

Strategic Planning Activities for 2016 – 2019
August 16, 2016

A. Diversity and Inclusion: Increase the presence and leadership roles of under-represented populations among our faculty, staff, student body and increase the SSW community's focus and competency in matters of social justice and diversity. (Oversight by Dean and Equity and Inclusion Committee Chair)		
Goal	2016 - 2017	2018 - 2019
1. <i>Sustain efforts to recruit, hire and retain faculty from under-represented communities through appropriate allocation of resources, mentoring programs, teaching and research support.</i>		
a. Apply strategies from recent SSW faculty searches and new ones developed by the university equity and inclusion working group.	<ul style="list-style-type: none"> • Establish annual benchmarks for # of URM applications, interviews, & campus visits for FT faculty searches • Establish similar benchmarks for URM PT lecturers and online facilitators • Search Committee to develop plan to actively recruit URM faculty candidates (e.g., CSWE minority fellows' program, web search of top 25 programs for PhD graduates) • Arrange for on-campus candidates to meet with the Equity and Inclusion Committee 	<ul style="list-style-type: none"> • Consider appointing an Asst. Dean for Equity and Inclusion who oversees all E&I activities • Fund URM post-doctoral position • Seek approval for URM senior faculty hires
b. Provide monetary and staff support for recruitment and retention activities.	<ul style="list-style-type: none"> • Develop equitable plan for providing resources to FT URM faculty members • Identify local URM mentors for URM faculty • Identify peer support network within BU 	<ul style="list-style-type: none"> • Use recruitment consultant if benchmarks are not met in 2016-17 • Fund URM post-doctoral position
c. Count faculty mentoring and engagement activities with under-represented faculty as part of service duties.	<ul style="list-style-type: none"> • Define faculty mentoring duties including activities designed to support and retain URM faculty and URM students. • Designate SSW and external faculty mentors annually • Track mentoring on faculty annual report and include as part of annual evaluations 	Continue
d. Recognize curriculum development on racial, economic and social justice, related service and activities with URM students among workload duties that support equity and inclusion.	<ul style="list-style-type: none"> • Identify academic & service activities that support equity and inclusion • Track and credit URM student service activities on faculty annual report and determine equitable workload credit • Report faculty E&I activities in SSW internal and external communications 	<ul style="list-style-type: none"> • Track curriculum/service activities on faculty annual report • Report faculty D&I activities in SSW internal and external communications

2. Enhance strategies and financial resources to recruit, enroll, and support students from underrepresented and underserved (UR-US) communities.		
a. Increase scholarship funds for these students.	<ul style="list-style-type: none"> • Increase scholarship funds for UR-US students from 3 to 5 • Feature scholarships and competitive field stipends on website • Review current merit vs. need-based aid • Review local options and/or partnerships with local and state agencies for UR-US scholarships 	<ul style="list-style-type: none"> • Increase scholarship funds for UR-US students to 7 • Identify UR-US alumni & faculty for development efforts • Market URM scholarships & stipends on website and in promotional materials • Seek foundation-corporate funding to support UR-US student tuition and field education
b. Implement a UR concierge/student ambassador approach within admissions and student services departments.	<ul style="list-style-type: none"> • Market BUSSW to UR-US community partners (including teachers & administrators) to encourage staff to earn MSW from BU • Explore recruitment of a targeted group of URM students like the Posse program • Establish national alumni (including BRIDGE) recruiting & interviewing process • Focus recruitment on bachelors' programs with large numbers of URM students • Link URM applicants to current students 	<ul style="list-style-type: none"> • Establish a student peer mentoring program • Identify new admissions approaches to link URM applicants and current UR-US students • Evaluate student work-life balance needs and curriculum structures (e.g., hybrid models) to promote URM applications and retention • Examine potential benefit of audit program • Increase alumni involvement in URM recruiting • Maximize curriculum flexibility to accommodate working/parenting students • Highlight writing and research support tutors
c. Determine which recruitment activities increase the applicant pool and yield of ALANA students.	<ul style="list-style-type: none"> • Set benchmarks for applications (e.g., 25%) • Track UR-US applicant & student involvement for all recruiting activities • Survey UR-US applicants to determine which activities were most helpful 	<ul style="list-style-type: none"> • Benchmark URM stats against peer schools • Develop and Implement tracking system for ALANA students and alumni • Research best strategies for UR-US recruiting in academic forums (e.g., Chronicle)
3. Increase the number of faculty and staff from under-represented communities who are in leadership and decision-making positions.		
a. Increase the number of URM faculty and staff in these leadership roles	<ul style="list-style-type: none"> • Establish benchmarks for URM leadership development and decision-making positions. • Work with HR to identify and implement URM target strategies for SSW leadership positions • Recruit actively in URM forums for leadership positions • Sensitize non-URM staff leaders to methods for interviewing and recruiting URM staff 	<ul style="list-style-type: none"> • Create leadership opportunities for URM faculty (e.g., rotating specialization roles) • Create leadership opportunities for URM staff (committees; working groups; positions) • Provide opportunities for URM staff to interact with students
b. Develop pathways for career advancement such as nominating and supporting leadership training and professional development.	<ul style="list-style-type: none"> • Provide leadership training opportunities to URM faculty and staff • Provide career mentoring for URM staff 	<ul style="list-style-type: none"> • Encourage leaders 1-3 years from retirement to mentor URM candidates

