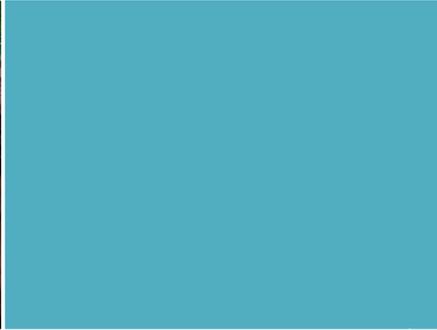

GEORGE WARREN
BROWN
SCHOOL

of Social Work

Leading Knowledge. Leading Change.™

Impact 2020



A BLUEPRINT FOR BROWN

Our Vision

To create positive social change through our path-breaking research and educational excellence.

Our Mission

- To educate and prepare future social work leaders in areas of policy, practice, and research.
- To pioneer research and apply results that impact policy and practice locally, nationally, and internationally.
- To partner with organizations and communities to improve the quality of service and enhance opportunities through use of best evidence.

IMPACT 2020: EXECUTIVE SUMMARY

Impact 2020 is designed to achieve the “next big leap” for the Brown School. As we look to the next decade, it is our vision to be *the* distinctive and leading graduate school in the world dedicated to increasing economic opportunity, improving quality of services, and producing new knowledge for the advancement of health and human services. All of our activities are rooted in a commitment to implement the best available evidence and create new knowledge to improve practice, management, and policy. We seek to have significant social impact through this evidence-based approach to research, teaching, and partnerships.

Our plan builds on the research excellence of our faculty, the strength of our master’s and doctoral programs, and the interdisciplinary resources of Washington University. By 2020, our portfolio will encompass social work, public health, human services leadership, international social and economic development, and social policy.

Programmatically, by 2020, we will:

- Reshape our MSW program to prepare practice, management, and policy leaders steeped in our distinctive evidence-based approach.
- Implement Master of Public Health programs in community health, health policy, and international health.
- Implement a new Master of Science degree program in International Social and Economic Development.
- Create non-degree professional programs for national and international practicing professionals.
- Invest in our joint-degree programs to make them the best in the world.
- Build community partnerships that advance our academic mission and produce significant benefits to the region.
- Establish a Social Policy Forum to serve as the home and vehicle for social policy programming at the School and the University.

To achieve this ambitious plan, we will need to generate new resources and organize our research, education, and external programs in ways which provide additional revenue streams. We estimate that this ten-year agenda will require:

- An increase in faculty size to 53.
- A student body of 488 master’s students – a level of 388 students in the MSW program; 50 students in each of the new degree programs; and a student body of 50 in the doctoral program.
- An additional endowment equivalent of \$32 million in financial aid for students.
- \$14 million for endowed professorships and \$15 million in research center support.
- \$33 million to build a 69,000 square foot facility to co-locate our research and policy centers as well as the new Social Policy Forum.

The initiatives outlined in *Impact 2020* allow the Brown School to create significant and enduring social impact locally, nationally, and internationally.

IMPACT 2020: A BLUEPRINT FOR BROWN

Impact 2020 charts an ambitious course for the future of the Brown School. We aim to build upon our strengths and reputation to establish our School as *the* leading international institution of distinction in the field of social work, social policy, and community health. The totality of our planned initiatives will:

- Build and apply an **advanced knowledge** base
- Create a cadre of **professionals who practice, manage, and influence policy** using the best available evidence; and
- Direct our **academic resources for the benefit of individuals, organizations, and communities.**

By 2020, we will emphasize social work, public health, human services, social and economic development, and social policy. We will offer new degree programs, joint degrees, and non-degree professional programs that respond to areas of national and international need, and in areas where our School and Washington University have a comparative advantage vis-a-vis our peers.

Our master's and doctoral programs will be framed to promote evidence-based practice - the application of proven interventions - in social work. We anticipate that this effort will fundamentally influence the profession and open new career options for those with graduate social work degrees. Within our Master of Social Work (MSW) program we also intend to enhance the offerings and flexibility for students to package professional education leading to distinctive leadership careers in social work. This will require curriculum reform, innovations in field education, and significant changes in career services. Our MSW students will have an array of educational options that will prepare them for careers in direct practice, policy, and management.

We will also create new degree programs in community health, international social and economic development, and put greater emphasis on interdisciplinary joint degrees with our partner professional schools and departments at Washington University. Working collaboratively, we can make our joint-degree programs in architecture, business, divinity, Jewish studies, and law the best in the world.

Initially, we will need to maintain the size of our MSW program. While student diversity and selectivity remain paramount, we will seek students who are committed to tackling some of society's most difficult challenges with distinctive skills, an ethos of critical thinking, and the use of evidence. As our new degree programs and other educational initiatives take root, we will re-evaluate the size and scale of our MSW program, always with an eye towards increasing the diversity, selection, and leadership potential of our students.

IMPACT 2020: A BLUEPRINT FOR BROWN

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Although we will not grow the student size of our doctoral program, we will enhance the quality of our PhD program by improving our faculty-student ratio. Our doctoral program has long been heralded as a benchmark for doctoral education and we intend to set a new standard.

We will organize and highlight our international social and economic development programs and work with universities around the world and with many Washington University partners - such as the McDonnell International Scholars Academy - to produce innovations in education, research, development, practice, and policy. We will create stronger working relationships with our community partners to develop research, including field and educational opportunities, that engage our faculty and students as well as the leadership and staff of our partnering agencies.

