

University of Georgia School of Social Work

STRATEGIC PLAN

2020

THE UNIVERSITY OF
GEORGIA
School of Social Work



Advocates for Positive Social Change

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Introduction

The University of Georgia School of Social Work (SSW) is pleased to present Strategic Plan 2020. This document is the culmination of a three-year process of gathering input from diverse internal and external constituencies including faculty, staff, current students, alumni, field agencies, community partners, and the Board of Visitors. Strategic Plan 2020 reflects our strategic intent, strategic directions, and strategic initiatives, as well as the strategic mission we seek to achieve: the preparation of culturally competent practitioners and scholars as leaders in the amelioration of persistent and emerging social problems.

The strategic planning process began in 2010 when Dean Maurice Daniels charged the SSW Faculty Executive Committee (FEC) with taking the leadership role in the development of a new strategic plan. Given that the SSW was in the midst of completing its seven-year reaccreditation process by the Council on Social Work Education, the FEC developed a Bridge Strategic Plan that would serve as a placeholder until a new strategic plan could be developed. After successfully completing the reaccreditation process in 2011, the FEC formally began working with faculty to begin the strategic planning process. This phase consisted of hosting faculty workdays to specifically focus on key aspects of the plan. In addition, at each monthly faculty meeting from January 2012 through April 2012, faculty continued to identify and develop the key directions the new strategic plan should encompass.

The next phase of the process began in the Fall of 2012 as Associate Dean Harold Briggs led the majority of the SSW faculty through a series of time-specific small group processes aimed at the deliberate and decisive completion of key parts of the overall plan. He provided each small faculty group with a corresponding University of Georgia Strategic Plan example and gave each member of each small group a different writing task that contributed to the overall final segment of the strategic plan. He encouraged them to engage as many colleagues as possible in contributing ideas and assistance in shaping the final narrative. Each individual group member then shared their completed narratives with fellow group members who provided feedback. Upon the stated deadline, each small group assignment was submitted to the Associate Dean who assembled all of these parts into the draft of the final plan.

At the October 19, 2012 faculty workday, the Associate Dean randomly assigned all participating faculty to six small groups. Each small group had 50 minutes to revise two of twelve parts of the plan. At the conclusion of each 50-minute session, each group rotated to a different table every 50 minutes until it completed the editing of each of the parts of the draft SSW Strategic Plan. The feedback on each part was then divided between the Program Directors. Each of them worked diligently to incorporate all feedback into a coherent revision, which was subsequently presented and formally adopted by the faculty at the spring 2013 faculty workday on March 22, 2013.

Institutional Context

The School of Social Work is one of 14 schools and colleges at the University of Georgia, the oldest publicly chartered institution in the United States and one of 34 institutions of higher education in the State of Georgia. Established in 1785, “the University of Georgia is the largest and most comprehensive university in the state of Georgia and is consistently ranked among the best public universities in the United States¹.”

Mirroring the university’s reputation as a leader in the provision of public education, the School of Social Work, founded in 1964, is consistently recognized as one of the top schools of social work in the country,² providing emerging human services professionals with the requisite practice and research skills to “enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty” (National Association of Social Workers *Code of Ethics*, 2008).

The origins of the School of Social Work and its commitment to the promotion of human well-being, most visible in the advancement of social and economic justice, is best understood against the socio-cultural-political landscape of the 1960s. The School of Social Work’s MSW program emerged amidst our nation’s focus on civil rights, President Lyndon Johnson’s “War on Poverty,” and his vision of a “Great Society,” with a small cadre of 8 faculty and 24 students. The seismic shift in our nation’s conscience during the 1960s catalyzed sweeping social reforms, resulting in an explosive need for new policies, programs, and services on a national, state, and local level. No area of the country was as challenged as the South in adapting to the new social order and the UGA’s new school of social work was anchored by a mission and set of core values well suited to address the challenges of the day.

Strategic Profile: Since its humble beginning almost half a century ago, the School of Social Work has demonstrated an upward trajectory of growth in response to the changing needs in society. The Baccalaureate program in social work was added in the mid 1970s, signaling social work’s recognition of the BSW degree as the entry level degree for the profession. This program contributes to numerous UGA Graduate School programs as a feeder, including the MSW program. The PhD program was created in 1990 to prepare the next generation of scholars to provide educational and research leadership in the profession. Also, a part-time program was established in the 1990’s as well in the Atlanta metro area to better serve non-traditional working students. Since its inception its focus has been on the professionalization of caseworkers working within the child welfare system in Georgia (DFCS) as well as increasing the clinical skill competencies among a wider array of non-traditional students. Since 2000, the School of Social Work has added an M.A. in Nonprofit Organization (MNPO), followed closely by the establishment of the interdisciplinary Institute for Nonprofit Organizations (INPO). In keeping with

¹ The University of Georgia—Institutional Context.