	<ul style="list-style-type: none"> • Provide formal training for new URM leaders • Establish regular communication to share information & decisions to Increase knowledge and understanding across all staff 	
<p>4. <i>Engage faculty, staff, students, and alumni in conversations about race and class in order to increase competence in interpersonal interactions, in teaching, and in program activities.</i></p>		
a. Hold regular events the promote diversity, equity and inclusion across the school community.	<ul style="list-style-type: none"> • Arrange one assembly per year on diversity, equity and inclusion for faculty, staff, and students • Hold four community events per year for faculty, staff, students, alumni, advisors (e.g., meetings, talks, listserv opportunities, use of self-reflective tool, external events) • Obtain consultation for tenured & NTT senior faculty on mentoring of URM TT & NTT junior faculty • Formalize a regular forum for discussion 	<ul style="list-style-type: none"> • Arrange an annual assembly on diversity, equity and inclusion for faculty, staff, and students • Hold four community events per year for faculty, staff, students, alumni, advisors • Hold regular discussion forum • Continue mentoring and leadership development activities for URM TT and NTT faculty
b. Survey faculty, staff, and students on self-perceived competence and contributions to equity and inclusion.	<ul style="list-style-type: none"> • Conduct an annual survey of perceived competence and contributions to E&I. 	<ul style="list-style-type: none"> • Assess the effect of E&I activities on opinions and behaviors of the school community and use information to improve program
<p>5. <i>Promote social justice, equity, and diversity issues in the MSW and PhD curricula, including emphasis on CSWE competencies regarding (a) diversity and difference in practice, (b) human rights and social and economic justice, and (c) policy practice to advance social and economic well-being.</i></p>		
See C.2 and D for metrics on MSW and PhD programs	<ul style="list-style-type: none"> • Survey students about racial & social justice competencies and experience in learning annually • Survey faculty about teaching racial and social justice competencies and experiences annually 	<ul style="list-style-type: none"> • Increase course assignments and projects on activism in racial justice • Support needs of Student Org on racial and economic justice
<p>6. <i>Create and sustain a School environment that promotes a culture of mutual respect, inclusion, kindness, and valuing of diversity and differences among faculty, staff, students, and alumni.</i></p>		
a. Support the activities of the Sunshine Committee & Equity and Inclusion Committee.	<ul style="list-style-type: none"> • Provide budget for events 	<ul style="list-style-type: none"> • Rotate leadership and planning opportunities
b. Survey faculty, staff and students on the School's overall culture of inclusion.	<ul style="list-style-type: none"> • Conduct an annual survey 	<ul style="list-style-type: none"> • Repeat survey
c. Involve the School community in activities that promote diversity, equity and inclusion.	<ul style="list-style-type: none"> • See 4.a. • Identify and publicize new activities 	<ul style="list-style-type: none"> • Identify and publicize new activities

