

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

Planning Task Force
SWOT Analysis
2.1.19

Strengths

1. Quality & diversity of people
 - a. Faculty
 - b. Staff
 - c. Students
2. The Dean is valued/Have visionary leadership
3. Commitment to St. Louis region
4. Explicit focus on social justice and equity
5. "One School" vision (multiple programs under same umbrella); connected by our values

Weaknesses

1. Lack of collaboration
 - a. Between disciplines/programs
 - b. Between faculty and staff
 - c. In robust engagement
2. Regional geography and demographics
 - a. Challenge to recruitment
3. Debt to income ratio
 - a. Lack of affordability and demonstrated ROI
4. Uncertainty identity of public health at Brown
5. Program flexibility
 - a. No online or part-time

Opportunities

1. Vibrant local non-profit/donor community
2. Global partners and reputation
3. Strengthening visiting scholars program
4. Greater recognition of Brown's value in St. Louis Region
5. Increase in involvement in social justice movements

Threats

1. Regional
 - a. St. Louis region economic development
 - b. City and County integration
 - c. Community distrust of Brown School/WU
 2. National
 - a. Cost of graduate education versus earning potential
 - b. Increase in online education
 - c. Social devaluation of graduate education/mistrust of higher education
 - d. Political climate
 3. Economic disparities (both levels)
-

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

The Planning Task Force 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

- Quality & Diversity of people
- Students
- Staff
- Faculty
- Dean is valued/Visionary Leadership
- Commitment to STL Region
- Social Justice/Equity Focus
- “One School” Identity (with multiple programs) anchored/connected by our values

Brainstormed Strengths (# of PTF in agreement)

- Response time to students (1)
- Diversity of faculty (increased) (10)
- Inclusive environment
- Faculty involved in building and strengthening new disciplinary fields (7)
- Concentration/specialization choices (8)
- Culture of respect for empiricism (4)
- Collegiality/fun (10)
- Visionary and inclusive leadership (10)
- Global focus across disciplines (4)
- Commitment to St. Louis Region (11)
- Research infrastructure (1)
- Strength of staff (3)
- Willingness to create (Programs, Initiatives) (1)
- Strong Faculty (14)
- Engaged Students (8)
- Energized leadership (12)
- Excellent Staff (15)
- Support of University (8)
- Individualization – flexibility (1)
- Being part of WashU/great research University (10)
- Accomplished Alumni (2)
- One School Vision (9)
- Commitment to Social Justice (9)
- Faculty get along well – culture of respect (4)
- Student support/Resources for students (2)
- Facilities (3)
- Endowment (3)
- Good (excellent) external reputation (1)
- Quality of Scholarship (7)

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

- Outstanding Staff (10)
- Attract great students (7)
- Excellent doctoral program (5)
- Evidence-Based Practices (3)
- Transdisciplinary (6)
- Leaders in the field – nationally, internationally (4)
- Sexual Health focus (1)
- Professional Development (1)
- Disagreement; civil (mostly conflict) (1)
- WU Shift toward inclusion (racial and other) (4)
- High SW ranking (2)
- Provide opportunities for students to voice needs/concerns (1)
- Self-motivated passionate staff (2)
- Workplace culture (1)
- Quality of engaged students and faculty (13)
- Visionary leadership from Dean McKay (15)
- MSW/MWP/MSP under same umbrella (10)
- Explicit focus on equity and social justice (rare for MPH programs) (11)
- Post-Master’s certificate programs that partner with community members (5)
- People focused reputation (2)
- Dual/join degree opportunities (4)
- Financial support/scholarships (2)

Weaknesses: Negative Internal Conditions

Weaknesses Summarized based on Group Agreement

- Lack of collaboration
- Between disciplines (program)
- Between faculty and staff (people)
- Robust Engagement
- Regional geography and demographics
- Inability to recruit
- Debt to Income Ratio
- Lack of Affordability and Demonstrate ROI
- Role in Public Health?
- Cannot be traditional to stand out
- Program Flexibility
- Online
- Part-time

Brainstormed Weaknesses (#of PTF in agreement)

