

Student/Student Leader Overall Data

Student Leader

SWOT Analysis

Date: 03.24.19

Below are the major themes that emerged from the SWOT analysis conducted by Students on 3/24/19. See page 2 for raw responses from the activity.

Strengths

1. Infrastructure/ nice buildings
2. Supportive faculty (library services)
3. Dean McKay & strong leadership
4. Feedback mechanisms in place
5. Career services
6. Lens of social justice; center for the study of race, ethnicity & equity & other new initiatives
7. Sustainability efforts
8. Student storage space & lockers in Goldfarb & kitchen

Weaknesses

1. Raise minimum wage
2. No tuition charges for practicum credit hours

Opportunities

1. Free tuition (Rice model)
2. Pairing up with leaders/ teachers/ of color to educate about history of MSW, MPH, MSP-influencers of color
3. Classes/ @ partner schools
4. Subsidize unpaid practicum
5. More operational skills for workforce (i.e. expand skill labs offerings and integrate into the curriculum-> scheduling

Threats

1. Lack of free workshops/ training/ conferences to students
 2. Conflicting interests of board/ funding resources
 3. Minimum wage
 4. Exploding student loans
 5. WashU gentrification of St. Louis & not investing in it
 6. Immigration policy
-

SWOT Analysis Brainstormed List

On Tuesday 3/24/19, Students 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

- Feedback mechanisms
- Support for students
- Sustainability
- Research
- Faculty & Zach & Danielle

Brainstormed Strengths (# of Students in agreement)

- Feedback mechanisms in place (3)
- Reputation of the school (1)
- Number of groups at the Brown School
- Challenging curriculum (2)
- Supportive & well-rounded education; supportive student culture (2)
- Dean McKay & strong leadership (3)
- MPH, Financial aid (2)
- Infrastructure/ nice buildings (3)
- Supportive faculty (library services) (3)
- Professional development opportunities; scholarship for professional development (1)
- Career services (3)
- Research centers; policy efforts, MSP (1)
- Supportive staff (2)
- Lens of social justice; center for the study of race, ethnicity & equity & other new initiatives (3)
- Sustainability efforts (4)
- Experienced professors in the field (2)
- Student storage space & lockers in Goldfarb & kitchen (3)

Weaknesses: Negative Internal Conditions

Weaknesses Summarized based on Group Agreement

- Minimum wage (SP) higher on campus jobs
- No tuition for practicum credits
- More faculty/student diversity
- Marginalized students are ultimately teaching diversity
- Better relationship with community (ivory tower)
- Financial aid-more opportunity
- Parking opportunities

Brainstormed Weaknesses (# of Students in agreement)

- Raise minimum wage (3)
- Unequal MPH/ MSW resources/ focus (2)
- Diversity of research opportunities (topics) (1)
- Lack of political diversity (1)
- Program-specific components to orientation (1)
- No tuition charges for practicum credit hours (4)
- More student and faculty diversity (2)
- Vetting professor expertise and teaching (1)
- Making students take classes that involve other concentration interests (2)
- Support for students who have little to no experience in certain classes (1)
- International student job opportunities in school (1)
- Financial aid (2)
- Not holding faculty accountable (2)
- Unprofessionalism from staff/faculty (1)
- Need to build better relationships with community (2)
- More student/ faculty inclusion (1)
- Not enough help with practicum search (2)
- Expecting culturally competent students, but not teaching us how to be and apply cultural competence (2)
- History of MSW lacking leaders of color in teaching (1)
- No close parking/ or free/paid for work-study & community students (2)
- Accessibility (1)
- Food places should be open until 7:00pm (2)
- Many research assistants are only administrative assistants (1)
- Not exploring practices that are not evidence based, but being used in the field (1)
- Being able to take credits outside of the brown school (1)
- Long classes/ practicum is 3 credits yet 360 hours / it should be paid/ classes should be shorter (1)
- Low amount of professional development scholarships (1)
- Marginalized students often feel like they are not learning anything new & are instead teaching students about diversity, inclusion, & cultural competency (2)

Opportunities: Positive External Possibilities

Opportunities Summarized based on Group Agreement

- *Comprehensive cross-listing of campus classes and @ partner schools*
- *Subsidize unpaid practicum*
- *Free tuition*
- *Highlight influencers of color (especially from community) to build historical foundation of MSW, MPH, MSP*

Brainstormed Opportunities (# of students in agreement)