² The US World and News Report

current trends to prepare social workers with field-specific expertise, the School developed a dual degree programs with the School of Law (MSW-JD) and most recently the College of Public Health (MSW-MPH). In its second year of operation, the dual degree program with Public Health has enrolled twice the number of students as originally projected. Continued growth is anticipated in the coming years. The School of Social Work also offers students several study-abroad programs, currently focused on conflict resolution and peace-keeping in Northern Ireland and intensive cultural learning in Ghana. Additionally, students are provided opportunities for designing a specialized course of study by electing to complete the curriculum requirements of one of our interdisciplinary certificate programs in Disability Studies, Gerontology, Global Health, Management of Nonprofit Organizations, and the long-running and popular Pre-professional Certificate program in Marriage and Family Therapy. All of these programs, coupled with our dual-degree programs offer social work students a way to both make themselves more attractive for today's marketplace as well as better prepared for the myriad challenges that face social workers on a local, state, national and international level.

Demographic Profile: In 2012, the School of Social Work serves approximately 250 students across its 4 programs, and employed close to 50 professionally trained and educated faculty (part-time, adjunct, and full-time). Although one of the smallest units at the University of Georgia, the School of Social Work enjoys diversity among faculty and students, and staff at UGA, while supporting the second largest graduate program. Tenured and tenure track faculty have continued to make substantive contributions in multiple areas of social work practice, theory, education, research and policy on a local, regional, state, national, and international level as evidenced by their grants, publications, awards, and service on Boards serving community and national professional organizations. Finally, our faculty continues to be well integrated and highly visible within the UGA community of scholars and administrators with some having risen to notable positions of leadership and policy development, affording the opportunity to impact university culture with values relative to human dignity and socio-economic well-being.

Strategic Demographics and Profile

A Board of Regents' report noted the following salient facts and trends about the changing demographics in Georgia:

According to recent data from the U.S. Department of Health and Human Services, Georgia ranks 44th among all states in the nation for deaths per 100,000 residents and has some of the highest fatality rates from strokes and heart disease. A 2008 report published by the Georgia Department of Community Health revealed that minorities in Georgia suffer significantly worse health conditions than non-minority residents, with the Department designating a grade of "F" to 16 Georgia counties on scores of minority health care.

Georgia's growing and aging population creates a continuous, increasing demand for health care professionals. The state's population is expected to grow by nearly 20 percent or 1.8 million over the next decade. By 2015, the population age 65 and older will account for 14 percent of the total population. Georgia is becoming more diverse. Over the next ten years, the number of African Americans, Hispanics and Latinos, Asians, and other racial and ethnic minorities will grow to account for more than 40 percent of the state's population. These factors combined with economic and human service demands and health status concerns are driving Georgia's need for more health social work health professionals. To sustain its economic viability and promote quality of life for her citizens, Georgia must ensure it has a strong and vibrant health and human services care delivery system.

To do so, a sufficient number of well-prepared social work health care professionals must be available. Yet, the supply and demand challenges are daunting. Since 2000, the demand for social work health professionals has been increasing and Georgia's public colleges and universities along with the technical and adult education system have sought to respond to the demands for more qualified social work health professionals. Yet, the needs continue to outstrip the existing systems' production capabilities. Current system capacity and the projected future demand for social work health professionals make it clear that, within resource limitations, Georgia needs to find ways to produce more and different types of health professionals.