7. <i>Lead and support the School community in responding to human rights, social justice, health, and welfare issues that affect our community and our society.</i>		
a. Develop a Social Work Action Team (SWAT) that responds to current events (e.g., human rights, social justice).	<ul style="list-style-type: none"> Select an annual emerging issue or theme for 1-2-year focus for orientation, class assignments, book groups, etc. Arrange class assignments (e.g., LEAD day, policy initiatives) to support activism Develop communications plan for theme and emerging issues actions 	<ul style="list-style-type: none"> Work with alumni nationally to promote activist agenda Stream events live to OLP/OCP students Include OLP/OCP students in planning and activities in their communities Ensure workload credit for faculty & staff
B. Research and Scholarship: Enhance the productivity, impact and reputation of faculty research. (Oversight by Dean and Associate Dean for Research)		
Goal	2016 - 2017	2018 - 2019
1. <i>Promote a strong and cohesive SSW research community that fosters faculty scholarship and leadership in research communities within and outside of the School.</i>		
a. Expand interdisciplinary mentoring of SSW faculty (e.g., methodology) within and outside BU.	<ul style="list-style-type: none"> Identify senior mentors from other BU Schools/Colleges 	<ul style="list-style-type: none"> Hire senior researcher with R01 funding and mentoring track record Identify donor funding for endowed chair for new senior faculty line
b. Encourage/promote faculty participation in internal SSW research collaborations.	<ul style="list-style-type: none"> Continue to disseminate social science grants information Include Research Asst. Professors in grant information sent to TT faculty 	Continue
c. Encourage/promote faculty participation and leadership in external research communities (cross-campus, national, global).	<ul style="list-style-type: none"> Increase travel funds for TT faculty Dean to give merit credit for external research leadership roles Assess faculty research leadership roles 	<ul style="list-style-type: none"> Promote faculty visibility in media – Marketing Dept. Assess and promote to the media the practical, real world impact of faculty research
d. Expand ongoing professional development in research skills, including research mentoring and methodology workshops.	<ul style="list-style-type: none"> Offer SSW pilot grants reviewed by a committee of experienced researchers Provide or support TT faculty attendance at high level methodological trainings 	Continue
2. <i>Increase collaborative activities with interdisciplinary partners that are focused on health and social justice, especially in urban settings.</i>		
a. Increase funded research projects, papers, and conference presentations co-authored with interdisciplinary partners.	<ul style="list-style-type: none"> Track proposals and funded grants to SSW PIs and Co-PIs (#, direct and indirect costs) Track annual # of faculty publications and conference presentations Track impact factor of journals and citations Track grants, publications and conference presentations with interdisciplinary authors 	Continue

b. Establish new SSW-led collaborative research projects within the CISWH.	<ul style="list-style-type: none"> Track published papers and grants developed from CISWH learning communities 	Continue
c. Increase in number of faculty research collaborations with community partners in urban settings.	<ul style="list-style-type: none"> Track number of grants, articles and talks involving urban community partners 	Continue
d. Increase SSW sponsorship of interdisciplinary research colloquia and related activities (e.g., national conferences).	<ul style="list-style-type: none"> Track faculty attendance and SSW financial support of high research-relevant conferences 	Continue
<i>3. Establish clear expectations for tenure-line faculty engagement in research, consistent with Research 1 university expectations.</i>		
a. Develop a handbook outlining SSW expectations for tenure and promotion.	<ul style="list-style-type: none"> Dean and APT Chair to draft criteria and process Tenured faculty review and edit draft Finalize draft 	
<i>4. Increase funded research projects that employ doctoral students.</i>		
a. Add expectation that grants above a certain amount will include PhD student stipends unless otherwise justified.	<ul style="list-style-type: none"> Increase # of grants with 1 or more PhD student stipends 	Continue
<i>5. Strengthen SSW's research infrastructure, including pre- and post-award support, statistical consultation, IT, and space.</i>		
a. Evaluate the adequacy of SSW's research infrastructure through annual faculty feedback on support for timely grant submissions.	<ul style="list-style-type: none"> Survey faculty re: needs and support Respond to problems identified in survey 	Continue
b. Increase supports for faculty research development (e.g., proposal development, pilot study funds, statistical consultation).	<ul style="list-style-type: none"> Increase funds available for pilot studies leading to successful grant submissions Evaluate faculty need for consultation for proposal development & review Evaluate faculty experience with new BU statistical support plan from Math Dept 	Continue
c. Increase faculty communication with IS&T to secure adequate technology support.	<ul style="list-style-type: none"> Survey faculty need for tech support Respond to identified needs 	Continue
d. Secure adequate space to accommodate new faculty research grants on the CRC campus and at the Center for Innovation in Social Work and Health on the MED campus.	<ul style="list-style-type: none"> Develop plan for space needs and uses on CRC campus Work with CISWH Director to determine space use on Med Campus 	Continue