Finally, we will establish a Social Policy Forum that will be a platform for vigorous policy analysis and discourse; scholarly connections among our own Centers and University colleagues; and professional development and community engagement activities that benefit the region and the nation. The Forum will stand as the nexus for our School's and the University's academic, research, and social policy programs. This Forum will co-locate policy-oriented research centers and create a visible and externally oriented University home for policy analysis, debate, and media.

To succeed, we must make considerable investments in our student financial assistance, doctoral and post-doctoral education, and faculty recruitment and retention. Addressing these fundamentals is our first-order priority for advancing our premier graduate professional school.

Our success also depends upon collaborative, interdisciplinary, and evidence-based approaches to education, research, and our work in the community. Although our current resource base provides a firm foundation, to achieve our goals we must seek additional funding and make further investments in our faculty, infrastructure, and facilities.

CONTEXT: THE EXTERNAL ENVIRONMENT

Much has changed in the environment since the School's last ten-year plan was produced in 1994. As we prepare for the next decade, there are major drivers of social change as well as operating realities that will impact the future educational and research mission of the School. As we developed *Impact 2020*, we considered the following:

- **Our presence in St. Louis provides an institutional challenge** as well as a set of extraordinary research, education, and service opportunities consistent with our mission. We seek to lead University initiatives that create greater urban and community engagement in St. Louis. This

IMPACT 2020: A BLUEPRINT FOR BROWN

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plan reflects our desire to build place-based initiatives in communities, establish evidence-based agency partnerships, and contribute to key policy agendas in aging, community development, mental health, child welfare, community health, schools, and youth development.

- **A new research and training agenda for social work has been created** by the transformation of income support policies from the traditional programs of welfare and public support to a new regime that emphasizes work, ownership, and economic opportunity. Our faculty's work on capacity building, asset development, civic engagement, and addressing life disparities is highly responsive to this new agenda of addressing poverty and social progress. A number of initiatives, such as the plan to host the Midwest Alliance on Poverty and Economic Opportunity, and the plan to extend the work of our Center for Social Development, respond to this national challenge of economic opportunity.
- **There is increased scrutiny of the nonprofit sector** and more emphasis on accountability of social service agencies by both donors and payers for services. This emphasis has been translated into a focus on near term outcomes and efficiency. For example, some states are moving toward performance-based contracting. An efficiency-oriented construct does not necessarily advance good social service intervention or policy. This context motivates an agenda in health and human services leadership as well as the rigorous implementation of evidence-based practices. The Center for Mental Health Services Research pioneered the implementation of evidence-based practices and is engaged in applied work with public and private agencies to improve the quality of mental health care delivered in social service settings.
- According to the 2004 Nonprofit Executive Leadership and Transitions Survey funded by the Annie E. Casey Foundation, **the rate of executives leaving the nonprofit sector due to retirement will have profound implications.** The study cites two waves of leadership transition for the sector. One, occurring now, will peak in 2010. The survey notes that 57% of baby boomer executive directors plan on retiring in this first wave, noting that half of all nonprofit executive directors are over age 50. The second wave of baby boomer executives leaving the sector will peak in 2020. The study notes "...serious, structural problems...a cross-sector leadership shortage is probable, and nonprofits will face significant challenges competing with government and for profit companies for talent." Further, the study notes that there is limited diversity at the executive or deputy director level, which has implications for future leadership in the sector.

IMPACT 2020: A BLUEPRINT FOR BROWN

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- **The demographic shift** to a multicultural population will create new demands for practice, policy, and management. Domestically, we see the rapid transition to a multicultural society with diverse and immigrant populations driving economic, social, and cultural change. The development of our Center for Latino Family Research is an example of a proactive response to this environment.
- **The aging of the population** has both domestic and international implications. Worldwide, one out of every ten people is now over age 60; by the year 2050 it will be one in five people. With longer life spans, the fastest growing population is among those over 85 years of age. According to a recent report of the National Association of Deans and Directors of Schools of Social Work, China and India will account for a majority of the world's oldest citizens by 2050. Our interests and strengths in gerontology, productive aging, and health are an important foundation for research and education for an aging society.
- **New epidemiological realities**, such as the prevalence of diabetes and cancer, provide great potential for the role of social work in both the prevention and management of disease. Further, a deeper understanding of the causes and treatment of mental illness, substance abuse, and addictive behaviors has caused a shift from management of a disorder to the possibility of recovery. The next frontier in science and in interventions will be interdisciplinary and community-intensive approaches to prevention, treatment, and policy. We are on the threshold of understanding and implementing interventions that combine genetic, clinical, environmental, economic, and social approaches. These new frameworks for health and mental health have profound implications for research and education. Our proposed collaborations with the School of Medicine and other University partners in the development of new community and population health programs is in response to this reality.
- **Economic globalization as well as political shifts have put increased demand on international social and economic development.** Internationally, there is a better understanding and stronger emphasis on the social infrastructure that supports individuals, families, communities, and countries. The effects of civil conflict, war, and disaster and the resulting trauma to children, youth, and families are also emerging as a global priority. We will place greater emphasis on international social and economic development – in research, master's and doctoral education, and international partnerships – to address this global set of challenges and opportunities.

