

Overall Faculty Themes  
**SWOT, FUTURE TIMELINE AND STRATEGIC QUESTION**

**Faculty**  
**SWOT Analysis Major Themes Summary**  
**02.18.19**

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*Below are the major themes that emerged from the SWOT analysis conducted by the Faculty on 2/18/19. See page 2 for raw responses from the activity.*

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**Strengths**

1. Great Staff
  - a. Faculty Expertise
  - b. Supportive Leadership
2. Transdisciplinary
3. Well- Resourced
4. Engaged/ Motivated Students

**Weaknesses**

1. Lack of visibility
  - a. IRB understanding Brown School research
2. Faculty shortage
  - a. Limited expertise in certain concentrations/ key areas
3. Debt to income ratio
  - a. High cost of education, low salary jobs

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**Opportunities**

1. 3 Programs
  - a. Positive real world impact
2. Community Partner organize + strategy
  - b. Expand prioritized partnerships
3. Washington University Leadership
  - c. New level of interest
  - d. Local community racial & economic equity initiatives
4. Better use of alumni network
  - e. Including PhD alumni worldwide
5. Funding

**Threats**

1. Cost of tuition
    - a. Debt
  2. No longer the market place of ideas
    - b. Work being ignored by 50% of population
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## SWOT Analysis Brainstormed List

On Monday 2/18/19, the Faculty brainstormed strengths, weaknesses, opportunities and threats related to the Brown School. Then the ideas from each area that had the most agreement were identified and reported out.

### Strengths: Positive Internal Conditions

Strengths Summarized based on Group Agreement

- Infrastructure well- resourced
- Transdisciplinary + one sided vision
- Strong faculty & staff & students & leadership
- Diversity – Faculty, staff, students, areas of work

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#### Brainstormed Strengths (#of faculty in agreement)

- Diversity (of all kinds) of faculty (4)
- Many disciplines (7)
- Faculty expertise (7)
- WUSM (6)
- Physical Infrastructure/ buildings (4)
- Great staff (19)
- Reputation (6)
- Academic Productivity (3)
- Great leadership (2)
- Location (1)
- St. Louis equity challenges= natural lab for designing & implementing solutions (4)
- Facilities (1)
- Brown school uniquely positioned to deal with community challenges (poverty, diversity, race, etc.) (2)
- Engaged/ motivated students (9)
- Med school connections (2)
- One School Vision (8)
- Student- faculty interaction (6)
- Supportive leadership (8)
- Strong doctoral program (7)
- High- visibility (1)
- Systems science (8)
- Dissemination & Implementation (6)
- Team science (2)
- Tons of research centers (5)
- Well- resourced (10)
- Student body (1)
- Transdisciplinary (18)
- 3 Degrees
- Innovative faculty (7)

- Focus on social impact (7)
- W.U. support (2)
- Culture (nice folks) (3)
- Media/ press support locally (1)

## **Weaknesses: Negative Internal Conditions**

*Weaknesses Summarized based on Group Agreement*

- *Faculty shortages*
- *Student supporters*
- *Cost of education & salaries*
- *Space*
- *Cross Campus collaborations*

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### *Brainstormed Weaknesses (#of Faculty in agreement)*

- Limited faculty or faculty expertise in some concentrations (8)
- Limited number of faculty- methods (e.g.; bio stats) (6)
- Support for international students may be strengthened (4)
- Question: Have we spread our faculty too thin across 3 programs (masters level) (2)
- Lack of consensus on next stage for school- what's next? (3)
- Integration of different faculty tracks? (2)
- Need more TAs (1)
- IT/ Computer (2)
- Lack of visibility of school strengths in IRB understanding Brown School research (9)
- Faculty- staff coordination re: student issues (1)
- Student advising (1)
- Lack of control over large classrooms for internal courses (1)
- Communication between units (1)
- Bottleneck in decision making (1)
- Lack of transparency in some decisions (1)
- Challenge of collaborating across campus (i.e. med school Danforth, etc.) (5)
- Not enough faculty allowed to teach (research faculty) (2)
- Are we a market place of ideas? (2)
- Too many triggers in classroom (2)
- Public health identity is underdeveloped & social policy (1)
- Overworked staff at business/grants office (1)
- Walk the walk (1)
- Are we a school of pronouns or poverty solutions? Identity or disparities? (7)
- Communications- uneven dissemination of everything school does (2)
- International program strategy for building pipelines for regular offering (rather than one-offs) (1)
- Is curriculum sufficiently preparing students for the job market (1)
- Small footprint in St. Louis
- High cost of education for low salary job (19)
- Parking (5)

- How to bring identity politics into fixed courses/ new students/ feeling connected? (1)
- Data analysis/ technology(6)
- Future thinking is too small (2)
- How to be more future forward (2)
- Lack of faculty in key areas ( 10)
- Endowment for all programs (2)
- Keeping up with changes to our students (types of learners, generations, etc.) (3)
- School of Public Health-US news ranking