Restating the report's major findings, we may argue that the health care sector is an important economic force in Georgia, providing nearly 15% of the state's labor income and 11% of gross state product. In addition, the health care industry is Georgia's fourth leading employer. Yet, the economic viability and quality of the health sector are in jeopardy due to critical shortages of social work health professionals. U.S. Census estimates now place Georgia as the 9th largest state in the nation and yet on a per capita basis the state ranks 39th in physician supply and 47th in supply of mental and behavioral health providers (social workers and clinical psychologists). Georgia does not reach its population ranking in any comparative category of health professions supply (Health Resources and Services Administration, 2004). Due to these shortages, of Georgia's 159 counties, only 13 are not classified as

a Medically Underserved Area/Population. Of the 13 non-MUA/P counties, 8 are rural counties. The top five most populous counties in Georgia (Fulton, Gwinnett, Dekalb, Cobb, and Chatham) are all classified as MUA/Ps. As such it is not surprising that most of our MSW graduates practice in Medically Underserved Communities. Results from alumni surveys of the past two graduating classes indicate that 83% of graduates remain in Georgia post-graduation and 77% practice in Medically Underserved Areas, with 94% of graduates who remain in Georgia practicing in MUCs.

Over the next two decades, between 2010 and 2030, the state's population is projected to grow by an additional 4.6 million people. According to the current projection, Georgia's population will increase 46%, from 10.1 to 14.7 million people by the year 2030. Although the growth rate for each decade of this period (21%) is lower than the very rapid growth experienced during the 1990s, it is similar to the pace of growth posted during the most recent decade (2000-2009).

Domestic migration is a primary source of Georgia's population growth. During the period from 2000 to 2009, more than half a million domestic migrants (567,135) and more than a quarter million international migrants (281,998) moved to Georgia. Net migration will continue to be the driving force for Georgia's population growth in the next two decades.

As the preceding data make explicitly clear, UGA-SSW must work to fill increasingly needed gaps and through its focus on the historical values of our profession, our School mission guides us to prepare graduates who can fulfill that element of the university's mission, which is to "enhance the well-being of the citizens of Georgia." The values of service and social justice guide us to help people in need and to challenge social injustice. The well-being of all citizens of Georgia is at risk when the needs, *particularly healthcare needs*, of vulnerable and oppressed groups go unmet. Further, the value of cultural competence guides us to base practice on professional knowledge and skills. Such knowledge and skills must be based on scientific inquiry, while application must rely on critical thinking. Without such competencies, our graduates would be unable to effectively serve, to improve social, economic, and community conditions and thus "enhance the well-being of the people of Georgia."

In emphasizing the social determinants of health, Health People 2020, the science-based, 10-year plan to improve the health of all Americans, underscores the promise of a social work/public health as well as a social work/law partnership in addressing the most pressing health concerns in our nation.

Vision

The University of Georgia School of Social Work aspires to be a global leader in innovative transdisciplinary approaches to achieving social and environmental justice and promoting mental and physical health and well-being

The Mission of the University of Georgia School of Social Work

To prepare culturally competent practitioners and scholars to be leaders in addressing persistent and emerging social problems.

Strategic Intent

By 2020, the University of Georgia's School of Social Work (UGA-SSW) will be recognized as a world-class center of higher learning, leading and sustaining positive social change. Our global, national, regional, and local social and economic justice impacts will be achieved through our excellence in research, teaching, and community outreach. Chief among our key aspiring areas of distinction includes an emphasis on human and civil rights, health disparities, poverty and well-being. More specifically, in 2020 the UGA-SSW will be recognized:

- widely and regarded as a leading center of high learning whose graduates are among the best prepared and most sought-after in their field of practice .
- for excellence in preparation of clinical social workers
- for its academic programs, research agenda, and outreach efforts known for their focus, and innovation.
- for its faculty and staff with world-class expertise that supports our leadership position in the social work and human/civil rights communities.
- and reputed for its bevy and diversity of international social work education opportunities.
- as a strategic ally to the Council on Social Work Education (CSWE).
- for its timely responsiveness to the rapid changes that are transforming the social and economic structures of the 21st century, and for its understanding and efforts aimed at improving the quality of life for all Georgians and U.S. citizens.
- as a renowned and distinguished insitution that attracts highly competitive students, top-tier personnel, and high-value partnerships.
- for its strong resource base and infrastructure.
- and considered extraordinarily valuable by our students, the UGA community and external stakeholders.

Strategic Initiatives Related to Vision

The following initiatives describe the activities the UGA-SSW will engage in over the next seven years to attain our vision for 2020. These initiatives build on the School's previous and current work.