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- **Internationally, the non-governmental sector (NGO) has grown** to an estimated 40,000 NGOs worldwide. According to a 2002 United Nations Human Development Report - the most recent comprehensive study of its kind - between 1990 and 2000 there was a 50 percent increase in the number of health NGOs; a 78.5 percent increase in social service NGOs; and, a 42.5 percent increase in law/policy advocacy NGOs. Non-governmental organizations are addressing social issues in countries where social service sectors are in their infancy. We plan to educate the first generation of leaders in many of those organizations - those tasked with delivery of services - as well as growing a social infrastructure for an organized and sustained approach to service delivery, community development, public health, and/or policy development.

BROWN TODAY: RESEARCH, EDUCATIONAL PROGRAMS, AND EXTERNAL IMPACT

By any accounting, the Brown School is a premier school of social work, both nationally and internationally. For many years, we have ranked first or second in the country, and our faculty productivity has consistently ranked in the top three among graduate social work schools in various studies. With 20 percent of our students from other countries, and alumni in 42 countries, we are also the most international school of social work.

We have distinguished ourselves through faculty leadership, scholarship, and research. No other peer school of social work has demonstrated consistently a top record of research productivity and impact of scholarship. The School's last long-range plan, *Project 21*, had a high focus on supporting faculty research and scholarship. As we look ahead to continue to support faculty scholarship and research, we intend to enhance even further the School's research capacity and supports to faculty in their pursuit to create new knowledge that advances policy and practice. Our research centers are influential in the field at all levels as well. The Center for Mental Health Services Research is the only National Institute of Mental Health (NIMH) advanced research center (among eight) awarded outside of a medical school. The Center for Social Development has pioneered research & development for asset development and civic service approaches to poverty reduction and the creation of civil society. And our new Center for Latino Family Research is already an important leader in the field.

Our doctoral program is highly competitive and is well regarded for the excellent training and quality of our graduates. Our doctoral graduates develop distinguished scholarly careers and make important contributions to the field. Our MSW program is highly respected by those in the field and draws a diverse, intelligent, and motivated set of students to our School.

With 388 MSW students, 56 doctoral students, and a faculty of 30, we are a relatively small school of social work among our competitors. (The University of Michigan School of Social Work, perhaps our closest competitor, has a faculty of 54 and a large number of joint appointments and other institutional supports from the larger university.)

We are well known for our commitment to capacity building of communities and organizations, evidence-based practice, and social development. Our faculty are making influential contributions to the field. Our MSW students are passionate about gaining the skills and experience necessary to create social change at all levels. Our doctoral graduates are providing the next generation of academic leadership for the field of social work. Indeed, the vision set during *Project 21* for our School to be "... the foremost center of graduate social work education and scholarship in the country" has largely been realized.

CHALLENGES

Despite these notable successes, our education and research programs face many challenges. The rapid growth of social work education programs, the affordability of a social work education, and research funding for the field are primary impediments.

The market. The “market” for private MSW education is undermined by forces on both the supply and demand sides. In the United States, there has been a 66 percent increase since 1994 in the number of accredited MSW programs in social work schools, with still more schools seeking candidacy for accreditation. Applications to MSW programs peaked in 1995 and have steadily decreased with a notably small increase in 2003. The number of students who enroll in MSW programs has remained relatively steady since 1995.

Our last long range plan, *Project 21*, envisioned a significant increase in master’s enrollment, up to 450 MSW students. For a number of reasons, we did not achieve this goal. The biggest constraint has been the overall size and quality of the applicant pool, mostly a function of the decline and competitiveness of the national applicant pool for research schools of social work. We compete with a relatively small number of elite universities for a national applicant pool of perhaps as few as 1,000 prospective students. We face a particularly difficult challenge in this competitive situation because we do not have a natural metropolitan or state catchment area (such as Columbia University in New York; University of Chicago; or even the University of Michigan with respect to in-state applicants) that contributes a significant number of applicants. We have tried a number of tactics – some of them expensive – to attract these students and have been somewhat successful at maintaining or increasing market share, but the overall pool remains small. We have focused on international students, graduates of the Peace Corps, Teach for America, and other service corps options, as well as non-traditional students. In the face of this national plateau in MSW applicants, we now need to innovate in programs, formats, and career opportunities for social work graduates. In effect, we need to grow and change the applicant pool for MSW students.

Affordability. Graduate education must be affordable. Prospective students have an understanding of their future earning potential and are conscious of the amount of debt they may incur and the realities of paying off that debt. Our students graduate with an average indebtedness of more than \$40,000. As a result, the cost of a graduate education program versus earning potential is becoming a primary issue for prospective students. Last year, the annual tuition cost for students at our School was \$27,390. Among competitor schools, we rank tenth in cost, the highest annual tuition being \$31,770.

This plan envisions three approaches to structural problems of high tuition, indebtedness, and low salaries. Overtime, we will first need to bring down the net cost of graduate education through a combination of slow increases in tuition, increased financial aid, and added supplements to students' packages through work study, field stipends, and loan forgiveness. Second, we will need to seek out and prepare students for leadership careers that provide professional level salaries. We must enhance career services to place students in leadership professional roles. Third, we will need to offer new educational opportunities that provide targeted and appropriate opportunities at lower cost. Our proposed international social and economic development degree, public health degree, and post-graduate management program are examples of these innovations.