- Webster university model of campuses; campus across the world to aid with international study (1)
- Free tuition (rice model) (3)
- Grow food opportunities and partnerships (2)
- Pairing up with leaders/ teachers/ of color to educate about history of MSW, MPH, MSP-influencers of color (3)
- Concentrations as possible specializations (1)
- More inclusion (1)
- More advocacy (1)
- More partnerships in community (1)
- Revamping HR protocol, hiring process (1)
- Tap into alternative technology learning resources (i.e. Audible, Rosetta Stone & online) (2)
- Create more comprehensive cross-listing of campus (2)
- Classes @ partner schools (4)
- Subsidize unpaid practicum (3)
- More operational skills for workforce (i.e. expand skill labs offerings and integrate into the curriculum-> scheduling) (3)
- Practicum listing (2)
- Provide graduate student housing (cheap/free & inclusive) ; quadrangle housing website update, not good (2)
- Public health or MSW or both program helping St. louis community with problem of food deserts (2)
- Partner community collaboration projects with other schools (i.e. direct practice on a mezzo level) (1)
- Paid practicum (more or all/ use our money we pay towards credit hours) (2)

Threats: Negative External Possibilities

Threats Summarized based on Group Agreement

- *Minimum wage*
- *Lack of free workshops, trainings, conferences, to students*
- *WashU gentrification of St. Louis*
- *Immigration policy (Trump , re-election)*

Brainstormed Threats (# of students in agreement)

- Trump re-elected (attacks on universities under the guise of “free speech” (1)
- Conflicting interests of board/ funding resources (3)
- Minimum wage (5)
- Lack of free workshops/ training/ conferences to students (5)
- Relationships with the St. Louis community (i.e. partnership, low admission rate) (1)
- Ranking (for both programs) (MPH) (2)
- Lack of international connections/ practicum opportunities (2)
- Leadership (of WashU) (2)
- Exploding student loans (3)
- WashU gentrification of St. Louis & not investing in it (4)

- Funding (2)
- Immigration policy (3)
- Possibility of another major economic downturn (1)
- Reducing # of students who have need based requests (1)

Student Session
Strategic Questions
Date: 04.14.19

Question #1

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

Top Answers

- Improve collaborations with community partners where class groups can be effective & provide useful projects/ info
- Efficacy of core curriculum deliver
- Continuing to connect course offerings with skill gaps in workplace
- Perception of MSW degree & it's value in non-traditional fields
- Cost of tuition matching return on investment with salary for graduates
- Improve collaborations with community partners where class groups can be effective & provide useful projects/ info (5)
- Efficacy of core curriculum deliver (6)
- Continuing to connect course offerings with skill gaps in workplace (5)
- Perception of MSW degree & it's value in non-traditional fields (6)
- Preserving Brown School culture of inclusion while creating a culture within to engage the naysayers-> the culture but how can we push out to others effectively? (2)
- Brown school bubble shock (1)
- Cost of tuition matching return on investment with salary for graduates (6)
- The fact that NGOS have funding challenges & need innovation to survive. MSW shouldn't depend on United Way (4)
- Tense political climate/ decreased public/ govt. funding (3)
- Integration of how climate change effects our work & clients & solutions to this (3)
- Free speech vs. safety in institution (3)
- Do most MSW students even need an MSW-esp. considering debt? (1)
- Political/ ecological economic environment affecting job market and student preparedness (1)
- Increasing racist city/ PD/ political climate
- Increasing diverse student population (3)
- Changing job market! Increase competence of social workers (3)
- Greater % & population identifying on the gender spectrum and the curriculum is very binary (2)

Question #2

What school values must we preserve at all cost?

Top Answers

- Effective Teamwork
- Challenging systems of oppression

- Community engagement (STL)
- Accessibility of faculty/ staff to students
- Social Justice (4)
- Equity (4)
- Academic pursuit & integrity (4)
- Encouraging diversity (still needs work) (4)
- Effective Teamwork (5)
- Challenging systems of oppression (5)
 - including questioning how we are as helpers
- Free food (3)
- Community engagement (STL) (5)
- Student-centered (2)
- Evidence-based (1)
- Faculty/ staff commitment to students (4)
- Accessibility of faculty/ staff to students (6)
- Schedule/ deadline flexibility (2)
- Interdisciplinary opportunities (but need more) (2)
- Inclusivity (2)
- Educational opportunities/ scholarship esp. for disadvantaged groups (2)
- Innovation (3)
- Diversity (1)
- Collaborative environment (3)
- Excellence (in study & practice) (3)
- Kindness/ support compassion (2)
- Creating opportunities (2)
- Leadership (3)
- Support diverse/ 1st generation faculty (3)
- Freedom of expression (2)
- Intentionality (2)
- Intersectionality support (2)