Initiative 1: Align Faculty Resources with Strategic Directions

Address research and teaching needs associated with the strategic goals of:

- Building on Excellence in Undergraduate Education,
- Enhancing Graduate and Professional Education,
- Enhancing the Research Infrastructure, Productivity, and Dissemination of Scholarship,
- Serving the Profession and Citizens of Georgia and Beyond,
- Improving Faculty Recruitment, Development and Retention,
- Improving and Transforming Facilities, Infrastructure, and Academic Excellence,
- Leading and Taking a Leadership Role in Promoting Social Justice, and
- Increasing Sources of Developmental Funding) while expanding the School's diversity and hiring the appropriate combination of tenure track and adjunct professors.

Initiative 2: Align Supporting Faculty Work with UGA-SSW Goals

Assess and refine policies, procedures, and practices related to supporting faculty work. Align SSW policies with the aim of achieving School goals for growth and partnerships while ensuring excellence in teaching, enhancing faculty engagement in cutting-edge research, and expanding diversity in SSW faculty attracting candidates with the appropriate combination of research and practice expertise.

Initiative 3: Expand the PhD Program

Increase the size while maintaining the quality of the PhD program at a sustainable pace to support faculty research activity and serve the teaching assistant needs of the School, aligning growth with resources.

Initiative 4: Sustain MSW Program Growth

As new faculty resources are added, continue the current growth plan for the MSW program, by matriculating 200 students per year by 2020, and by matriculating 180 majors in the BSW program. Also, adjust the mix of domestic, international, day, and mid-career students to address demand; aligning growth with resources.

Initiative 5: Increase Engagement in the Distance Learning Environment

Increase technical support, not only in terms of number of individuals, but also in terms of their expertise. Also, incorporate online learning tools into the curriculum to enhance the learning experience. Prepare faculty to be effective online educators. Participate as leaders across the university in online learning.

Initiative 6: Promote New Partnerships

Through our strategic efforts emerges an evolving culture of learning comprised of forward thinking undergraduate, graduate, and doctoral programs with additional dual degree program options (such as the joint MSW/MDivinity dual degree program between the UGA SSW and Emory University's Candler School of Divinity).

Initiative 7: Develop Collaborative Research Efforts

We will lead, cultivate and steward large-scale, collaborative research projects with other University units and local, state and national human service agencies. We will extend our research efforts to include gerontology, public health, family and consumer sciences, sociology, law, and other related disciplines and form research teams to seek major grants and contracts. Additionally, we will work with other University Institutes and Centers to secure extramural funding.

In conclusion, through our deliberate use of the aforementioned initiatives, we intend to facilitate a process of learning that ultimately prepares our graduates as recognized leaders sustaining positive social change on the world stage. Our achievements in the aforementioned areas of distinction through excellence in research, teaching, and service learning enables us to narrate as well as model a twenty-first century interdisciplinary approach to the education of social workers and the research we conduct. Actualizing our strategic intent will position us as a leader of global social work education recognized by the Council on Social Work Education and the University of Georgia Board of Regents.

Strategic Directions

Strategic Direction I

Building on Excellence in Undergraduate Education

The Bachelor's of Social Work (BSW) program at the University of Georgia is committed to fulfilling the need for disciplined, highly educated, and well-prepared generalist social work practitioners. Our BSW graduates possess the skills to serve communities, groups, and individuals to improve their social functioning in a technologically complex, culturally diverse, and rapidly changing world without borders.

To that end, it is the mission of the BSW program to educate students in generalist social work practice, engage students in scholarly inquiry and community service, and to instill in students the values of ethical practice, social justice, self-determination, empowerment, and respect for diverse populations and cultures. The BSW program prepares students for entry into direct human service professional positions through participating in field and classroom education. Through the inextricable linkage of field practicum and classroom education students learn, rehearse, further develop, and achieve mastery of practice skills including assessment, interviewing, case management, crisis intervention, problem solving, community outreach, community organizing, and advocacy. And, the BSW program readies students for graduate study in social work and in a variety of other disciplines. BSW graduates should be well-prepared to work collaboratively in a variety of settings and to apply their professional skills broadly.

Strategic Priorities:

1. Offer a professional education that prepares graduates for life-long learning through collaboration, critical thinking, experiential and critical problem-solving, and critical self-reflection.
2. Offer students opportunities to gain deeper understanding of/and preparation for reflective practice in a global society.
3. Offer opportunities for international experience through infusion of content across the curriculum accompanied by international field and service-learning experiences.
4. Offer an innovative, leading-edge curriculum that resonates with the needs of a contemporary local and global society.
5. Offer a series of service-learning experiences throughout students' engagement with the BSW curriculum.
6. Offer trans- and inter-disciplinary learning opportunities that support and enhance UGA's mission, the mission of the School of Social Work, the BSW Program, and the social work profession.