Research funding. Schools of social work and related fields have historically received relatively few resources from public agencies, private foundations, corporate sources, and private donors. The particular research funding areas for social work faculty conducting applied social research (e.g., services research, intervention development and testing research, organizational and implementation studies, evaluation research, cost effectiveness research, and policy analysis and research) have struggled to get equal footing with basic scientific and clinical medical research. Several major reports, beginning with the NIMH Task Force Report in 1991, have identified the lack of national resources, well trained PhDs, research infrastructure and dissemination as fundamental constraints on improving the quality, effectiveness, and efficiency of social services. A number of advocacy efforts by the National Association of Social Workers, the Council on Social Work Education, and the Society for Social Work and Research have attempted to increase the overall levels of funding for social work research, create a separate National Institute for Social Work Research, and encourage major foundations to target resources towards the issues, methods, and institutions central to the advancement of social work research.

Within this broader environment of funding, the Brown School faculty remains extremely competitive for research funding. Benchmarking of faculty research indicates that our faculty are among the highest in per capita funding of any peer social work school. The only school with higher per capita support, the University of Washington, has organized itself to carry out larger scale research projects, often within research centers, and with more flexible teams of post-doctoral fellows and research professors. Our *Impact 2020* plan envisions new research organization, new collaborations in public health, and new faculty research appointments that will increase our ability to compete for large scale research funding.

We have already established - and continue to grow - a new line of research professor appointments that facilitate this new organization of larger scale research. We also plan to recruit a number of post-doctoral fellows that increases our capacity to conduct large scale, state-of-the-art funded research. The strength of our future research enterprise will also depend on the success of faculty recruitment at both junior and senior ranks; the success of the research centers in building collaborative and larger scale research programs; and participation of our own and University-wide faculty in interdisciplinary collaborations.

LOOKING AHEAD: THE BROWN SCHOOL IN 2020

Over the course of work group meetings and discussions within the School, the University, and with external audiences, the following emerged as primary findings relevant to the future of the School:

- Although we have achieved the goals of our last plan and enjoy the status of a premier international school of social work, **we will need to innovate and develop significant new initiatives to become the leading institution in the next era.** The future of our School is threatened by the opportunities available for traditional social work; by the stagnant size of the national applicant pool; and by the resources available to conduct our portfolio of local, national, and international work.
- **We are poised to provide a leading role in an emerging intellectual agenda that spans biological science, communities, and the social environment.** The expertise of our faculty in understanding human behavior in the social environment positions us to be intellectual leaders in the design and testing of interventions, organizing institutions that respond to social need, and influencing policies that reduce life disparities in health, economic opportunity, and participation in civil society. Our plans to develop new capacity in community health, health policy, and international health will position us to provide intellectual leadership in this agenda. By expanding our faculty, including research professor appointments, we will bolster our strength in this area.
- **Our commitment to evidence-based practice provides a comparative** advantage, particularly in the areas of applied research opportunities both in agency practice and implementation science. School-agency partnerships can provide important research, teaching, and training opportunities. This systematic approach and use of evidence will be *the* defining characteristic of our work and, specifically, of future graduates of both our master's and doctoral programs.

CHALLENGES

continued

- **Our international position and reputation are strong and will be leveraged** with the University's international network to extend our education and training. Unique international programming will be a defining feature of the School and the University.
- **Interdisciplinary work with other schools at Washington University, which can advance our education, training, and research, must accelerate.** Student demand is increasing for more experiential learning in integrated fields of study. As well, external funding sources are desirous of more interdisciplinary and team oriented research. The complex social issues of today require a more multi-dimensional approach. Three University-wide emphases will frame our School's interdisciplinary efforts: health, urban and community engagement, and international social development.
- **We must prepare our students for distinctive career paths and provide greater support for them throughout their career.** Our students will graduate with distinctive skill sets, analytical tools, and knowledge that prepare them for career paths in specific arenas. Through ongoing professional development we have the opportunity to provide relevant and cutting-edge information and training to advance the work of alumni and other professionals.
- **Structural changes will be necessary in our School's economy.** We will need to grow and diversify our external funding to support our various programs and initiatives, as well as provide more tuition remission and scholarship support to students.

As we look ahead to the next decade, it is our vision and desire to have significant positive social impact locally, nationally, and internationally. Through the creation and application of new knowledge, teaching excellence, and the leadership of our faculty, partners, and alumni we will:

- **Educate and prepare future leaders** in areas of policy, practice, and research using an evidence based approach.
- **Apply research results** to impact practice and policy locally, nationally, and internationally.
- **Collaborate with organizations** to advance the use of evidence to improve access to quality social services.
- **Communicate research and stimulate discussion** that informs the development of effective public policy.