C. MSW Education: Align the MSW curriculum and program models (CR, OCP, OLP) with the School's mission to develop and support dynamic and diverse social work practitioners in clinical, community, and policy practice, through attention to structure, content, and mechanisms. (Oversight by Dean, Associate Dean for Academic Affairs, and Assistant Deans)		
Goal	2016 - 2017	2018 - 2019
<i>1. Align the overall MSW curriculum structure with SSW's mission, social work trends and workforce needs, evidence-based practices, and faculty strengths.</i>		
a. Request an Annual Report from the Curriculum Committee on these issues.	Complete first report in Spring 2017	Continued annually
b. Ask the Curriculum Committee to generate recommendations for building faculty strength in curriculum areas.	Include in annual report	Continued annually
<i>2. Emphasize CSWE competencies focused on diversity and difference in practice; human rights and social and economic justice; and policy practice.</i>		
a. Focus our MSW Program Assessment on these three areas.	<ul style="list-style-type: none"> Implement CSWE and Provost grants focused on these three areas by: developing/piloting measures, collecting/analyzing data Infuse these competencies in specializations and across platforms 	Use assessment information to inform program development
b. Increase student opportunities for and engagement in social activism.	<ul style="list-style-type: none"> Include this in field activities Consider specific focus area (e.g., "mass incarceration") Institute social justice film series 	Evaluate and revise
c. Increase course assignments related to social activism (these might count as credit-hours outside the classroom).	Ask relevant departments to identify/create assignments in these areas	Evaluate and revise
<i>3. Provide structural and program supports to ensure currency and quality of the curriculum.</i>		
a. Strengthen the leadership role of the Curriculum Committee through increased representation of experienced faculty and modification of the Governance Document to reflect the new structure.	Review/revise Governance document in areas of CC: (1) mission and (2) membership	<ul style="list-style-type: none"> Link revisions of CC to structural changes in school re: departments, specializations Use Program Assessment information for decision-making
b. Develop and implement standard policies for majors (clinical and macro), specializations (e.g., aging), and programs (dual degree).	By end of year will have specializations approved via E-Cap	Implement new specializations
c. Develop a new program assessment plan and procedures for monitoring progress, obtaining feedback, and improving the program.	<ul style="list-style-type: none"> Have a new plan in place by September 2016 Provide updates at regular faculty meetings 	Continue cycle for 2018-2019