## **Opportunities: Positive External Possibilities**

### *Opportunities Summarized based on Group Agreement*

- *3 Programs*
- *Better use of our alumni network*
- *Local community racial equity + economic equity initiatives & new level of interest on the part of WU leadership*
- *Funding*

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### *Brainstormed Opportunities (#of PTF in agreement)*

- More collaborations among local universities (5)
- Collaboration with high schools: pipeline for future students ( 1)
- Better use of our alumni network (including PhD alums around world) (9)
- Exec education (2)
- Link to policy/ think tanks (3)
- Funding (13)
- New Chancellor (8)
- Local community racial equity + economic equity initiatives & new level of interest on the part of WU leadership (10)
- More collaboration between schools (3)
- City-county merger (6)
- Technology hub ( 4)
- Delmar divide off site work in national news (St. Louis hospital redone) (3)
- More data science/ technology/ quantitative methods (3)
- New faculty ( 6)
- New students (5)
- Community partners organize + strategy (expand prioritized partnerships) (9)
- 3 programs (make positive real world impact) (11)
- New increased tech use (5)
- Cross university collaborating (IPH, In CEES) (7)
- Healthcare sector cares about social determines of health & social service sector recognizes physical health important ( 6)
- Lack of resources to build N.P. capacity opens space for brown (1)
- Joint degree offerings with other liberal art schools ( e.g. Grinnell - like schools) 3-2 programs with good undergrad blog

- Greater #s of undergrad PH degrees -> more opp. for students seeking grad. PH degree (4)
- Prospect of building public health at the undergraduate level (5)
- City county merger (1)
- St. Louis as “laboratory” for testing new ideas (2)
- Evaluation center for systems evaluation and change (1)
- Increased availability of public big data (1)
- Online EDU (2)
- Public Health Program Rankings (1)
- Partner w/ sociology department (1)

## **Threats: Negative External Possibilities**

*Threats Summarized based on Group Agreement*

- *Cost of Tuition/Debt*
- *No bio stats help*
- *Market place of ideas/helps local folks*

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*Brainstormed Threats (# of PTF in agreement)*

- Cost of tuition (13)
- Research silos (3)
- Change in demand for SW/PH/SP (3)
- Reputation locally for research + leave (not true partner) (1)
- Debt ( 10)
- Not a strong alumni network (Among PHD alums especially)- need more “reunions” by cohort class (3)
- Funding (1)
- Immigration policies/ policies for grad (3)
- Mismatch cost of degree to starting salary
- Mismatch skills and expectations in actual work as SW (3)
- Safety around campus (1)
- Over saturation of MPH market (2)
- University board= wealth, but doesn’t equal climate change awareness, criminal justice change ( 1)
- PH programs rankings along with schools ( 2)
- U.S- China relations / International student policy (4)
- Automation & online learning ( 6)
- Student part- time opportunities (3)
- No part- time educational opportunity (3)
- No online opportunities ( 4)
- The academy (universities) being seen as too liberal (3)
- Too sensitive (2)
- No longer the “market place” of ideas (work being ignored by 50% of population) (7)
- No Bio Stats help – need full-time instruction
- IRB Charging for Services
- No Center for Statistical Consulting Center

- Regional challenges/recruitment (e.g. populations changes; STL isn't vibrant)
- Shrinking funding
- Anti-intellectualism
- Prestige vs. What helps locally
- Declining rank of Wash U (undergrad program)
- Weakness of grad programs other than Brown, WUSM
- Only Management Qualification as MBA – risk to management programming here

# Faculty Overall Timeline Themes 03.18.19

Year	Academic Affairs	Business	Communications	Computer Science	Education	Engineering	Health Sciences	Humanities	Information Systems	Liberal Arts	Mathematics	Natural Sciences	Professional Studies	Public Administration	Social Sciences	Special Programs	Student Services	University Administration	University Relations	Overall
2021	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2022	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2023	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2024	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2025	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2026	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2027	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2028	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2029	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2030	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

**Faculty**  
**Future Timeline Notes: Groups**  
**03.18.19**

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- Silently drafted their post-its first and placed on timeline according to when the event, issue, or trend would be a crisis situation
- Seeing more problems than opportunities
- Where the post-its are creates a false visual that there's a concentration of "short-term" but may be long-term
- Core themes: Economic status, student welfare, mental health
- Competition from other fields who may have different technical and ideological approaches
- Many more of these than events and issues; seeing trends develop that will last a long time
- Student debt was reiterated by several participants as being a serious challenge now and moving forward
- Immigration status may be under-emphasized but is important
- Artificial intelligence was reiterated several times as being a disruptive factor
- Election year
- Presidential elections
- Changes in licensing requirements, people get MSW to be clinician
- High visible crime in STL
- Healthcare reform, if there is a more left wing political system, or the opposite
- People not feeling needs met
- Privatization of Medicaid, mental health and people with disabilities
- Pressure to balance budget with cutting some over others
- Debt of country is large so pressure to balance budget
- Climate change in terms of weather, so maybe more people want to move inland
- People studying public health will have to learn to study impact of climate change
- Feelings of helplessness, no need for social work if not alignment with political beliefs
- Development of Cortex might bring opportunity
- Hopeful that putting light on admission process will put light on it, so those with means already have more access
- Online learning
- Need for school to anticipate even negative trends to address the issues ahead
- Reforming admissions will diversify the whole campus
- International students and need for support
- How easy to become int'l student
- Drop in interest so hard to recruit best of
- Increase in prof of practice might increase students who do not want to do research
- Looking at movement in task shifting, able to roll out more direct practice interventions
- Moving in to the first ranking spot
- Moving up PH program to higher ranking
- Health care providers lacking