Question #3

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

Top Answers

- Engage in intersectional/ more global conversation
- Engage & attract diverse students-not just racially but politically & socio-economically & religious
- Create a culture of confidence & empowerment. For the students-> they are worthy of being well paid (practicum & work)
- Leading the way/ cultural shift in social work being seen as a higher paying field – skill set worthy/ valuable
- Further promotion of system dynamics (SD), agent based modeling (AGM), community engagement (SN) etc. (2)
- Engage in intersectional/ more global conversation (5)

- Create a culture of confidence & empowerment. For the students-> they are worthy of being well paid (practicum & work) (6)
- Engage & attract diverse students-not just racially but politically & socio-economically & religious (6)
- Collaboration with UMSL & SLU for more rounded opportunities (3)
- Connections to other careers & practicum/ fellowships abroad & in DC (policy)
- More transparency/ collaborations of opportunities at Olin, Law school, etc. (being on cross-discipline teams) (3)
 - Focus on skills & marketing in non-traditional roles (we are competing with social change makers in multi fields)
- Jack Kirkland style approach to social change (3)
- Attracting quality teachers (3)
- Leading the way/ cultural shift in social work being seen as a higher paying field – skill set worthy/ valuable (5)
- Community engagement with St. Louis, for it to thrive & public to see WashU as partner vs. elitist (3)
- More global opportunities & support for students in this (2)

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?

Top Answers

- More/better academic advising-> or get rid of it (5)
- More prepared teachers/ less inconsistency with quality of classes
- More development of concentration cohort
- Be more adaptable (part-time options)
- More “shame” & “gender” & business education
- Stop talking about self-care while expecting students to take 15-18 credits, work for free, have a job, and have a life-practice what you preach
- More/better academic advising-> or get rid of it (5)
- More prepared teachers/ less inconsistency with quality of classes (6)
 - Screen adjunct professors better
- More development of concentration cohort (4)
- Integration of serious concepts across concentration (2)
- Be more adaptable (part-time options) (4)
 - Summer research methods, etc.
 - Summer courses should NOT be extra
- Start more community based conversations (2)
- More integration between MPH &MSW. MSW need to be exposed to more data & MPH to more discussions or access/ inclusion (2)
- Have more radical/ anti-capitalistic conversations (2)
- Stop separating people/ having groups assign (together) (2)

- Start integrating more international students in the classes (2)
- Start addressing major issues such as immigration/ masculinity/ etc. intentionally (3)
- More “shame” & “gender” & business education (4)
- Don’t post classes until all are confirmed-> keep professors accountable (2)
 - Better benefits for adjunct
- Professors win/win because better quality instruction (2)
- Integrating groups-don’t just be in your one group all semester long
- Connect reading to class or don’t have them at all (1)
- Stop talking about self-care while expecting students to take 15-18 credits, work for free, have a job, and have a life-practice what you preach (4)
- Incorporate practical work (real world) in classes-something we can do to change the community (2)
- Focus classes beyond a St. Louis context (especially SED) conversations about diversity/ race are just black & white (2)
- Mandatory PAID practicum (2)
- Flexibility of school – schedule individualization (1)
- Simplicity is useless (1)
- Mandated STL immersion courses (1)
- \$15 minimum wage (1)

Question #5

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

Top Answers

- Have spaces for minority-opinions (maybe anonymously) and open dialogue (4)
- Less niceness, more kindness
- Less “fluff” work
- Incentivize more mentorship for teachers
- Have more diverse faculty to help teach for an increasingly diverse world
- Take into consideration that some students have long BSW careers already
- Have spaces for minority-opinions (maybe anonymously) and open dialogue (4)
- Need more open conversations about gender (3)
- Need more politically diverse conversation (3)
- Less niceness, more kindness (4)
- Stop diagnosing everyone/ ourselves (3)
- Empower faculty to teach tough ideas (3)
- Increase/ provide mindfulness opportunity integrate in classes (1)
- Less “fluff” work (5)
- Higher expectation->challenge vs. time for students (1)
- Incentivize more mentorship for teachers (5)
- Research and academia is good but create culture of practice-> like business or legal basis-as well (3)
- Have more diverse faculty to help teach for an increasingly diverse world (4)

- Toxic self-care-> there's only so much self-care you can do in an unjust system of expectations (1)
- Take into consideration that some students have long BSW careers already (4)
- Students allowing more vulnerability in classroom & being less judgmental-> get rid of "Brown school confessions" Facebook page (2)