7. Ensure a culture of tolerance and inclusion where diversity in its many forms is well represented across the BSW student body.
8. Offer opportunities for students to work with faculty on research and in other creative pursuits.
9. Offer technologically current educational opportunities that extend students' learning experiences

Illustrative Benchmarks:

1. Orient students to critical thinking skills across the BSW program as operationalized by a series of qualitative and quantitative pre-post indicators.
2. Increase percentage of undergraduate students exposed to interdisciplinary and transdisciplinary learning and collaborative experiences.
3. Increase percentage of undergraduate students who participate in study-abroad, international service-learning local service-learning with international communities, and international field practica.
4. Increase racial, ethnic, and gender diversity of BSW students with a focus on social work values and competent practice.
5. Increase service-learning opportunities across the curriculum as evidenced by projects built into extant courses and the development of new service-learning courses.
6. Increase numbers of BSW students participating in research and creative pursuits with faculty.
7. Increase innovative and technologically relevant learning opportunities for students evidenced by the increased presence of technology in the classroom and the development of online learning opportunities (a percentage of our courses across the curriculum).

Strategic Direction II

Enhancing Graduate and Professional Programs

Excellence in all aspects of our three graduate programs is essential to the School's future prominence in and contributions to social work practice, non-profit organizational leadership, and social work research. Our graduate programs are crucial to making the UGA School of Social Work a recognized name nationally and abroad. The three programs must continue to evolve with updated curricula and learning methods to prepare graduates who must address increasingly diverse and complex social issues. At the same time, the Master of Social Work degree program must maintain its commitment to the core values of the profession in order to produce social work professionals who will provide leadership in clinical and community empowerment social work practice. Next, the Master of Arts in Non-Profit Organizations program must maintain its commitment to innovation to produce non-profit management leaders. Finally, the PhD program must maintain its commitment to high academic standards in order to produce future knowledge builders and educational leaders in social work. Such excellence in graduate and professional education is a critical component of the future of the School of Social Work.

Strategic Priorities:

1. Re-imagine the School's graduate programs (MSW, MNPO, Ph.D.) in light of current trends and needs in practice, education, and research for social work and non-profit organizations.
2. Utilize market-based research data to inform thinking about the curriculum needs of the School's graduate programs.
3. Increase graduate assistantships, scholarships, and other sources of financial aid for graduate students in each of the School's graduate programs.
4. Proactively target increased enrollment of atypical demographic segments including students of color, men, non-traditional students, and out-of-state/international students.
5. Increase the academic caliber of students in each of the School's graduate programs.
6. Increase the array of certificate programs to reflect vocational trends in social work practice (e.g., advanced clinical practice, substance abuse, multimedia and digital technology, advanced policy analysis, etc.).
7. Position the School's graduate programs to take a leadership role in promoting interdisciplinary collaboration within the University of Georgia and beyond.

8. Develop data-informed non-traditional (i.e., hybrid online, intensive weekend) programs to more proactively target working professionals seeking graduate degrees offered by the School.

Illustrative Benchmarks:

1. Formally begin Re-Imagine the MSW Program initiative in the Fall 2012 semester.
2. Conduct an assessment of student concentration interests during the Fall 2012 semester.
3. Orient students to critical thinking skills across each graduate degree program as operationalized by a series of qualitative and quantitative pre-post indicators.
4. Increase percentage of graduate students exposed to interdisciplinary and transdisciplinary learning and collaborative experiences.
5. Increase percentage of graduate students who participate in study-abroad, international service-learning, and local service-learning with international communities (attain at least 10% participation).

Strategic Direction III

Enhancing the Research Infrastructure, Productivity, and Dissemination of Scholarship

The mission of the School of Social Work will be enhanced through the development of an explicit research infrastructure. Research informs and inspires great teaching; provides students with opportunities to learn through direct experience; supports effective clinical, community, and policy practices; and advances community and global outreach. In short, an expansive research culture should be developed that encourages faculty members to collaborate (internally and externally), seek and obtain funding, increase productivity, and widely disseminate newly acquired knowledge.