CHALLENGES

continued

Taken together, these key initiatives would provide a continuum of skills, knowledge, and experience ranging from direct practice to policy, preparing our graduates for distinctive professional roles:

- **Health and human services leaders** especially in community health, mental health, and executives for social services.
- **Community development leaders.**
- **International social and economic development leaders** for non-government organizations and program planners.
- **Social policy analysts** with distinctive expertise in implementation of effective services.
- Other professional roles in areas such as **asset development, child welfare policy, civic service leadership, disaster preparedness and response, faith based social services, program evaluation, quality assurance and quality improvement, service planning in aging, and school social work.**

KEY INITIATIVES

Six initiatives that we will implement in the course of the plan are critical to realize our vision. Overall, these initiatives emphasize:

- **Evidence-based social work**
- **Urban and community engagement**
- **International social and economic development**
- **Health and human services leadership**
- **Interdisciplinary collaboration**
- **Social policy**

Although these initiatives are presented below as specific programs, there is significant overlap and synergy. For example, the evidence-based approach runs through all of these initiatives and our international social and economic development agenda is closely aligned with our health and human services leadership initiatives. We anticipate many of the students interested in international social and economic development will also be interested in leadership of non-governmental organizations (NGOs). The management and leadership curriculum and faculty developed in our health and human service programs will have considerable cross-purpose with international social and economic development. Similarly, the interdisciplinary and social policy initiatives are highly integrated with the other programs outlined in this plan, such as our urban and community engagement initiatives.

EVIDENCE-BASED SOCIAL WORK

Our graduate MSW program is our core. Over the next ten years we will continue to upgrade our curriculum and teaching quality, create innovative models of field education, and enhance our career services. We will provide national leadership in advancing the understanding and implementation of an evidence-based approach to social work practice - what works, what does not, and under what conditions. Our commitment to advancing the understanding and implementation of evidence-based social work has the potential to profoundly shape ways in which the social service sector approaches policy development, organization management, program design, and service delivery. To date, intervention research comprises only 25 percent of social work's empirical studies. The social work field has embraced the need for more evidence in practice and policy development as well as implementation approaches within organizations. Understanding what interventions work and when and how to systematically implement proven methods – and critically understand when evidence does not exist and what to do – is the next era for social work. Further, developing policy from such knowledge affords social work and our School the ability to impact a variety of social issues.

KEY INITIATIVES

continued

We will prepare our graduates to discern and assess the best available evidence and prepare them with a “tool kit” about proven evidence-based practices. This will prepare our graduates to lead institutions characterized by their commitment to evidence-based practice. Although other schools of social work will emphasize an evidence-based approach to their students, our School will embed evidence-based social work at every level of the institution – from research to education to applied partnerships to organizational leadership – and thus develop a distinctive approach to MSW education and training. Specifically we plan to:

- Tailor our current curriculum and approaches to teaching, including student field work, to a **unique and intensive focus on evidence-based social work**. We will also enhance our social work practice education, exploring alternatives to our current structure of concentrations and specializations. The first stage of this initiative will require a major School-wide project authorized by the Council on Social Work Education (as a waiver from the usual reaccreditation process).
- **Create evidence-based partnerships with communities, social service organizations, and international NGOs** to advance evidence-based education, research, and implementation. The cultural adaptation of evidence-based services in communities, developed by the Center for Latino Family Research, is an exciting opportunity for the School.
- Create **new emphasis in international social and economic development, community development, and human service management** that respond to local, national, and international demand for graduate level social work professionals.
- **Create new, more flexible “packages” of curriculum and field education** for students that prepare them for distinctive and leadership careers in the profession. We anticipate that we will be able to do much better at identifying significant career opportunities for social work graduates and offering appropriate curriculum and field education that lead to these positions. Examples would include options in community economic development, disaster management, quality assurance in mental health, community health, aging, the environment, and social development.
- **Provide greater emphasis on career services** and preparation for new professional roles in nonprofit, corporate, government, and academic settings.
- **Expand the social work post-doctoral program** to help establish a social work research agenda for the next generation of scholarly leaders in the field.

URBAN AND COMMUNITY ENGAGEMENT

A significant strategic goal for the School's educational, research, and service programs is to strengthen our substantial position in St. Louis and build upon our capacity to work with urban communities. We will do this by aligning our academic programs to produce increased benefit to St. Louis and surrounding communities, social service organizations, and government. This alignment can take many forms:

- **Better deployment of our field education program**, which accounts for 150,000 hours of supervised experiential learning in St. Louis organizations alone.
- **More effective collaborations** between faculty research and social service organizations to implement evidence-based practices.
- **More deliberate focus on research and translation** of research to inform public policy.

In each case, we are looking to produce community benefit for the St. Louis region at the same time that we vigorously pursue our academic mission.

Operationally, this goal of urban and community engagement will take several forms:

- **The organization of “field education units”** that increase the educational gains to our students and the service contributions to participating agencies and communities.
- **The creation of “evidence-based partnerships”** with select organizations and communities that bring an intensive approach to research, evaluation, and professional education in evidence-based practice.
- **The creation of “place-based” initiatives** that organize research, training, and technical assistance activities in specific communities over a sustained period of time. In particular, we are looking to implement the recommendations of the University-wide Steering Committee on Urban and Community Programs and collaborate with other Washington University Schools in these partnerships.
- **Alignment of our professional development programs** to support important services systems – aging, child welfare, mental health, health care, mental health, youth development – where there is significant overlap between the School's interests and the quality of service delivery.