	<ul style="list-style-type: none"> • Spring: Annual report 	
d. Embed health-related content within the curriculum.	Health/mental health specialization working group to make recommendations for health courses	Recommendations considered by CC and faculty and decisions made
<i>4. Create opportunities for students to study across MSW platforms.</i>		
a. Develop a plan	<ul style="list-style-type: none"> • Formalize protocol for orientation to support students who cross platforms • Identify challenges to cross-platform study and draft policies for review • Consider more uniform course formats and scheduling to allow easier movement 	Implement planned changes
<i>5. Increase instructional innovation (e.g., through enhanced web-based teaching resources, collecting data on field trends, and use of best teaching practices from the University's CEIT).</i>		
a. Increase the number of SSW applications for distance learning grants.	Disseminate information about these grants	Continue
b. Increase faculty attendance and presentations at education conferences and trainings, both national (CSWE OL and Sloan conferences) and local (BU CEIT)	<ul style="list-style-type: none"> • Disseminate information about these trainings • Invite CEIT to present at SSW 	Continue
D. PhD Education: Prepare the next generation of scholars and leaders in social work and social welfare through a commitment to social justice and rigorous training in qualitative and quantitative methods, interdisciplinary specialization, and teaching excellence. (Oversight by Dean and Director of Doctoral Program)		
Goal	2016 - 2017	2018 - 2019
<i>a. Determine faculty workload related to doctoral program.</i>		
a. Determine appropriate amount of faculty time spent on PhD program and student activities for tenured and tenure-track faculty	<ul style="list-style-type: none"> • Survey faculty on time spent and activities on PhD program • Develop guidelines and goals for doctoral student involvement by TT faculty ranks • Dean to give faculty workload credit for PhD program and dissertation activities 	<ul style="list-style-type: none"> • Assess effectiveness of faculty mentoring of PhD students
<i>b. Maintain the high application rate, quality and yield.</i>		
a. Increase applicants and matriculating students from under-represented (UR) communities.	<ul style="list-style-type: none"> • Develop marketing and recruitment strategies that appeal to UR students • Develop mentoring plan specifically for UR doctoral students • Develop MSW/MPH curriculum plan that leads to doctoral study 	<ul style="list-style-type: none"> • Assess results of efforts in applications and enrollments of UR students
<i>c. Improve graduating student products and outcomes.</i>		

<p>a. Shorten time to degree completion to meet peer plus standards</p>	<ul style="list-style-type: none"> • Decrease time to completion of degree to an average of 5 years • Encourage current students to complete dissertations or discontinue • Set firm doctoral program term limits • Explore potential student and program barriers to 5-yr degree completion 	<ul style="list-style-type: none"> • Track time to completion for all students • Discontinue students who are beyond term limit • Continue to explore barriers to timely completion
<p>b. Increase student products that will enable them to obtain desirable post-doc and faculty positions</p>	<ul style="list-style-type: none"> • Promote student and faculty expectations that increase student academic products • Support faculty mentoring of students that results in academic products • Develop student supports for publishing papers, writing grants, giving conference presentations, & nominations for awards 	<p>Continue</p>
<p><i>d. Build relationships with other units and schools.</i></p>		
<p>a. Increase interdisciplinary experiences of doctoral students that are likely to improve their methodological, grant writing, and publishing skills.</p>	<ul style="list-style-type: none"> • Increase PhD student cross-registration in relevant university courses (e.g., CAS, SAR, SED, STH, SPH) • Include strong research faculty from other disciplines on Doctoral Program Committee • Cross-list PhD courses to increase attendance by students in other disciplines • Track faculty and doctoral student attendance at School/College and university research talks 	<ul style="list-style-type: none"> • Increase faculty and doctoral student attendance at School/College and university research talks
<p><i>e. Establish and implement methods to assess student progress and program goals.</i></p>		
<p>a. Finalize policy and procedures manual</p>	<ul style="list-style-type: none"> • Complete PhD student handbook, including outcome expectations 	<ul style="list-style-type: none"> • Update PhD student handbook, including academic product goals
<p>b. Assess program outcomes per metrics established for the Doctoral Program</p>	<ul style="list-style-type: none"> • Graduation within 5 years • # Journal articles • # Conference presentations • Dissertation grants • Professional awards • Post-doctoral fellowships • Academic faculty positions 	<p>Continue</p>
<p>c. Determine School resources needed to advance program goals</p>	<ul style="list-style-type: none"> • Evaluate staffing needs via comparison with peer programs 	<ul style="list-style-type: none"> • Implement recommended changes