- [Lack of] Community “Space” – where people gather (Hillman=lots of undergrads) (1)
- Is there sufficient interface with dual degree programs & community (3)
- Student expectations (1)
- Too many tech systems not integrated (1)

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

- With enrollment growth comes decrease in student experience support and engagement with faculty & staff (1)
- How do we get to know student by name and deep story (1)
- Internal culture of “political correctness” (extreme thinking)(3)
- Often hard to work with other schools/depts./groups at WashU (2)
- Lack of visibility of Brow School strengths(4)
- Adjunct Training & Support (3)
- Diversity of Adjunct Faculty (1)
- Our approach to diversity is ideologically grounded not empirically grounded (1)
- Pressure among students to maximize tuition ‘flat fee’ (pack in as many classes as possible) (2)
- Course Scheduling (Faculty ‘referred’ teaching days/times)(1)
- Skill deficit in classroom re: inclusivity (2)
- Mixed messages around priorities for faculty (teaching v. research) (2)
- Lack of faculty mentorship (1)
- Lack of collaboration between faculty and staff (7)
- Gap between how S/F of color experience school and school priorities & what is broadly identified as success (2)
- Program is relatively short (students are here for 2 or less years) (1)
- Students feel less cohesion than desired
- Faculty engagement w/students (students want more)
- Lack of employer brand (1)
- Marketing/visibility (1)
- Need better tech infrastructure (1)
- STL Reputation (2)
- Lack of staff capacity to support current work and initiatives
- Need to hire staff to support growth
- High cost: degrees (8), licensure exam prep (1)
- Debt-to Income Ratio (10)
- White fragility (2) - lack of inclusiveness and skills to address (1)
- Need to increase the staff/support platform
- Less cohesive structure w/job prep
- To support international students (4)
- Reputation within the St. Louis Community (4), nationally (1) and internationally –brand recognition
- Nobody know what “One School” really means operationally (4)
- Sexism (3)
- Racism (1)
- Faculty/Staff “divide”
- Can’t say no to non-strategic initiatives at times (2)
- No part-time or on-line program (5)
- Fiscal situation (3)
- Sometimes toxic student environment (2)
- Cronyism
- Ethnocentrism
- What is public health at Brown – lack of statistics faculty (7)
- Strain/struggle to recruit students –geography/demographics (7)

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

- Lack of global office (1)
- Need more globally representative student body (e.g. Latin America) (3)
- Need to facilitate transdisciplinary collaboration within Brown and across campus (too much, not aligned) (9)
- Poor integration (SW, SP, PH) One School but how do we really practice this internally? (7)

Opportunities: Positive External Possibilities

Opportunities Summarized based on Group Agreement

- Vibrant Local Non-Profit/NGO/Donor Community
- Global partners and reputation
- Visiting Scholar Program
- Greater Recognition of Brown's Value in STL
- Increase in Social Justice Movements

Brainstormed Opportunities (#of PTF in agreement)

- Global partners and reputation (6)
- Alumni engagement (4)
- Start up Possibilities (2)
- Visiting Scholar Program (expand/strengthen) (5)
- Leadership in Driving Systems change (1)
- -Practice –Partnerships – Evaluation of how it happens and where investment is needed (1)
- Non-traditional, high pay career paths
- Capacity to create satellite learning facilities in community (2)
- Greater recognition by St. Louis Community as opportunities for regional/activities and scholarship by Brown School students, faculty, etc.
- Buzz/Funding Sources for complexity/transdisciplinary research (3)
- Rise in student activism/political engagement
- Some simplification of visa, immigration restrictions for travel (2)
- Change in workforce trends to attract talent (3)
- International Satellite campus
- Greater engagement with community partners to fully integrate in social justice movements and actions (2)
- Making Brown School resources truly available for community partners to draw from (3)
- Greater Opportunities for entrepreneurial partnerships (startups, small business grants, etc.)
- Great support in ESTL - Field research, teaching and learning
- Greater realization for social work skills in private industry (1)
- Tuition-free/student Financial Aid
- Reaching out to Industry (3)
- Growth Brand and Reputation with external partners
- Govern, MGOs to address demand for cross-sector collaboration (3)
- Lots of interest in the School from our community partners (2)
- Increase in social justice movements related to shift in American and International politics (5)
- Consider other industries and their practices that can improve our practices
- Increase in SW professional start-ups outside of US (1)