KEY INITIATIVES

continued

- **Support the work of our Centers** – Kathryn M. Buder Center for American Indian Studies, Center for Latino Family Research, Center for Mental Health Services Research, Center for Social Development, Comorbidity and Addictions Center, Martha N. Ozawa Center for Social Policy Studies – pursuing collaborative work in communities.
- **Development of service initiatives** that take full advantage of the research and development strengths of our faculty in civic engagement and service, as well as the capacity of the Richard A. Gephardt Institute for Public Service.
- Programming of our new Social Policy Forum to **stimulate debate and analysis of policy issues that affect St. Louis communities, St. Louis City, and the Region.**

INTERNATIONAL SOCIAL AND ECONOMIC DEVELOPMENT

We have an extraordinary opportunity to mobilize and leverage the international resources of Washington University and our School to advance the knowledge and skills needed for leadership in international social and economic development, which focuses on human capital approaches that are feasible, effective, and sustainable. In particular, social development strategies identify low cost and innovative interventions that lead to significant improvement in the human condition – economically, socially, and politically. Implementing culturally appropriate and effective interventions, increasing levels of economic opportunity, and addressing critical global issues of poverty, health, human rights, mental health, and the environment are at the core of an international social and economic development agenda.

Through strategic investments in new curriculum, carefully designed practical training, and a new degree-granting program, we will prepare outstanding leaders for professional careers in international social and economic development. Further, we will contribute new evidence-based knowledge in the area of social development and will contribute to the growing body of research and interdisciplinary approaches to sustained international social and economic development. This proposed new initiative will also provide an impetus for interdisciplinary education and research at Washington University. For example, we could bring together faculty in engineering and health with faculty who think systematically about how to get interventions implemented in developing countries, taking account of culture, institutions, and political environments. Through our international partnerships and new educational programs, as well as working in conjunction with other schools and programs on campus, including the McDonnell International Scholars Academy, we will:

KEY INITIATIVES

continued

- **Create new opportunities** in our MSW program, as well as a new degree program - a Master of Science in International Social and Economic Development – in the field of international social development.
- **Build on the success of our joint educational and research institutes** (e.g. Hong Kong Polytechnic University and Peking University) to establish an international network of partners for research, education, field work, faculty exchanges, and policy.
- Take advantage of the international leadership of our Center for Social Development to **extend our training, research, and education in asset development and global service.**
- **Contribute to the body of research and interdisciplinary approaches** to social and community development.

HEALTH AND HUMAN SERVICES LEADERSHIP

Improving the quality of services delivered by the health and human services sector is a key element of our mission. The long-term deficit of appropriately trained leaders in the human services and nonprofit sectors is a key finding of our planning process. The market demand for trained human service leaders – both domestically and internationally – provides us an opportunity to create education and training programs for graduate students and practicing professionals to develop into the next generation of human service leaders with the knowledge and skills to lead complex social service organizations. In particular, our School and University are uniquely positioned to meet the growing demand for social entrepreneurship education and training. We will also enhance our research agenda to include social sector organizational issues that will help inform the work of the human services leaders and advance knowledge and understanding of the social service sector itself.

Public health has emerged as a significant area for long-range planning at the Brown School and will enhance and strengthen the research and educational mission of our School. The Brown School is uniquely positioned to develop a distinctive master's program in community health. Our dedication to evidence-based practice and interdisciplinary work fits well with a vision to train leaders who have an evidence-based approach to health interventions, health services, and health policy locally, nationally, and internationally.

KEY INITIATIVES

continued

We will lead the agenda to promote evidence-based leadership and practice in health and human services, including strengthening the ability of organizations to develop and measure outcomes. Several new initiatives are planned to strengthen leadership and performance in the health and human service fields. Specifically, we will:

- **Create a regional data center and evaluation institute** which brings together various disciplines that can inform policy research and social decisions, as well as comparative studies within and across communities and cities. The creation of a dedicated institute for the evaluation of policy, practice, and programs will be a key element in the larger project to promote the use of evidence in organizations.
- **Shape our professional development program** to actively respond to the demands of evidence-based leadership, management, and practice.
- **Build new degree programs in public health** that focus on community health, health policy, and international health and provide a powerful perspective to this growing field.
- **Provide mid-career professionals with the advanced skills, mentoring, and experience** needed to lead complex social service organizations. To achieve this, we will develop a post-graduate, executive leadership program targeted to practicing professionals who occupy mid- and senior-level management positions. The program will emphasize skill development and feature mentoring and career development opportunities. We anticipate significant collaboration with the Olin Business School in this initiative.

INTERDISCIPLINARY COLLABORATION

We seek more interdisciplinary activity with Washington University schools and programs to advance research, education, and service. We will:

- **Enhance and grow joint-degree programs.** Our joint-degree programs in Architecture, Business, Divinity, Jewish Communal and Jewish Studies, and Law have represented small but very successful models of interdisciplinary professional education with Washington University partners. We believe these programs can be the best in the world. We also believe they represent an opportunity to recruit especially talented and interesting graduate students as well as place graduates in unique leadership roles.

KEY INITIATIVES

continued

- **Embark on a new partnership with Washington University's School of Engineering** to create new educational programs in technology for international social and economic development.
- **Explore shared University curriculum** in the areas of international social and economic development, international health, public health, and social entrepreneurship. This work will help us bolster both our research and educational goals in these areas.
- Collaborate with the Olin Business School, the Skandalaris Center, and other University partners to **establish the leading program in social entrepreneurship in the nation.**
- **Lead the development of a University-wide initiative in public health.** Our own emphases in this initiative will be community health, health policy, and international health.
- **Develop opportunities for place-based community engagement** in selected communities in the St. Louis Region.

