and recognized for achieving this distinction. If Dr. Ruffolo were to be reviewed for promotion at my university I believe she would be appointed to the rank of professor."

Reviewer E: "In terms of contributions to the field of social work, Dr. Ruffolo is clearly considered a leader in social work education and research. In particular, she is well known for advancing use of evidence-based practices in fields of health and mental health. She has paid specific attention to the use of evidence-based practices within public service systems, often characterized by significant obstacles to implementation."

Reviewer F: "I am struck by the continuity and impact of her work reflected through systematic movement from design, efficacy testing, modification, effectiveness evaluation, and dissemination phases of intervention research. This has been painstaking work that required abilities at the nitty gritty level of applied research within complex systems as well as an overarching vision to bridge phases and sustain coherence. This approach is consistent with the engaged scholarship perspective that Dr. Ruffolo uses to guide the course of her research and scholarship. It is also consistent with

priority needs of research-informed services and with funding and collaboration priorities shifting in these directions."

Reviewer G: "In short, I believe that Dr. Ruffolo's work is an innovative model for community-based practice, and that its implementation could in time potentially lift all practitioners—students and seasoned workers alike—to value (and use) the best the profession has to offer in expert knowledge. I will use Dr. Ruffolo's work in my training of PhD students, and also will inform faculty of this exciting work at [my institution]. ... From my close reading of this work, I fully anticipate that in Dr. Ruffolo's years as professor, her national impact will increase further. By disseminating (and marketing) her implementation science in the state of Michigan, the University will likely be a leader in the role of implementation science elsewhere."

Reviewer H: "It is especially difficult, I find, to teach MSW students about both the value of evidence[-]based interventions (and the basic research which underlies these interventions) and, at the same time, the need and means to adapt these interventions so that they are accepted and effective. I am not teaching this course this year, but if I were I would include some of these articles, because they make the argument cogently and practically."

Summary of Recommendation: Professor Ruffolo is a strong and innovative researcher and teacher. She applies the principles of translational research to develop and assess the best mental health practices for dealing with youth in community settings and for teaching social work students and practitioners to recognize and engage with best practices and the research that sustains them. She is a leader in the School of Social Work, in the university, and in the national social work community. Therefore, I join our Tenure and Promotion and Executive Committees in recommending Associate Professor Mary C. Ruffolo for promotion to the rank of professor of social work, with tenure, School of Social Work.

Laura Lein
Katherine Reebel Collegiate Professor
of Social Work, Professor of Anthropology
and Dean, School of Social Work

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