Strategic Priorities:

1. Promote and maintain collaborative research within the School, across the university, and with institutions external to the university.
2. Mentor faculty to initiate and maintain a research agenda and to respond successfully to relevant announcements for extramural research funding.
3. Invest in infrastructure that supports the expansion of funded research and increases faculty productivity.
4. Operationalize an explicit research culture that provides an accountability and support structure including, but not limited to, the following elements: work load policy conducive to research (i.e., release time for faculty who are successful in their proposal development; annual evaluation of faculty; acknowledge, incentivize, and reward faculty for efforts (e.g., submitting grant proposals even if not funded) and outcomes (funded grants, research publications, awards); and reallocation of faculty time to align with work expectations (e.g., teach more classes if not productively conducting scholarship, teach fewer classes if engaged in high research productivity).
5. Implement a brown bag series related to research methodology, statistics, and successful proposal development, as well as a forum for the presentation of faculty research.

Illustrative Benchmarks:

1. Associate Dean for Research and Faculty Development is hired.
2. Increase the quantity and quality of research and scholarship produced by faculty.
3. Increase the number of faculty who seek and secure extramural research funding.
4. Increase number of proposals submitted for extramural research funding.

5. Increase amount of extramural funding.
6. Increase the number of faculty who receive university, national, and international recognition for their research and scholarship.

Strategic Direction IV

Serving the Profession and Citizens of the State and Beyond

The UGA School of Social Work (SSW) since its inception in 1964 continues to provide leaders to local, state, and national organizations by preparing social workers committed to improving the social and economic well-being of vulnerable populations. Service-learning, community outreach, and international study abroad opportunities are provided through the BSW and MSW field education program, the Institute for Non-Profit Management, continuing education, instructional and research grants, and contracts. Students, alumni, and faculty are engaged in: (a) service-learning classes, (b) agency internships, field, and research practicum placements, and (c) community, instructional and research projects thereby demonstrating our commitment to public education and service.

Strategic Priorities:

1. Sustain and improve relationships with community, state, national, and international social service agencies and organizations for student practicum internships to facilitate student acquisition and mastery of practice competencies and commitment to professional values.
2. Continue and expand service to professional education and research organizations.
3. Continue and expand evening and distance or hybrid course offerings for government and non-profit agency personnel to enhance professional knowledge and skills.
4. Provide service learning and outreach programs to meet professional continuing education needs, and to disseminate faculty knowledge and research.
5. Develop local, state, and national agency partnerships to advocate for social and economic well-being for the benefit of citizens by faculty.
6. Continue and expand instructional contracts and grants with state and federal agencies with student stipends to recruit, educate, and prepare agency employees and students for competent social work practice with disadvantaged populations as well as those who encounter persistent social problems.
7. Pursue research that informs practice and mutually benefits local, state, national, and global communities, e.g., partnership with UGA Health Sciences for a Social Service Clinic if funding provided.
8. Continue the SSW Study Abroad programs by: (a) sustaining our public service learning and outreach to Ghana, (b) sustaining the Institute for Non-profit Management capstone experience in Ireland, and (c) locating and developing

other study abroad service-learning opportunities to enable the SSW to expand its core outreach and public service pursuits.

9. Continue responsiveness to disasters as they may arise.
10. Develop international field practice and opportunities for global learning.
11. Establish and pursue a program of research initiatives to address local, regional, national, and global social issues.
12. Organize and deliver public service programs to address specific community concerns and to help promote dialogue between the campus and its stakeholder counties and communities.

Illustrative Benchmarks:

1. Increase the number of organizations for student practicum internships from 2010 levels.
2. Develop international student practicum placements from 2010 levels.
3. Increase the number of faculty who are actively engaged in professional education and research organizations as well as the number of faculty who present at professional conferences.
4. Increase the number of evening and distance or hybrid course offerings for social service agency personnel from 2010 levels.
5. Increase service learning and outreach programs to address continuing education needs and disseminate faculty knowledge and research findings.
6. Involve Professors with endowed chairs in the development of local, state, and national agency partnerships to advocate for social and economic well-being for the benefit of the citizens of Georgia.
7. Increase the number of instructional contracts and grants and/or increase the number student stipends from 2010 levels.
8. Increase collaborations with local, state, and/or national communities for research that informs practice and practice that informs research from 2010 levels.
9. Increase collaboration with UGA Study Abroad programs from 2010 levels.
10. Collect data on past-graduation employment.