SOCIAL POLICY FORUM

In collaboration with others across the University, we will create a new venue that houses an active program of policy analysis and debate, dissemination, and interaction with regional, national, and international policy leaders, including the media. The goal will be to enhance the quality of social policy discourse and decision-making by engaging data, evidence, research, and analysis. The Forum will also house our research centers and provide space and infrastructure for an active and visible program of policy debate, collaboration, and training. The Forum will:

- **Establish a Policy Forum** which will function as the University's social policy outlet. The Forum will convene and host policy-related programming involving policy analysts, researchers, legislative and other government officials, and the media. The Forum will provide a venue for University conferences that can be developed in partnerships with other institutions, such as the Brookings Institution.
- **Host programs and initiatives that bring new ideas and innovative approaches** to addressing poverty, health care, mental health, social development, aging, child welfare and other policy issues of central concern to the School. The potential to be the host for the Midwest Alliance for Poverty and Economic Opportunity – a network committed to research, analysis, and advocacy on issues of poverty and social progress – is such an example.

KEY INITIATIVES

continued

- **Create a Media Center** that packages and disseminates policy activities to national and international audiences. The Media Center will provide visibility and awareness of policy research and analysis through a greater emphasis on media relations and greater leverage of the University's media relationships. This will require strong collaboration with Public Affairs, co-development of programming with media partners such as public television, and stronger infrastructure to conduct online and offline communications.
- **Provide new space** to co-locate many of our School and University's policy-oriented centers and institutes, thus creating greater opportunities for collaboration.

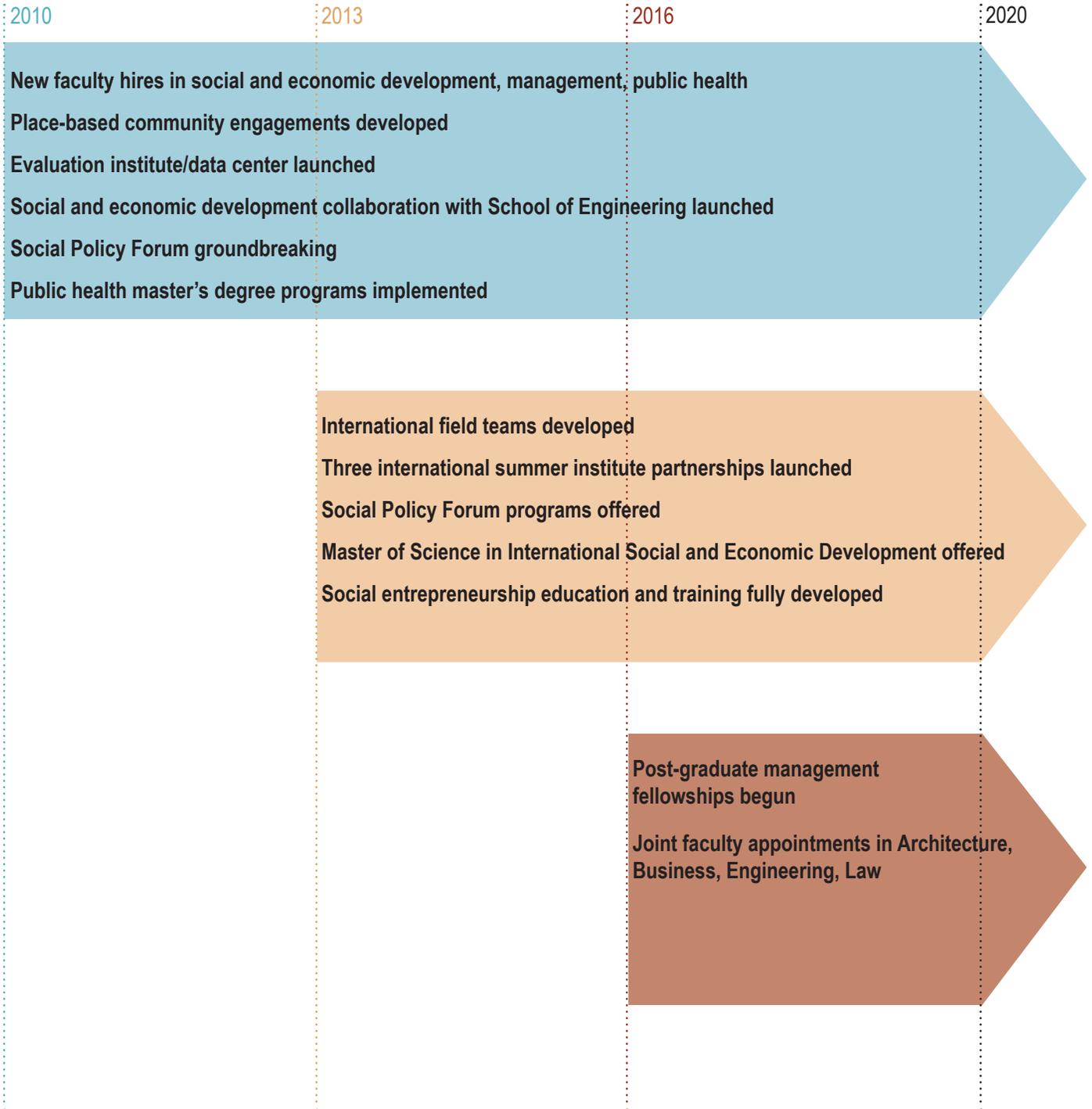
SEQUENCING THE INITIATIVES

To provide a solid platform to successfully launch each initiative, there is a sequence of the various component parts which build upon each other. The timeline on the next page provides an overview of the staging of new initiatives.