- More interest in medical school to fill gap
- Greater visibility for macro social work
- More management of social work jobs
- Changes the way social work is involved with clients
- So many universities offer online so how do we respond or not to that
- We are behind the curve if we do choose to enter the online market
- Reaccreditation of both social work and public health
- Hitting our budget so being in the black allows for more resources
- Elimination of loan forgiveness programs
- All the millennials take over and own all the power
- Generational shifts in country and world
- Demographic changes in the US, Latino increase in country but not in Missouri
- How we respond to demographics
- Age demographics shift, specifically the aging of the country
- How do we make our school attractive to students who are from the coasts
- Precision of medicine and genomics
- 80% of resources at WASH U are on the Med Campus
- People having skills to work with diverse people
- Privatization of healthcare
- Commercialization of healthcare
- Is the hospital no longer viable
- BJC shrunken footprint
- Close of rural hospitals
- Fewer people who want to live on the coasts
- Privatization
- New tax law
- Airport no longer viable or too small or no direct flights
- Bringing in big companies
- Big data
- Need for more infrastructure
- What is the trends of the election for St. Louis City? → this events have tremendous impact on the St. Louis region.
- Issues can be internal to WU or Brown School
- Issues/trend: The political climate and legislation schedule
- Trend: Climate change, the health care reform and ballot
- Issue: Changes in health care, school shooting, mental health
- Overall: Faculty capacity; hire more bio stat in leadership/faculty; undergrad programs; changes in leadership in Brown School; political impact on university
- What internal expertise we have from our students and faculty to help and solve issues e.g., climate change?
- How Brown School will compile this data (timeline feedback)?
- Improve data transparency within Brown School: balance between teaching and research
- Social work students capacity and admission

- Ideas - free College, 2020 Election, Climate Change
- Preferential treatment of students, does this happen at WashU and/or the Brown School?
- Great exercise, great visual workspace
- Short-term: 2020 election, MSP integration, Need for faculty in specific areas vs. open hire, future of student visas and international student visas (duplicate), increased job market/change in job, admissions scandals and fallout, rising student debt, increasing political polarization (could be immediate)
- Political climate seems to be stagnating
- Graduate school enrollment increases during war, war deferment
- Technology in Brown School
- Had these discussions a decade ago about enrollment, have done nothing
- Motivations for it have been economic, as opposed to access
- Canary in coalmine, USC
- Scandals and admissions and management of having Masters
- Goal for admissions might be hard to sustain quality of education
- MSW program, some practicum options online
- Some content that could be done online, but opposed to online master's programs
- Space we should be in online that would
- Inefficient that professors teach the same course three or four times a semester
- Not a good use of person's time
- Depends on educational outcomes trying to achieve
- Balance between online content and technology and in person education
- Decided 10 years ago that wouldn't address/incorporate now
- Availability of resource dollars
- Facility space, don't have enough space
  - i. Is an ongoing problem regardless of where in timeline?
- Climate change
  - ii. Hard to predict when it will be a problem
- Information major, but students don't know how to access data
  - iii. Need to make sure students know where and how to access public data

**Faculty**  
**Strategic Questions**  
**05.06.19**

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***Question 1: What challenges will we need to deal with effectively over the next five years?***

- Presidential election 2020
  - iv. Regardless of outcome
  - v. Implication – continued divided country, angry students
- High debt / low pay
- Chancellor transition – uncertainty
- Increasing mental health challenges for students
- Identifying threats of violence
- More discussion, prevention methods – preparedness planning and response
- Online education – lots of competition and does the school believe this is the right educational approach
  - i. If not to do it, how to stay competitive? Strategies?
  - ii. Other programs are changing and brown can't stay stagnant – forward thinking and proactivity
- Immigration and expanding into Latin America
- How to become national leader in addressing some of these issues
  - i. Research partnerships with Latin American governments
  - ii. Better supports for students
  - iii. Be on the forefront of how to recruit and retain students – will becoming increasingly more difficult – creation of more proactive strategy
- Create partnerships with NGOs and academies
- Multiple models that can be considered
- Strong global reputation – need more Latin America not just Africa, strategies for name recognition – better job
  