	<ul style="list-style-type: none"> Determine resource needs (financial support; staff time; faculty time) to advance above goals 	
f. <i>Enhance teaching excellence through the curriculum (teaching seminar) and student teaching experiences (practicum, in- person and OLP teaching).</i>		
a. Ensure that PhD students meet program teaching expectations and gain teaching skills.	<ul style="list-style-type: none"> Track teaching roles (TA, facilitator, instructor) for each student, including student evaluations and observations Students will achieve ratings of 4.0 and above on teaching evaluations 	Continue
E. Community/Professional: Deepen and strengthen community partnerships and professional roles in local, regional, national, and global settings. (Oversight by Dean, Assistant Dean for Field Education, Associate Dean for Research, Faculty)		
Goal	2016 - 2017	2018 - 2019
1. <i>Expand our field placement opportunities for students in community organizations in the Boston area, across national and global settings in collaboration with interdisciplinary partners.</i>		
a. Track number of local, national and global field education sites.	<ul style="list-style-type: none"> Establish timetable and desired data for SONIA database reports Generate reports 	<ul style="list-style-type: none"> Identify gaps in field placement sites Develop plan to increase field placement options
2. <i>Enhance the BUSSW faculty and staff leadership in social work and relevant cross-disciplinary professional organizations.</i>		
a. Increase the number of elections and appointments to leadership positions (FAR information).	<ul style="list-style-type: none"> Identify organizations to focus on Determine current level of faculty and staff participation 	<ul style="list-style-type: none"> Determine barriers to participation Develop plan to increase membership and leadership roles in identified organizations
b. Increase testimony and presentations at the state, national and international level (FAR information).	<ul style="list-style-type: none"> Identify which state, national and international priorities to focus on Establish a list of recent and current activities by faculty and staff 	<ul style="list-style-type: none"> Identify barriers to participation Generate a plan for participation (e.g., 2 faculty/staff on NASW MA PACE; 2 faculty/staff on NASW LAC or Criminal Justice SIG) Increase faculty, staff & student attendance at NASW LEAD. Have faculty/staff representative on IFSW BOD
c. Increase the dissemination of practice innovations to agencies and community groups (e.g., health, evidence-based interventions, risk reduction, trauma-informed care).	<ul style="list-style-type: none"> Identify organizations to focus on Establish a list of current faculty and staff participation 	<ul style="list-style-type: none"> Identify barriers to participation Increase membership of faculty & administrators on local agency boards Develop PEP training program for local agency that offers internships
3. <i>Engage in community participatory research with local and national organizations with a focus on practice innovation, policy, and systems change that promotes empowerment of oppressed populations and capacity building for the organizations that serve them.</i>		
a. Increase proposals and funding for research of this type.	<ul style="list-style-type: none"> Identify areas of focus 	<ul style="list-style-type: none"> Identify barriers to participation Develop plan to increase proposals

	<ul style="list-style-type: none"> Establish a list of current grants and recent proposals 	
b. Identify active unfunded research partnerships with communities.	<ul style="list-style-type: none"> Establish a list of current partnerships Identify areas of current and future interest 	<ul style="list-style-type: none"> Identify barriers to participation Survey community needs that parallel BUSSW's mission and research goals
4. Promote effective models of university-community partnerships in practice areas of special expertise.		
a. Develop stronger relationships with community partners for each specialization (e.g., field placements, ongoing SSW-community activities, presentations, etc.)	<ul style="list-style-type: none"> Identify one person to oversee (i.e. BUSSW Community Liaison) Establish a list of partnerships that currently exist Identify local agencies for each curriculum area of specialization and assign a liaison faculty person. Create training and internship opportunities. 	<ul style="list-style-type: none"> Full integration of all departments (i.e. faculty, field education, alumni, PEP, BRIDGE, CADER, Center for Innovation, etc..) working towards BUSSW having several new agency/community partnerships
F. SSW Organization: Advance the overall educational, research and practice mission of the School and support the health and productivity of the School community. (Oversight by Dean, Associate Dean for Enrollment Services and External Relations, and Director of Finance and Administration)		
Goal	2016 - 2017	2018 - 2019
1. Strengthen and align the School's organizational structures and systems in support of its vision, mission, and goals to promote efficiency and quality of service across program platforms.		
a. Review existing student and alumni surveys to examine feedback about the program over time.	<ul style="list-style-type: none"> Review existing survey data Clarify how survey data is used, and whether longitudinal analysis occurs or would be useful. Consider assigning someone to coordinate surveys across departments. Revise surveys as needed As new surveys go out, create a feedback loop with participants to explain how data is used and to encourage participation. 	<ul style="list-style-type: none"> Assess new surveys and make any additional changes
b. Use program assessment information to identify and correct structural impediments to quality programming.	<ul style="list-style-type: none"> Gather program assessment info as soon as available 	<ul style="list-style-type: none"> Identify structural impediments Develop strategies to correct these Implement strategies
c. Identify and correct redundancies relevant to One BUSSW goals	<ul style="list-style-type: none"> Identify consultant for organizational review Engage consultant 	<ul style="list-style-type: none"> Implement recommendations to correct redundancies
2. Develop a code of ethical behavior (including self-care and social media behavior) for faculty, staff and students, and promote such behavior in all of our academic, research, professional service, and practice contexts.		