KEY INITIATIVES

continued

TIMELINE FOR NEW INITIATIVES



ORGANIZATIONAL AND RESOURCE IMPLICATIONS

The premise of the *Project 21* Plan was to be considerably larger in our educational and research programs at the beginning of the 21st century. The plan imagined a MSW program of 450 students, a doctoral program with 56 students, a cohort of 32 tenured and tenure-track faculty, eight post-doctoral fellows, and a level of funded research that would surpass our competitor schools.

A 2004 social work faculty task force report, *Greatness in the 21st Century*, largely reinforced and extended this plan for growth, calling for a school size of 450 MSW students and a faculty size of 38. This plan, however, envisioned a funded research program of \$14.5 million, not our current level of \$6.5 million.

Although the challenges of expanding research funding are great, by growing faculty, and appointing research professors, we are well positioned to expand our research portfolio and funding base. The resulting structure will facilitate more team-oriented research, more interdisciplinary research with colleagues on the campus and elsewhere, and greater competitiveness for external funding.

The plan balances some prudent assumptions about the ability of our students to afford graduate social work education, goals for new programming, faculty support, and infrastructure. Under this plan, we will hold constant the size of the master's and doctoral social work program, but increase financial support. We will re-evaluate the size of our master's program once the impact of new degree and tuition-generating programs is known. We will expand our faculty by adding more research professor appointments to take advantage of larger scale research opportunities, particularly interdisciplinary research.

To implement this bold plan, we will need to generate new resources and structure our research, educational, and external programs in ways that generate additional revenue streams. We estimate that this ten-year agenda will require an additional endowment equivalent of \$32 million in financial aid for students; \$14 million for endowed professorships; and \$15 million in research center support. We also plan to develop a new 69,000 square foot facility - depicted on page 23 estimated to cost \$33 million to co-locate our research and policy centers, new health initiatives, as well as host an active program of lectures, media, and policy dialogue organized by the Social Policy Forum. The table below depicts projected scale and growth and summarizes the resource requirements of this plan.

ORGANIZATIONAL AND RESOURCE IMPLICATIONS

continued

SCHOOL SIZE	2007	2010	2013	2016	2020
Faculty Size	31	40	47	50	53
Research Professors	0	4	8	11	11
MSW Program (Head Count = HC)	388	388	388	388	388
MS Int'l Social Development (HC)	0	25	50	50	50
MPH Program (HC)	0	0	25	50	50
Post-Grad Mgmt Program (HC)	0	0	15	45	45
Doctoral Program (HC)	56	54	52	50	50
Post-Doctoral Fellows	4	6	7	9	11
Staff Size	70	75	85	88	92

RESOURCE REQUIREMENTS (in millions)	2007	2010	2013	2016	2020
Endowment Gifts					
Research Centers		\$5.0	\$10.0		
Chaired Professorships		4.0	4.0	2.0	4.0
Scholarships		14.2	9.2	5.1	3.6
Fundraising for New Building				33.1	

IMPLICATIONS OF IMPACT 2020 ON ANNUAL OPERATIONS (in millions)	2007	2010	2013	2016	2020
Endowment Income		\$0.4	\$1.1	\$1.3	\$1.6
Tuition Revenue Contribution to Operations		0.0	1.2	1.8	2.1
Research Support (Indirect Cost Recovery)		0.4	0.9	1.2	1.4
Program Income/External Support		0.1	0.4	1.4	2.0
<i>Increase in Resources</i>		0.9	3.5	5.7	7.1
Faculty Associated Costs		0.9	2.1	3.0	3.5
Staff Associated Costs		0.4	1.1	1.4	2.1
Program Expenses		0.1	0.1	0.3	.7
Space Costs - New Building				0.7	0.8
<i>Increase in Expenditures</i>		1.4	3.4	5.4	7.0

ANNUAL NET SURPLUS/(DEFICIT) FROM IMPACT 2020		(\$0.5)	\$0.1	\$0.3	\$0.1
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SUMMARY

Impact 2020 envisions greater institutional capacity to support faculty research and scholarship. We will also enhance, rather than growing our existing core programs – the Master of Social Work and PhD. Our master’s and doctoral programs will be framed to promote evidence-based practice in social work. We anticipate that this effort to rigorously educate our cadre of graduate students in the discipline of evidence-based practice will fundamentally influence the profession and open new career options for practicing social workers. Within our master’s program we also intend to enhance the offerings and flexibility for students to package professional education leading to distinctive leadership careers. We intend our joint-degree programs in architecture, business, divinity, Jewish studies, and law to be the best in the world.

Over ten years we will also launch a number of new initiatives, being sure to implement them with appropriate planning, sequencing, and resources. These initiatives include new degree and professional training in health and human services management; new training and degree opportunities in international social and economic development; new training and degree programs in public health; and program options in engineering and possibly other disciplines that lead to exciting and remunerative career options. We will build a new Social Policy Forum which will stand as the nexus for our School and the University’s academic, research, and social policy programs. This Forum will co-locate policy oriented research centers and create a visible and externally-oriented University home for policy analysis, debate, and media.

Taken together, the initiatives outlined in this plan allow the Brown School to create significant and enduring social impact as we carry out our local, national, and international mission.