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

- Opportunities to reach broader students and resources via technology (1)
- Vibrant local NGO/non-profit/agency/donor/community (8)
- Certificates and professional development (4)
- Joint university degrees (outside WashU) (4)
- Auditing courses for professionals
- A stronger connection with undergrads (3-2 program, research, etc.) (2)
- Demand for training among policy makers (4)
- Part-time Program (2)
- Untapped areas for research and practice in Metro East (3)
- Highest rates of STI's (demand for sexual health professionals and services) (2)
- Offer discounts for grad. Continuing education (25%) at Brown School
- Regional need for policy resources
- Better involvement in Latin America
- Regional need for systemic reform RE: social outcomes/inequities
- Positive social work focus (in psychology – a new scientific focus is positive psychology -> could this be explored and expanded for social work?)

Threats: Negative External Possibilities

Threats Summarized based on Group Agreement

- STL Region economic development
- City& County Integration
- Community mistrust of Brown and WashU
- Cost of graduate education/earning potential
- Increase in online education
- Economic disparities
- Social devaluation/mistrust of higher/grad education
- Political Climate (anti-immigrant policies, etc.)

Brainstormed Threats (#of PTF in agreement)

- Aging demographics (7)
- Economic disparity (11)
- Community distrust (old interactions/experience) (2)
- Climate Change – Environmental – could be an opportunity (6)
- Anti-immigrant Policies (9)
- Institutional memory
- Delta between School demographics and STL region demographics (2)
- Increased visa and student/visitor constraints (5)
- Understanding incoming student needs (3)
- University priorities (3)
- Community not understanding School's strengths and initiatives and not knowing how to utilize (2)
- Sexually transmitted infection rates/sexual health in our area
- NIH/NSF constant budget cuts
- Prestige of other programs (particularly true for PH) (2)

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

- Rankings (especially PH)(4)
 - Political Climate – HEA Reauthorization/Loan Program; Pay for Staff in Ed. Industry (6)
 - Economy (5)
 - Neo liberal view of government role in social welfare
 - Increase of on-line education (13)
 - Legislation that financially impacts students (4)
 - Cost of graduate education (13)
 - No part time programming geared to older students (4)
 - Structured classes
 - Specific practicum days in fields
 - Understanding/definition of social Work, PH and SP (1)
 - Encroachment of other disciplines into SW space
 - Vast evening classes
 - Conservative local/region/state cultures (4)
 - Lack of global vision behind a few world regions
 - Demographic changes (7)
 - Health disparities (3)
 - Social devaluation of grad education (10)
 - Cost/benefit of Brown School degree v. limited earning potential (8)
 - Educational disparities (2)
 - Unpaid practicums
 - Paid practicums (1)
 - Public safety (1)
 - Funding for research (4)
 - Society’s tendency to shortchange (drastically) what the costs of child well-being and community change really are. Band-Aid, inadequate approaches (1)
 - Regional Instability (4)
 - Community Mistrust (13)
 - Politics – public policy (7)
 - Mistrust of Higher Education nationally (7)
 - Mental Health Challenges (10)
 - Competition for resources and jobs (1)
 - Fluctuations in job market (3)
 - Negativity on social media (3)
 - Community expectations of investment by the School (2)
 - Lack of faculty in the community (4)
 - Media coverage and response of University administration to student complaints/riots/protests
 - Misunderstanding of roles of social work by public, etc. (2)
 - Economic disparity limiting access to education
 - STL is not vibrant (1)
-

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

Notes

Strengths

1. Quality of people here
2. Dean is valued, visionary leadership
3. Commitment to St. Louis region
4. Social justice/equity focus
5. "One School" identity

Weaknesses

1. Lack of collaboration
2. Regional geography and demographics
3. Debt to income ratio
4. Role of public health
5. Program flexibility