a. Establish a task force to determine content and methods, and scope of task, and develop and/or organize existing codes for groups noted above.	<ul style="list-style-type: none"> Establish task force Develop code 	
b. Publicize code on website.		<ul style="list-style-type: none"> Add code information to website
3. <i>Advance the School's reputation through consistent, coordinated and timely marketing and communications that promote the School's educational programs, research/scholarship, service, and community partnerships, at the university, regional, and national level.</i>		
a. Determine specific goals and measures; identify gaps in coverage.	<ul style="list-style-type: none"> Determine goals and measures Identify gaps in coverage 	Continue
b. Collect and disseminate information about national and regional impact	<ul style="list-style-type: none"> Collect and disseminate information (e.g., website hits, social media mentions, news articles) 	Continue
c. Track mentions of faculty in internal and external communications.	<ul style="list-style-type: none"> Track mentions Seek faculty communication of their travel to Marketing 	Continue
4. <i>Assess and improve our information technology capacity and/or utilization to advance SSW's goals, including research, teaching, MSW and PhD program web presence, professional leadership, university activities, and community partnerships.</i>		
a. Identify university-based resources for dissemination.	<ul style="list-style-type: none"> After survey is complete (item c), work with IS&T to identify existing resources to address identified needs 	Continue
b. Communicate to faculty and staff how to access needed technology.	<ul style="list-style-type: none"> Inform community about tools, resources, and training opportunities 	<ul style="list-style-type: none"> Continue whenever new tools and resources emerge
c. Do a gap analysis for technology needs for faculty and staff.	<ul style="list-style-type: none"> Survey faculty and staff technology needs Collaborate with IS&T to identify and implement tools to meet identified needs. Continue to participate in IS&T investigation project for a new student information system 	<ul style="list-style-type: none"> Collaborate with IS&T on appropriate tools to meet identified needs. Continue to participate in IS&T investigation project for a new student information system.
5. <i>Improve organizational communications and transparency in policies and procedures.</i>		
a. Document policies and procedures within SSW and post information in appropriate locations (e.g., website, server).	<ul style="list-style-type: none"> Audit current policies and procedures to identify gaps Update policies and procedures as needed Develop new ones to fill gaps identified by the audit Create and populate a repository where all policies and procedures reside. Use outcomes from 4a to identify the best mechanism for this 	<ul style="list-style-type: none"> Revise/update posted policies as needed

	<ul style="list-style-type: none"> • Create SSW website portal for students to access resources across administrative functions/depts 	
b. Identify frequency, purpose, audience, gaps and redundancies for SSW communications.	<ul style="list-style-type: none"> • MarCom conduct survey • Assess results and determine any changes • Conduct meeting audit to ensure effectiveness and productive use of people's time 	
c. Survey faculty, staff and students regarding communication preferences.	<ul style="list-style-type: none"> • MarCom conduct survey • Assess results and determine any changes 	

ADAA = Associate Dean for Academic Affairs; ADESER = Associate Dean for Enrollment Services and External Relations; ADR = Associate Dean for Research; CISWH = Center for Innovation in Social Work and Health; E & I = Equity and inclusion; URM = underrepresented minority; US/UR = underserved/underrepresented