- Mismatch between tuition and starting salaries for graduate students
- Risk of St. Louis city – opportunities and challenges
  - i. Crime & perception
- Student mental health
- Computer system to handle large data and sophisticated analysis – updated tech advancements  
Strengthening quantitative training of students and aptitude  
Hard to use technology remotely – quantitative or qualitative – update in access and utilization for remote access
- Pricing challenging to access technology
- New chancellor – how aligned is he to brown?
- Risk of losing provost?
- Unforeseen events – Ferguson, mass shootings – social, cultural, critical events – needs responses and has implications for D&E and rapid response needed in an inclusive way
- Ensuring quality of teaching and access to resources for teaching – innovation in class and prof dev for teaching faculty

- Students arriving without access – prepared for variance in gaps between technological experiences
  - Student rankings – attractions for students/faculty – risk of decline – artificial nature of university ranking system
  - Alignment around CSWE competencies measurements – ASSESSMENT MUST BE ADDRESSED  
Maybe not focusing on competencies that may change instead what do we want our students to become – compliance and forward thinking.
  - Broader political climate – impacts to funding, visa, etc.
  - Free tuition but also dependence on tuition dollars – challenge to make investments
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- Recruitment
  - Cost of degree program increases  
Donors – free tuition
  - Physical space constraints – more students & faculty – gridlocked for space
  - Offset thru online education
  - Presidential election 2020 – political climate  
Implications for policy, funding, research
  - University become politically diverse – ie first amendments rights for religious freedoms, conservatism – tension around free speech and diversity of ideas and opinions
  - Discrimination issues – address inequities and biases being experienced ie salary can be measured vs others non-measurable
  - MPH nationally applications are going down and growing number of ph programs – competition and saturation
  - Stay on cutting edge of social movements – how to offer education to take them to higher level?  
Growing inequalities and tensions – disappointment that school is not radical enough  
Leading to their knowledge and skills set – stay current and less rigid
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- Research projects with local residents difficult given location and parking; doesn't lend itself to inviting community – access to campus  
Same for guest speakers – move more to off-campus events and programming  
Opportunities as top school to make difference in community – challenge is lack of improvement
  - Presidential campaign 2020  
Preparing for funding cuts, lack of support for school values, policy barriers to work and clients, mis-information dissemination, respect of human rights
  - Technology – diverts attention away from conventional learning – competition for attention
  - How to engage students used to high tech learning? Or high stimuli already?  
Decrease in attention span and impact to teaching effectively
  - Climate change – speak up more openly as a school, address what needs to change  
How will it impact? Working with poor and vulnerable populations due to climate, stress, moving around – central issue in upcoming years  
Include more into classrooms – strengthen content in curriculum – anticipated adverse outcomes ie food scarcity
  - Strengthen curriculum content to address into ALL classes.
  - Cost of education – student debt (cost vs salary)
  - Student stress – employment and stress during coursework
  - Data science engineering computational training – need to increase training across entire school

- Representation of school work with national council and board of trustees – representation on boards that share similar deeper lived experience knowledge of sw, sp, ph
- Cost and accessibility of education –return on investment
- STL regions at crossroads – not thriving and what will school do to address poverty and social injustice issues to support the region – use resources to address inequality issues and lack of opportunity, segregation
- How to meet needs of international students
  - ii. Increase in applications driven by china
  - iii. Decrease in domestic applications
  - iv. Changing more rapidly than can manage – declining degree of diversity of global and domestic students
- Change not purposeful – admissions report 38% of class is international – is there a conscious effort to move in that directions? Are we willing to support or chasing dollars? Opportunity costs in not being intentional
- Catch up with digital revolution and exodus from city no longer affordable and no economic opportunity
  - v. Steered out thru rent and real estate
  - vi. Structural biases and inequality
  - vii. Narrative doesn't match the situation
- Political climate in STL region and being on the right side of history
- Regional leadership issues – must be invested and involved and giving input – honesty in missteps
- Fix practicum system – increased quality and impact to community
- Creating more innovative ways to interact with community

**Question 2: What school values must we preserve at all cost?**

- Open collaboration, and cooperate with one another to ensure the overall success of the institution despite any personal conflicts / collegiate environment (3)
  - Valuing the work of all faculty despite track
  - Valued and intentional about creating spaces to interact
- Social impact (do work that matters) (3)
  - Dedication to social impact
- Commitment to excellence, do the best work that we can do (3)
  - Science and other fields
- Innovation, continue to think looking forward (2)
- Research, teaching and practice (we do not just use one approach but multiple)
- Continue to have a commitment to achieving equity (2)
  - In all areas, race, economic, etc.
- Student-centered, figure out how we best meet their needs (2)
- Value down time
- Work well across disciplines, focus on trans disciplinary (4)
  - Value all disciplines
  - One School
- Eliminating poverty
- Use of evidence even when it is uncomfortable, at times we ignore that as the general public when it comes to evidence that is unpopular