Opportunities

1. Local vibrant non-profit, donor partners
2. Global partners and reputation
3. Visiting scholar program
4. Value in Greater St. Louis Region
5. Increase in social justice mindedness

Threats

1. Community distrust of Brown School
2. Cost coupled with earning potential
3. Online education
4. Economic disparities
5. Social devaluation/mistrust of higher education
6. Political climate

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

Key Stakeholders

1. Area residents
2. Community Groups
3. Faculty
4. Staff
5. Students
6. Funders
7. University leaders, trustees, deans
8. Alumni

Ways to communicate with this group during strategic planning process

1. Staff

- Town halls (Caffeine with the Dean, lunches, etc.)
- Attending departmental staff meetings for input/leadership 'pop-up'
- SAL – facilitate SWOT analysis for units
- Surveys for opinions
- Incentives to attend listening sessions
- Innovation competition re: ideas – cross departmental teams to develop ideas
- Tracking attendance and personally contacting those who attend or don't

2. Faculty (ways to communicate with group during strategic process) How x Why

- Faculty meeting
- One time brief survey
- Social media
- Effective emails
- Faculty senate
- Newsletters
- Personal outreach
- Work groups
- Tie to scholarly outcomes -> tenure + promotion
- Reviewing literature "intellectual discourse"
- Thought leaders
- Engaged communication
- Transparency of impact

3. University leadership

- University management team
- Faculty senate
- National council -> Trustees/ chancellor (Rebecca Brown) / provost *grad student reps
- University council
- Alumni & Development
- Dean's council
- Ex: Vice chancellor Hank Webber

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

4. Students (alumni) (question: Just Master's level or PhD too?)

- Food and other monetary incentives
- One-on-One
- Social media
- In classes
- Student lender meetings
- Surveys/focus groups
- Utilize mentors
- Academic adjunct and field
- On line marketing
- Travel/ recruitment: classroom talks
- Town halls/ info session
- Facebook, YouTube, live videos
- Orientation
- Tabling (in the commons)

5. Area Residents

- To communicate
- Invest resources -> cannot be on the side (an extra after thought)
- Invite people to the table
- Joining community led tables
- Convene meetings in east, and north St. Louis city and North County
- Accountability- know where we are leaders students
- Residents as facilitators (hire)
- We are paid to be here
- Pay for resident expertise
- Value community voice + experience equal to academic knowledge
- Board members from local NGOs
- The new chancellor and the past chancellor
- Representatives from city/ county
- Student leaders
- Key organizations (national/ international) –research professional
- Heads- of NIH/ funding agencies
- Office of diversity and inclusion leadership (at WC)
- The Provost
- Local business leaders
- Representatives of WHO/UN

6. Community Groups

Listening

- Community advisory councils/ boards
- Focus groups
- Surveys
- Visioning sessions (multiple approaches SWOT, GMB, EAC)

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

- Read literature (interviews?)

Engagement

- Invite into classes
- Attend org meetings
- Collaborate/ engage resources?
- Practicum site development
- Assess/ evaluate long term collaborations

Purpose

- Curriculum development
- Focus future directions of fields

7. Funders

- Personally/ small groups task- based roles
- Utilize existing formal connect
- e.g.: board members planning groups
- Open doors for faculty/ staff to join/ connect
- Aligned with strength + goals

Develop strategy

- Educate faculty about leadership opportunities with funders
 - Engage cooperation with funders
 - Educate them
 - Make connections with faculty
 - Formal (outreach?) to cooperate funders
 - Social impact
 - Government funding/ fellows conference
-

PTF
Future TimeLine
March 1, 2019

2021

Events

- Presidential Election (11)
 - I. Potential impact on *international relations
 - II. Economy immigration
 - III. Reelection of trump (2)
 - IV. 8-10 year impact
 - V. Impact on policies, priorities of federal agencies and climate
- “Comprehensive” get together
 - I. Resources
 - II. community agency/ partners
 - III. policy makers : for each area of research focus
- Racial unrest leading to advance engagement with law enforcement
- Further move to right of supreme court
- Policy reducing the number of international students allowed in the U.S – further restrictions
- Abortion will be further criminalized
- Act reauthorization/ rewriting