Strategic Direction V

Improving Faculty Recruitment, Development, and Retention

Through nearly five decades of existence, the School of Social Work has been successful in the recruitment, development, and retention of high quality and high performing faculty. Continued success in achieving the School's teaching, research, and service mission is inherently dependent on maintaining success in faculty recruitment, development, and retention.

Strategic Priorities:

1. Identify and implement proactive strategies and best practices in the faculty recruitment process (i.e., identifying resources for spouses, support/assistance to faculty in moving to Georgia).
2. Enhance opportunities for faculty to participate in professional development opportunities internal and external to the university. (i.e., statistical and methodological brown bags and workshops, Lilly Teaching Fellows Program, Service Learning Fellows Program, Center for Teaching and Learning activities).
3. Provide adequate infrastructure to support faculty teaching, research, and service initiatives, particularly for junior faculty (i.e., increased staff support for faculty, establishment of a faculty development fund, updated technology, state of the art workspace, internal teaching support and resources, statistical software, bringing in experts, summer funding for junior faculty to focus on research agenda).
4. Foster and encourage a culture that promotes, supports, supplies resources, recognizes, and rewards faculty scholarship, teaching, and service.
5. Develop and implement a policy and mechanism to promote Professional Development Leaves (i.e., "sabbaticals") in accordance with University policy.
6. Implement an intentional planning process between each faculty member and the Dean that recognizes and leverages the different ways that faculty contribute to the SSW mission. (For example, highly effective teachers with low research productivity may have lowered expectations for publication, but teach more).

Illustrative Benchmarks:

1. Hire an Associate Dean for Research and Faculty Development.
2. Establish a faculty development fund.
3. Develop a program for more systematic recognition and reward of worthy faculty in distinct categories of activities.
4. Development of a new workload policy that leverages faculty strengths in

different areas to contribute to the overall mission of the School.

Strategic Direction VI

Improving and Transforming Facilities, Infrastructure, and Academic Excellence

Improving and enhancing facilities, infrastructure, and a culture of learning to sustain academic excellence in instruction, research, and service is an important strategic direction of the School of Social Work. It involves securing a building that meets the 21st century learning needs of students, planning for needed physical plant improvements, continuous quality program improvements, institutional transformation, and succession. Achieving academic excellence by investing in the improvement of physical plant resources includes a focus on resources and addressing space issues involving classrooms, library facilities, and information technology. Along similar lines, the achievement of academic excellence involves identifying and sustaining areas of distinction as well as transforming the culture of learning and instruction through continuous quality learning assessment and program improvements, and the reorganization of the management infrastructure. It also includes investing in the enhancement of the research culture by creating a management infrastructure with personnel and resources dedicated to sustaining the procurement of external funding of research projects, research and training centers.

Strategic Priorities:

1. Secure and maintain facilities, and physical space sufficient to house the School of Social Work administration, staff, faculty, student, volunteer, and community stakeholders.
2. Provide resources and personnel for the technology infrastructure to meet instruction, research, administration, and service needs.
3. Provide sufficient classroom and instructional laboratory space to educate undergraduate, graduate and professional, and advanced degree-seeking students.
4. Provide adequate space to house a social service clinic and continuing education annex.
5. Dedicate sufficient borderless classroom space equipped with technology, which allows for global as well as interactive learning environments.
6. Implement a process for evaluating learning outcomes that utilizes feedback to promote continuous program improvement to better promote academic excellence.
7. Establish and sustain a management infrastructure that encompasses the distinct oversight of programs of undergraduate, graduate, and professional continuing education, and advanced degree instruction to insure sufficient numbers of trained professionals.

9. Conduct an organizational assessment and management study to ascertain need for transforming organizational infrastructure to optimally achieve academic excellence across instruction, research, and service.

10. Establish a plan of staff professional development and succession for institutional directors and administration.

Illustrative Benchmarks:

1. Move to adequate physical space that houses the entire School of Social Work, with state-of-the-art classrooms with global and distance learning capabilities, resources for a social services clinic and laboratories for design and development of clinical trial practice interventions as well as community-based participatory research efforts.

2. The Faculty Executive Committee, Dean, and Associate Dean work collaboratively to pursue institutional effectiveness through reorganization and transformation of bylaws, infrastructure, identification of areas of distinction, process of program management, research infrastructure, and plans for succession.