- Quality (2)
- Pursuit of social justice (3)
- Community engagement
  - Be able to solve (STL) problem
  - Participate in various communities
- Faculty governance and all that it encompasses
- Critical thinking in all levels
- Bring community voices in to the discussions and platform
- Mission driven work, science, teaching
  - Responds to the needs of what is going on socially
- Give room for challenging conversations and using them for their future professions
- Absolute freedom of speech and thought
- Intentional diversity and retention
- Integrity
  - Of our professional values
  - Students
- Intellectual rigor, and cutting edge scholarship
- Leadership access (dean, other administration)
- Value truth, exploring scientific method
- High quality education for students (3)
- Respect
  - Encouraging an environment where they can share their viewpoints
- Reflection
  - Self-criticism as an institution
- Growth should be essential
  - Mentoring environment – accessible and personalized (2)
  - Understand the various needs
  - Structure in place to incentivize that value
  - How do we measure this progress
- We value the work more than people
- Valuing mental health for everyone
- Maintain culture
  - Collaborative, collegiate, nice, and inclusiveness

Question #3: ***What key opportunities must we pursue if we are to achieve excellence as a school?***

- Big Data
- Technology
- Social work apps
- Virtual reality
- Aging US population
- Excellent practicums
- Free tuition
- Community relations / meaningful community engagement (regional, domestic, or international)

- Service
- Research
- Overarching master plan that defines roles, what it means to be a community partner
- When we say we're going deep, what does that mean
- Learning from an exchange
- Climate/environment that prioritizes work/Life balance (students, staff and faculty)
- Mental health care – of students
- Intersection with other schools at WashU
- Career Services – more robust, paths to better jobs
- Advocating for positions on education
  - e.g. immigration policies and the University
  - policy issues with impact on our immediate constituents
    - With equity we need an investment in internal supports, infrastructure, student support
    - International students – More supports as our population of , more staff, even for doctoral students
    - Connecting our research to broad ideas – such as the Grand Challenges – how do our efforts connect to a national or international community of scholars and the future
    - St. Louis City – connect to the groups that actively promote the assets of the City (as opposed to focusing on risks)
- The social and health challenges in the local community; many opportunities to be more engaged in the St. Louis region – health, social work, policy
  - Stronger collaboration with social services/public health organizations or agencies; be more engaged on a formal level
    - E.g. University of Minnesota, Team Diarrhea
    - Like what David Patterson has done
    - Funding opportunities (e.g. SLU funding from Missouri Foundation for Health to . . .)
- Integration of more online opportunities / digital learning
- Leveraging the affordability of St. Louis; connecting with the City assets and development opportunities
- Many of our graduates remain in St. Louis, we should tell this story more; more investment in communications efforts to share that narrative
- Undergraduate – expansion into, connection to . . . even courses, not a degree
- Better connection with the Med School (for Public Health)
  - Capitalizing on what public health could be, grow its potential with better connection to med school
- Climate change/Planetary health – being prepared and preparing our students
- New technology for data science work; integrating better with computer science and engineering schools
- St. Louis as a place to focus our efforts; testing ideas and working in the communities to try different solutions – more than we are doing now
  - Contribution to the community we serve – there is an opportunity for service and visibility; e.g. working with local schools
  - Location on campus can be a barrier – how do we reduce physical barriers (campus, parking, etc.)
- Global engagement – more opportunities and resources for practicum abroad

- Transdisciplinary connection/teaching – increasing the ease with which we can work with the different schools at WashU; reduce (bureaucratic) barriers for collaboration; co-teaching; students taking courses
  - Co-teaching – challenges in the process, administrative issues
- Being more of a leader in open science – making publications freely available
- New chancellor – how do we take advantage of it; change in leadership can signal an opportunity; change is good
  
- If we look forward professionally to where we think all of our professions are going, then the opportunities start to present themselves
- Healthcare cares about social determinants of health
- Social service system is largely dysfunctional and may collapse, and loose public funding – that’s an opportunity
  - Social service system has been systematically under resourced and underfunded; the opportunity is for us to rework the system; and not adopt corporate America’s way because that has contributed to the problem
- Computational science, data analysis, and engineering skills and training (we are not providing the training our students need to excel)
- Key partnership with engineering – identify a handful of concrete, probable, future trends where engineering and public health can collaborate and lead
  - Data science
  - Global climate change
- Role of the corporate world and our integration into the business section
- Tuition-less training
- University leadership: Board of Trustees/Brown School National Council needs more social work and public health faculty (researchers, practitioners) in those leadership roles
- Advocacy – spend more energy – we haven’t spoken out against policies that go against social work/public health values
  
- New center of race and equity at the university – we need to be at the head, heavily involved
- New chancellor – make it clear to the new leadership that we are the place to go to solve the communities problems
- Retiring chancellor – Wrighton being physically located in our building
- Addressing our communities problems
- Policy – connecting with Chancellor Wrighton and expanding our policy curriculum, practice, and advocacy
- New career pathways – social work students and public health students can be more places, e.g. journal of sports social work – working with college athletes
- More collaboration across disciplines, co-teaching courses
- How do we market/elevate the one school idea – how do our applicants know and understand this
  - Highlight our unique approach to public health, our focus on social determinants of health, reducing disparities, and advancing equity
  - Play up our strengths, our values
- Teaching, learning, and research connection – a reason why schools of medicine are tied to university research hospitals
  - We don’t have our own clinics or social hospitals and we need it