Issue

- Student composition
 - I. Reliance on international fall-pas* students at all levels
 - II. Lack of Parkline* degree programs
 - III. St. Louis region Midwest losing population
- Development and implementation of new institutional strategic plan
- Global economic slowdown
- Socialism being defined in a negative way creating a backlash
- Competencies in cultural diversity, racial equity, gender equity, queerness
- Better together (5)
 - I. vote to merge city+ county
 - II. legislation joining St. Louis county city + county
- Strengthening “one school” culture/ structure
- Promoting “diversity/ equity”

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

- Legislation attacking graduate education
- Immigration policies + their effect on student visas
- Technology in classroom
 - I. How information is communicated
- Mental health services + support for graduate students that is insufficient/incompatible with their financial/ time constraints
- Difficulty in explaining importance of research to general public, policy makers, practitioners & other key stakeholders
- Online Classes

Trend

- Globalization
- Radical tension in the country, impacting students, community partners, and brown school community
 - I. Long lasting effects
- Diversity population
- Institutional push for socioeconomic diversity of student body
- Changing demographics
- Constant budget cuts to research (NIH, NSP, budgets)
- Skills vs knowledge- based
 - I. Job markets
- Political divide
- Changing global ideology
 - I. Many countries shifting to extreme conservative leadership
- Sexual violence will put “consent culture” at the center of concern
- Study of sexuality will become an even more critical discourse in the world
- Cost of higher education
- Online programming

Not labeled

- Medicaid expansion for Missouri
- Increasing political polarization
- Mph accreditation

2022

Events

- “Better together outcome” impact on city vs country and vice versa
- High profile event highlighting inequalities in the region (e.g. Michael Brown)
- Global recession

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

Issue

- One school approach that diminishes social work
 - Holistic school support for high achieving low-income students
 - Continuing rise of hate groups
 - Talking about but not implementing “one school”
 - Global and regional conflicts
 - Affordability + accessibility of education
 - Willingness of our new chancellor to invest in education and research improvements
 - Online programs
 - Shrinkage of federal support for public health related research & practice
- II. Federal workforce is also shrinking (fewer attractive opportunities for students)

Trend

- Economic, educational, healthcare and housing disparities along the spectrum of race, ethnicity, and low socioeconomic status
 - Ideological shifts toward extreme liberalism
 - Climate change
 - Market deregulation
 - Healthcare affordability, accessibility, disparities
 - Moving away from a “credit hour” systems of tuition
 - Racial profiling and police brutality
 - Evolving composition of Brown School National council to better match character of Brown School programming & people mix
 - Retirement of senior faculty & school administration
 - Devaluating of higher education which could affect student funding
 - Diminishing /limited resources for graduate students
- I. Financial, WashU specific + 3rd party supports)
- Rise of hate and condemnation of diversity
 - Proliferation of online education

Not labeled

- Spread of populism
- Economic downturn affecting enrollment and post masters/ doctors jobs
- Increasing income/ wealth disparity (10+ years)
- “Better together” outcome – impact on city vs county and vice versa

2023

Events

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

- Any dramatic changes in CEPH accreditation standards

Issue

- Immigration policy
- Momentum to provide healthcare for all
- Demand for/ ability to compete with online education programs (issue)

Trend

- Increasing cost of higher education
- Students increasing demand for community based relevant experiences
- Increase in economic disparity (too much wealth concentrated in too few people)
- Growing income/ wealth inequality

Not labeled

- Increasing student debt
- Increasing moves of migrants/ immigrants between countries
- Racial/ geography inequity
- Community protest centered around social issues
- Water shortages worsen worldwide
- Further impact felt of global climate change in the US
- Brown publishes definitive study on impact of guns on society that changes the minds of NRA lobbyists

2024

Events

- Presidential election (4)
- New capital campaign

Issue

- Decrease in the value of education
- Study of sexuality will rise in importance in social work field
- Merging of all brown school programs, institutes into one unified field