Strategic Direction VII

Taking a Leadership Role in Promoting Social Justice

The School of Social Work demonstrates commitment to its core values of diversity, equity, and social justice through the diversity of its students and faculty, the content and delivery of its academic programs (BSW, MSW, PHD, and MA NPO) and support systems, and through opportunities for both school and external constituencies to engage in meaningful discourse and activity. This discourse among constituencies facilitates understanding and appreciation of human diversity expressed in the world's rich array of cultures, languages, religions, intellectual and political perspectives, ethnic and racial backgrounds, and disability, gender, and sexual identities and experiences.

Strategic Priorities:

Environment

1. Broaden the School's notion of diversity which reflects our current social policies and values to include minimally: race, gender, age, disability, sexual orientation, religion, and ethnicity.
2. Create a culture that encourages differences and supports respect for and tolerance of other points of view, and is welcoming of the whole person, in terms of sex, race, ethnicity, age, abilities, sexual orientation, and other physiological and/or cultural factors.
3. Create a culture that challenges injustice, strengthens diversity, and creates change.
4. Promote, recognize, and maximize cultural, ethnic, gender, and racial diversity in the faculty, staff, and student body.
5. Reflect a strong commitment to diversity and inclusion in all communications from the Dean, Associate Dean, and Program Directors.
6. Establish and post a statement that articulates and models ways to demonstrate appreciation and expresses the School's values and vision with respect to diversity, inclusion, and social justice.
7. Sponsor a series of diversity dialogues through The Center for Human and Civil Rights and The Donald L. Hollowell Professorship for Human Rights and Justice Studies program. The diversity dialogues will be open to the community, all faculty, staff, and students are encouraged to cover social justice and diversity-related topics of interest to the community.

Faculty

1. Identify underrepresented groups and promote strategic recruitment outreach in order to maintain a competent, committed, and diverse faculty. Ensure that diversity in its many forms is reflected in the faculty and utilized as a resource.
2. Educate faculty and staff on diversity, tolerance, and inclusion to promote competency in working with students from diverse backgrounds. Require accountability in our instruction and communication on diversity and inclusion.
3. Prepare students to deal with the challenges inherent in competent practice with a changing cultural demographic.
4. Develop School policies that ensure commitment to and accountability for maintaining a diverse and inclusive faculty.
5. Create venues for faculty to explore the question “What should a social work school do to prepare students for practice in a society that is becoming more segregated and more diverse?”

Students

1. Create a climate where diversity is recognized and civil discourse is encouraged.
2. Encourage and aid students to step out of their comfort zones and examine/discuss self-awareness, differences, biases, etc.
3. Ensure that diversity in its many forms, personhood, thought, interests and practice is reflected in the student body.
4. Identify underrepresented groups and develop strategies to recruit qualified and diverse students, address underrepresentation, and eliminate identified barriers to program admission for those groups across our degree programs.
5. Incorporate diversity-based/themed examples and material into all courses.

Illustrative Benchmarks:

1. Create sustained community (school-wide) activities that promote culture tolerance and inclusion (i.e.; dialogue props, speakers, films, etc.).
2. Increase scholarly publications/scholarship specific to diversity by 10%.

Strategic Direction VIII

Increasing Sources of Developmental Funding

The School of Social Work is committed to undertaking a focused plan of development. The scope of the plan is driven by the single objective of reaching out to individual, organizational and corporate donors, philanthropic organizations, foundations, and corporations with giving programs. The aim of our development program is to secure financial and in-kind donations which will aid in actualizing our efforts to achieve academic excellence in instruction, research, and service.

Strategic Priorities:

1. Pursue potential individual donors for major gifts, donations, and financial sponsorships.
2. Fund Hollowell lectures and workshops
3. Seek funding for the Center for Social Justice and Human Rights
4. Obtain funds from the Georgia Society for Clinical Social Workers for student scholarships.
5. Secure funds to support the Institute of Nonprofit Organizations and the MANPO program.
6. Reach out to alumni in targeted geographic areas to identify major gift prospects.
7. Secure funding for student scholarships, international field placements, and to defray costs associated with field placement.
8. Obtain funding to defray the costs of international and global education for undergraduate and graduate students.
9. Obtain funding to support development of a practice clinic.

Illustrative Benchmarks:

1. Increase monthly to quarterly visits to secure new prospective donors.
2. Increase and submit formal major gift proposals.
3. Exceed annual fund raising objectives.
4. Increase annual giving by faculty and staff.