**Question 4: What is the one thing we need to change?**

- A lot of colleagues don't know me yet; need to have a structure so we can get to know each other like a colloquium series to share ideas and information (like monthly)
- Really expect the most of our students so that when they graduate they are good stewards – raise expectations for our students; in the classrooms, understand the fundamentals
- More global — we need to be more global in teaching, research. We are bit surprised that students don't know what's going on in the world. They need a deeper understanding of what is happening. They don't have global picture.
- As a research faculty, I am feeling fairly anonymous. Goes back to the first suggestion about structures to get to know each other.
- We are doing this some but we need more of elevating policy in a lot of the curriculum. It doesn't just need to be a concentration but to stretch students to solutions that exists at all level including policy level.
- Data science and biostat – diversifying our offerings and strengthening the number of faculty
- Technology – need to be better communicators not just teacher; using technology advancement to foster better communication for our students (story telling with data)
- Communications and writing skills are needed for our students
- Relationships with the community – STL and globally; more connectedness to the community – teaching, research and practice
- WU is a conservative institution — it's hard to change. Not a great place yet to foster innovation. Need to push us to be innovative. One thing is bridging between schools, department, institutes need to happen and it needs to be easier
- The body of knowledge we bring to our students is too white. Reach out much more in the larger community and become much more diverse.
- How do we test what we think we know with the community that's doing the best they can to change things? We are minimizing poverty. What are we doing about it? Assess where we are and be accountable. We need to test what we think we know with the community
- Bring action back into our work. A lot of work is highly professionalized; rigid, and designed to maintain status quo. Much of what we do keeps us conservative. Bring more social action to our classes and research in a way that matters.
- Our reputation in this city is something to be desired. The way the city sees us and our role. Needs to change or else we will be seen as not relevant. Not just the city but other places. Less for Brown School but still don't know if we are. Have to defend yourself and show validity the n you can say you are from WU
- Want to be successful at our community relationships and poverty goes down and health equity increases
- Destroy safe spaces-- the emotional protection for our students and prepare them for the boundaries beyond WUSTL. Need to be able to have tough conversations. Classroom has to be the space for having challenging conversations and discussions. Student don't feel faculty members are equipped to handle difficult conversations. Need to have training for faculty. It's ok to be uncomfortable.

- Bringing the evidence forward and now trying to be too respectful of opinions and not being grounded in data and evidence
- Be better as faculty to taking global perspective as we teach because more of our students are international and we may lose credibility. American students needs it as well.
- Need to change the idea that we can't change. Want to keep doing what we have been doing. Need to be more nimble and have to get away from the commitment that this is the way we've already done it
- Our reputation in the community –when we walk into the room there is the perspective that we will be taking things over. Need to do better so we are viewed as being collaborative and working in partnership
- Grade inflation relation to student expectation
- Change the tuition/pay ratio- less tuition, more grants, more pay
- We must give the skills for social justice –not just talking about it and valuing it. In the classroom and in the community and then be able to articulate to others
- Ground for Change needs to be open later for students. They get busy and need food and socialize there.
- Technology/data science –how do we make sure students can deal with it? Faculty, too. How are doing technology and social work?
- Understand the organizational effectiveness in our environment –globally –expectations beyond academia (Based on Pfeffer, author)
- Need to be deliberate that our student body and faculty are reflective of the communities in which we are servicing. Country's demographics are changing and ours need to change.
- With innovation need to keep the core direct practice skills that make us professionals (SW). Innovation does not mean that we stop the direct practice skills and communicating that we still focus direct practice and it is strong. Therefore, we do not lost students to other programs/schools.
- Continue working towards One School. Integrating all three programs
- Shake up the IRB. They are built around experimental designs and not for secondary data analysis.
- Understanding the organizational capacity –the school's grants office needs to change. Better process for submitted grants. Some of it is capacity issue – overworked and understaffed; reorganizations haven't worked
- Better MPH students – need higher standards
- Wants shorter and more focused meetings (like Andrew Martin recommends); making sure, we are getting efficient use of people's time. Shorter and/or more efficient meeting
- Conscious on sending emails. Is burdensome. Managing emails is challenge
- Business office needs more support in terms of processing things efficiently. Takes a lot of our time to respond to their questions, tracking and following up. It's all paper. They don't let you know that it's stuck. Need electronic tracking system. Some of this is staff and some of it is infrastructure. Also in the grants office
- Bolster our support for international students to make sure they are successful in our classes.