Trend

Not labeled

- Impact of global warming/ climate change (3)
- Corporations driving the agenda in an academic environment
- Changing political agenda
 - I. Healthcare

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

- II. Student Debt
- III. Child Care
- IV. Taxation
- V. Wages/ Income
 - Increased Automation
- I. Economic Instability
 - Rising cost of essentials
- I. Increased hardships
 - Move to online education
 - Increased rates of anxiety + depression

2025

Events

- Economic downturn or crisis in US

Issue

- Competition providing cheaper programming options or more scholarship opportunities

Trend

- Decrease in funding for graduate schools
- Increased enrollment within more lucrative industries- MBA, JD, ETC.
- I. Computer science, trades

Not labeled

- Online Education or degree
- Economic growth of St. Louis
- Decreased value in graduate education
- Reduced availability of grant funding
- Increased skepticism of higher education

2026

Events

Issue

Trend

- Slowing down of economy
- Increase in technology decreasing job availability

Not labeled

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

- Laws that discriminate against LGBTQIA individuals
- Natural disaster

2027

Events

Issue

Trend

- Demographics- youth bulge in Africa
- Water access influenced by politics and business
- Increases indefinitely

Not labeled

2028

Events

- Presidential election (3)

Issue

- Increase in technology for teaching

Trend

- Increase in Latinx population (2)
- Demographic shifts in US and Spanish becoming a mainstream language in the US

Not labeled

2029

Events

- Start thinking about another 10 year plan for brown school

Issue

- Universities pricing themselves out of affordability and thus denying meaningful access to educate all

Trend

- Demand for more diversity inclusivity

Not labeled

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

- Social justice permeating curriculum of outcomes

2030

Events

- Digital transformation + artificial intelligence: services provided via automation over the internet

Issue

- Technology driven world + education

Trend

- Demographics of aging population increasing, will start living longer lives (100+) (2)
- Changing demographics of US
- Population boom heading towards saturation
- Global resource scarcity
 - I. Will peak then stabilize
- Climate change (5)
 - I. 12 years to reverse it
- Technological innovations
- Increased focus on corporate involvement in social work research: education

Notes

Demographic Shift

- shifting global demographics especially with respect to inequalities (5)
 - both internal and external effects
 - aging of the population

Education

- increasing cost of education
- education will be provided part-time, online and debt free
- shifts in structure of education funding
- cost technology, learning environment will affect how education is provided

Political & economic climate (5)

- linked politics and the economy
- 2 trends more short term -...
- The US political climate as it relates to the general PC around the world and how it will effect enrollment, etc.

Leveraging national attention in addressing local issues; how we address local issues (eg Forward through Ferguson) how it has benefited multiple cities because of what was generated here (1)

Climate change (3)

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

- Will effect curriculum, skills and job market

Helpful exercise

All of these notecards can be captured in all of these categories.

PTF
Strategic Questions
March 1, 2019

Question #1

What challenges will we need to deal with effectively over the next five years?

Facts

- Financial Health of the school
- Commitment to equity
 - a. Internal (diversity in faculty, staff, and students)
 - b. External
- Changing culture to support one school (4)
 - I. Better implementation
- Getting out in front of disciplines
- Rising above and setting ourselves apart from the competition

Trends

- Financial aid (affordability)
- Debt load vs. earning potential (research / program support)
- Cost challenges aside from cost of tuition/ student debt
- Increasing rank or reputation
- Environmental challenges outside of school/ university
 - a. Political, cultural, educational (devaluing graduate education)
- Community engagement/ impact
- Potential for enhancing community trust and leadership
- Implementation of plan

Unique

- Better training for new faculty
- Better equipped for and respond to mental health needs of students
- Online education
- Diversity in the classroom

Question #2

What school values must we preserve at all costs?