- The climate survey and what students tell me about cultural aspects of the school. Need to continue to examine ourselves about our culture and listen to people who provide input on this. need to keep looking at our own systems and interactions for improvement – walking the walk
- We need Ground for Change to stay open longer

***Question #5: What in our school culture needs to be changed for the future?***

- Frustration about the integration of the program
- Better preparation for students who are taking classes across both programs
- The way the classes are run are different.
- Always felt like there was a lot more stress
- There are two disciplines, but we still struggle with them. One school. One class.
- Teach us how to be better facilitators.
- We've made a lot of progress, but there needs to be a lot of respect. Previously, the professors not on the tenure track weren't invited to graduation. They couldn't say anything at faculty meetings. We needed to have policies to fix it probably because we didn't have faculty not on the tenure track. We wouldn't have the school if we don't have all of these types of faculty. That is still in the culture and history of the School and we need to do better.
- The culture needs to change from staff as well. Office sharing –As non t/t track professors, they don't need their own office because they aren't writing papers.
- Teaching faculty also feel they are not as important.
- It is very important for the future of the school to continue to work on.
- We need to be more than the word on the web page. We should be integrated, but we aren't.
- The culture is still that we are a school of social work. We don't know enough about each others disciplines. We could go back to faculty presenting work. So that we can figure out how we can fit together.
- If people don't know your work, they put you in a bucket. This also gives people the chance to make connections.
- For example, three faculty members from different disciplines should be forced to get together. Over time the one school culture will occur naturally.
- Since I don't teach students anymore, what about the student achievement culture? It would be good on how to figure out how to change their mentality to be here as a professional to enhance ability to do the work.
- It would be worth looking into pass/fail for graduate education.
- We need to figure out what needs to change with students who need mental health assistance. Is there anything in our culture that can change to make it less stressful. Learning, not just memorization, but really understanding. People can get As, but not have it click.
- We are making progress but need to make more progress on the differences between the different track
- This notion of that we are conservative as an institution. We need to accept that in order to move forward.

- Our culture pays attention to process than outcome. We pay attention to how things are done and don't pay the same attention to the big issue. Focus on the means is damaging to culture. It is not the culture I would choose
- We aren't getting to equity. It is knowing what we are tracking to show trajectory. We aren't really helping people to take the risk. At some point we will need to focus resources and attention. It may feel like we are making a career out of people's misery.
- I don't think equity is our goal as a school. We say it is, but we aren't measuring the progress.
- Our undergraduate school has little socio-economic diversity
- In the day to day life of the school, we focus predominately on process and there's not enough space. It is hard to know that we are an academic institution. The people who come in have problem definition. Let's recognize when we are making a difference. We don't have much space and we don't communicate successes as much as we could.
- When do we have a conversation with people that we can have this debate/dialogue?
- What are our markers of success? Open up overall assumptions. There is room for more debate internally and who we are and what we are trying to achieve. We could do more out of town.
- The work that we've done on the faculty tracks have been really important and now we have policy. But culture eats policy for breakfast every day. Unless we really value all of the faculty, then we won't make any changes.
- Faculty governance is valued, but if transparency and confidentiality aren't in place, it doesn't matter.
- Think about how we offer courses. Think about on-line or truncated, part-time. How do we be competitive? Our bread and butter is still students. How to prioritize that and how to do it?
- Why don't we teach 5 week 1 credit classes? Why are we stuck in this 1930 model?
- Why do we have 3 hour classes?
- We could reconfigure the courses to be more flexible.
- Course component and cross-discipline programs. There should be one curriculum that should blend together without sacrificing quality.
- More opportunities to co-teach. PH do it more than SW. Students benefit and it is more fun for faculty – a learning opportunity.
- It would be good to have PH and SW to teach together.
- Students benefit from different perspectives in the classes.
- Why do we have to have the 40/40/20 rule? Why can't we do something else?
- We need to be more inviting and tolerant of people who are not politically correct. We expect students to have a definite perspective which robs them from the experience. It is affecting our ability to serve them.
- We can't get them to argue the other side because they all seem to have the same viewpoints.
- Our students have a fear of money and power. Students don't realize they should get paid for their work. They don't imagine themselves leading and influencing – it shows a sense of 'Learned powerlessness.'
- We need to value academic inquiry over funding opportunities. If no one does that, then the government controls the discussion.

- It is like lobbying funders. The pipeline for doing your work – you may change your agenda to get funding because you don't have other options. Then, the work may change. There are ways the University could influence – don't know how that works.
- We should pay more attention to international opportunities from funding and teaching. It helps the students to see other ways to do it. I know there is tensions about direct practice, but it could be advantage for global programs. Both as teaching and research opportunities.
- There is a tendency to have a strategic plan but no structure to really get there. What do the supports look like? It's not just about working harder, but need to think about what the supports/funding/costs that need to be in place to look like that. Just because we set a goal, doesn't mean it will happen without resources.
- We need to expand our community partners. We also need a wider view of jobs. Need to find the right balance in our direct community. Think about the pros/cons. Have ongoing relationships
- Need to value faculty contributions to the academic programs – associate deans. Need to have promotion level credit for the Associate Dean level.