Facts

- Diversity, equity, social justice (7)
 - a. Talked differently about relationship between them (need to define)
- Amplifying impact (4)
- Transdisciplinary (2)
- Excellence (2)

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

- Community engagement (3)
- Collegiality, collaboration (2)

Trends

- Diversity should be thought of broadly (race, gender, etc. intersectionality) (2)
- Community engagement (3)
- School as a good neighbor (2)
- Excellence in teaching (2)
- One school (2)
- Close knit community/ supportive environment (2)
- Academic rigor (2)

Unique Ideas

- Equity as a brown school brand/ identity (2)
- Avoid colonial models of practice (2)
- Meeting people where they are (2)
- Resistance to neoliberal values (2)
- One school- parity for social work + public health (3)
- Balancing of hard work + self-care (2)
- Blending of evidence based practice + research (2)
- Experiential learning (2)
- Innovative curriculum (2)
- Global perspectives (2)
- Integrity (2)

Question #3

What key opportunities must we pursue if we are to achieve excellence as a school?

Facts

- Integrate the 3 schools in Brown (5)
- Increase diversity of thought + student body (2)
- Interdisciplinary teamwork with larger local community (3)
- Better interdisciplinary teamwork with WashU community
- Improve finances for both students (3)
- Improve finances for faculty research (2)

Trends

- Focus more on practical local + world problems to integrate them into curriculum (climate, environment, immigration, etc.)
- Expand external communication efforts (3)
 - a. Building external reputation
 - b. Impact on policy

Unique Ideas

- Strengthen social policy (2)
- Utilize window of opportunity with new university leadership + school leadership (3)
- Teach students to embrace ambiguity
- Hiring faculty in emerging areas (disaster management, climate change, etc.)
- Have faculty learn from real world; have community teach faculty
- Brown cannot do everything
- Increase formal ranking of MPH + MPS
- More sex positive

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

Question #4

What is the one thing we must change (e.g. do more of, do less of, get rid of) if we are to be successful in the future?

Facts

- More collaboration between faculty, staff, research teams around common themes & fewer silos
- Financial health of the school
- Getting correctly the One school model (5)
 - a. Decrease tuition cost
 - b. Reduce debt/ do no harm
- Community engagement
 - a. Need to be more humble
 - b. Don't give up; continue engagement
 - c. Vary our community engagement/ diversity

Trends

- Figuring part-time program
- Facilitate a wider array of skills in the classroom; intersectional lens
- Expanding definition of social work
- To reduce/ remove white fragility in the classroom (2)
- Being more accepting of wider political ideologies
- Curriculum and culture needs to be more global (3)
- Rethinking the school brand to reflect all disciplines (3)

Unique ideas

- Define success & impact across the school
- Develop a culture of looking ahead
- Figuring out on-line education
- Cronyism- to counteract we need to hire from a more diverse pool; expand institutional representation

Question #5

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

Facts

- Culture of Achievement + Success : we have it but we have rigidity + calcification and that needs to change
- Each program (SP, MPH, MSW) has different measures of success
- More connectedness across researchers, faculty, students & staff (5)
- No one campus
- 3 unique programs + 0 overlap
- Faculty collaboration needs to (a*)
- One school is a myth but not a joke
- Need curriculum alignment

Trends

- Research staff can't teach- stuck in silo (3)
- Faculty lines don't cross *
- Need more engagement with students faculty + community
- More comfort + readiness to engage in conversations around difference + identities
- More student support -> global competency + ^ monetary resources -> holistic platform to allow students to engage more holistically in their education

Planning Task Force Overall Data
SWOT, Stakeholder Map, Future Timeline and Strategic Questions

- More of a commitment to equity + respect of including ideology thought

Culture

- Silos
- Competiveness
- Students don't feel supported
- a. Marginalized students
- Need to be patient with ourselves

Unique Ideas

- Create incentives (e.g. small research grants) to foster collaboration among programs
- Understand how external people view Brown School so we can reevaluate our branding; messaging
- Be a better neighbor to the community at large, go beyond (4)
- Change culture around thoughts, feelings of money
- a. Do we need to take/accept a vow of poverty to be in SW + PH?
- Need to address issues of bias in our community + acknowledge + improvement climate
- Transparency at all levels in school
- Better balance of our emphasis on research, teaching, + CE
- We say we value everyone but in practice we focus on 1 faculty or 1 center and leave others behind
- a. Be more collegial