**Adjunct  
Strategic Questions  
04.22.19**

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**Participants = 3**

***Question 1: Challenges to Deal with effectively over the next 5 years***

- Politics- the political landscape is going to consistently change. The school will need to figure out how to support students. The school has been better about supporting students but it will still be needed. Needs to be consistent. In 10 years, I see the surrounding neighborhood will look very different (e.g., Wellston is an example). Communities that are traditionally studied by the School will look different. Will see demographic changes. Already happening. Economically will look different. Already developers looking at the communities
- In the city of STL, after the census, will reduce the aldermanic districts will be a huge fight. There will be constantly change. The students are waiting to see how the School and University will support especially like with the Better Together. Not a growth in the population.
- As an adjunct, I don't really know what's going on from a basic courses, concentrations, etc. not a good position to tell students. I do get the faculty emails and a lot of calendar invites. If there was a way to flag more critical information in 2 ways: 1) important community building opportunities that would be educational or fun for us; and 2) recommended adjunct faculty meetings every semester. These aren't mandatory and I don't see a lot of my colleagues there. Not sure it's a good use of my time. Challenge of communicating strategic initiatives and events but even more so anything related to the curriculum. I haven't received any mandates or directives as an advisor. Not sure students see the value of me being their advisors. Not sure what is communicated to students about the role of me/us as an advisor
- Not sure of what the Brown School's theory of change is and what/how we want to impact the community. Not sure what the main things the school is working on in the local community

beyond training students to work in the community. One example, KIPP was a big focus previously but not sure what the impact has been.

- There is an imbalance between some of the SW concentrations who reach out to all of the faculty and adjuncts and some who don't. There is a silo of convening's and the information isn't shared across. In the past they held concentration convening's with faculty and community members to discuss where are we going, what should the curriculum, etc. Not doing it as much.
- The demand for classes is too great and not enough sections for all them. Have to scramble to get new sections on board. Need to be more intentional about our numbers and our sections
- Adjuncts don't have the support network like our full time faculty have. Don't have someone to talk through issues about.

### ***Question 2: Values to Preserve***

- What are our values? Not sure what they are goes along with the theory of change issue
- How do you know you are advancing equity? What does that look like?
- Social justice and equity should be at the center. What does it look like for the institution? Who is communicating how far you can push for this? What's an adjunct's role?
- Not sure what kind of training racial equity training full-time faculty and staff. Need to have an intensive deep-dive conversations to understand and address these issues
- See more and more of the lack of real-world experience of the students especially around racial equity. Part of it is because the cohort size has grown so much.
- There has been resources on how to deal with difficult situations in a classroom. The information that Lorien sends out has been helpful. There seems to be more effort to communicate to adjuncts about students who need support.
- Social determinants of health and trauma-informed/aware work has come out more at the school. Looking at it more broadly especially are we more trauma-aware organization? Student affairs has been working on this.

### ***Question#3: What is key opportunities must we pursue if we are to achieve excellence as a school?***

- Diverse staff and faculty – not sure what it is like right now except from some of the black and brown student who are interns. There is one person who shows up and does a good job supporting students of color. How can we get people to lean in with students? Faculty member made a comment about how curly a student's hair is. Not acceptable. Just because they are black doesn't mean we have the same experience. The critical skills where they really understand where a student of color is coming from. This would help with the wellness of the students, too.
- Opportunities related to the growing number of international students. Better integration and ways to connect.
- I don't think the student experience builds that culture and comradery for students. The SW education is an individual experience and not necessarily a group-building. There are a number of students who don't relate to each other as comrades and friends. Mentorship model. Goes back to the advising...it may be more like coaching and mentorship. More intentional coaching.
- There is a value in the SW profession that it is a siloed profession. Our profession is siloed. Is there an opportunity to break down these siloes? It's not about siloed at the mezzo/macro levels. You are doing it all. We have an opportunity to play a role in the profession and sector to break down those silos
- The post-masters classes were really good and an opportunity for the future.

**Question #4: What is the one thing we must change if we are to be successful in the future?**

- We need to be more engaged to the community – taking students in the community; giving students real exposure.
- Giving adjuncts financial support to do it; use their own money to bring food to community; nobody tells you if there is money.
- Not just tours, but engagement.
- “Explore Chicago” class at Depaul could model a St. Louis Class.
- Defining the agenda with the community. What Impact do we seek to make as an institution? How is that done in a social work way? How do we create community based interventions that would build the capacity of the community and be sustainable?
- Maintain our values – speaking up for social work. Commitment to advocacy.

**Q5: What in our school culture needs to change for the future?**

- You need to dismantle Structural racism within the school itself; hiring practices, admissions. The micro and macro aggressions should be addressed and ended.
- The Brown School needs to have a much more open environment for everyone to feel comfortable sharing their views. There is a need to be able to have difficult dialogue.
- The perceived ability to help students to learn to deal with issues as they face them.
- There is a need to work on Cohort building which would require programmatic resources. They have to be integrated and made a priority.
- There needs to be a balance between a culture of support versus a culture of growth.
- There should be a focus on intentional student leadership.
- There needs to be more communication with adjuncts about initiatives that the School is undertaking.
- Require training of the adjunct faculty.

**Other Comments?**

- It would be devastating to have a change in leadership because Dean McKay is great.
- We need stability in leadership.
- All associate deans should go through Crossroads training.