Strategic Plan 2012-2017: Partnerships for a Just Society

UNIVERSITY OF TEXAS ARLINGTON

SCHOOL OF SOCIAL WORK
Dear Friends of the School of Social Work,

Over the past year The University of Texas at Arlington School of Social Work has been engaged in a process of assessment, reflection and lively discussion on the future course of the School. In our strategic plan we have created a living document that points to an exciting collective future. The plan charts goals, markers and pathways to becoming a premier school of social work, while also promoting social justice. It is also a covenant to bind and inform our contribution towards the University’s quest of becoming a nationally recognized research university and an exemplar of the 21st Century academic enterprise.

The “Strategic Plan 2012-2017: Partnerships for a Just Society”, is a road map that will guide us as we navigate a future that holds opportunity, promise and challenge in equal measure. We are a vibrant community of faculty, staff, students, partners and friends. Like all good road maps, the plan is subject to modification as the environment it charts, and indeed as our own community evolves. Whatever unexpected changes the future may bring, the process of developing the plan revealed the collaborative and creative strengths of our community and its constituents. These strengths include a surety of purpose, values promoting ethical behavior, mutual respect and consideration, and our commitment to fostering a just society. Our focused pursuit of excellence in research, education and service is a central tenant of the plan. The ‘value added’ educational environment from which our students, graduates, faculty and staff engage the world responds to the challenges of 21st Century society, enabling them to respond effectively to the substance and context of contemporary social problems. The plan provides guideposts and benchmarks for transforming lives through research, teaching and service that produce real-world outcomes bettering the lives of vulnerable, at-risk and oppressed populations.

To realize these ambitious goals we have developed a plan that provides us with a performance and learning guide while energizing faculty, staff and students in the joint pursuit of fulfilling our School’s mission and the University’s strategic priorities.

Sincerely,

Members of the Strategic Planning Committee

John Bricout          Catheleen Jordan          Kristin Whitehill Bolton          Randall Basham
Dr. John Bricout      Dr. Catheleen Jordan    Kristin Whitehill Bolton          Dr. Randall Basham
Charlotte Duncan      Diane Mitschke           Derrelynn Perryman
Charlotte Duncan      Dr. Diane Mitschke      Derrelynn Perryman
Introduction to the Strategic Plan

Over the course of a year we have worked as a School to develop a strategic plan to guide resource allocations, decisions and future growth. The strategic plan is a living document, organic in its development, and dynamic in its inception and implementation. To ensure that the progress towards the stated priorities, goals and objectives can be evaluated, we have developed measurable goals, the execution of which are tasked to designated offices and departments within the School. Our goals are explicitly aligned with the University’s strategic plan and priorities. The University’s plan, titled “Transforming Experiences, 2012-2020” articulates a pathway for becoming a nationally-recognized exemplary 21st century research university with a culture of continuous improvement. Our strategic plan is also informed by the University’s Quality Enhancement Plan, the University Enhancement Program, and well-regarded national benchmarks for research and education. Collectively, the stated goal and objectives align our purpose, endeavors and resources in the direction of transformational change on the path to national prominence in social work research and education.

We are committed to innovative education, partnerships and knowledge building for community change.

Vision and mission statements. At the highest level, the strategic plan, and our efforts as a School are informed by our vision statement which reads: Educating Leaders to create community partnerships for promoting a just society. Located within a major national research University in a diverse urban environment, the School of Social Work mission builds on the University of Texas at Arlington (UTA) mission: the advancement of knowledge and pursuit of excellence. Our mission statement emanates from this and reads: The University of Texas at Arlington School of Social Work promotes the highest standards of integrity, and excellence in research, teaching and service, and creates collaborative scholarly and educational opportunities for students and the community, with the goal of achieving a just society.

Priorities. Five major goals describe our priorities as a School; each of which will be elaborated further in the goals section (below) with their corresponding objectives and the departments/offices responsible for their execution. The five goals are: 1. To enhance our research capacity and impact; 2. Recruit, retain and graduate high quality BSW, MSSW and Ph.D. students; 3. Foster a culture of professional development and mutual respect; 4. To enhance the quality of external collaborations and professional service by faculty and staff; 5. To enhance donor participation through external relations and strategic solicitation.

Who we are. The University of Texas at Arlington School of Social Work (SSW) has identified several broad program objectives: engaging in evidence-informed research, teaching and practice, preparing students to assume leadership roles and activities in the local community and beyond, and to conduct community-
Through student internships we provided over 300,000 hours of community service in 2011-2012, the equivalent of over $6 million dollars in work. On the academic front, the School has over 1,500 students enrolled in three degree programs: baccalaureate, masters and doctoral. We have a Council on Social Work Education approved fully online MSSW program that began in the fall of 2012. Off-campus programs are flourishing, with the second cohort at the Fort Worth Campus is underway and the first cohort of the joint program with Lubbock Christian University graduated in May 2012. Through student internships we provided over 300,000 hours of community service in 2011-2012, the equivalent of over $6 million dollars in work. On the research front, we have four research centers: the Birmingham Center for Child Welfare, the Center for Addictions & Recovery Studies (CARS), the Center for Clinical Social Work, (CCSW) and the Center for Advocacy, Nonprofits & Donor Organizations (CAN-DO). The Innovative Community-Academic Partnership (iCAP) program provides pilot funding and support for highly competitive, nationally reviewed collaborative research with community agency partners. In its three years of operation, iCAP has garnered about $1.5 million in foundation funding from the Amon G. Carter Foundation, and an additional $1 million has been awarded from the Harold Simmons Foundation for the period 2012-2015. Another academic center of note is the Center for African American Studies (CAAS). It is a collaborative center of the SSW and the College of Liberal Arts. Our faculty of outstanding scholars and teachers in the domains of child welfare, family violence, health, mental health, aging and disability are active in developing new knowledge in their respective fields, producing 56 peer-reviewed journal articles and 5 books in 2011. The School generated $5 million in external grants and contracts in 2011. Their research has generated not only new knowledge, but also intervention outcomes that have garnered national attention and recognition, with a number of faculty members serving either as editors-in-chief of peer-reviewed journals, or as members of editorial review boards. In order to make important national and global connections with other scholars, faculty members have presented their research findings at both national and international conferences in 2011.

A methods section describing how the Strategic Plan was formed may be found in Appendix A.
Goals and Objectives

**Goal 1: To Enhance Our Research Capacity and Impact**

**Introduction.** The University has identified the enhancement of our research, scholarly, and creative capacity and reputation in Planning Priority 3 of the strategic plan, with the goal of being recognized as an exemplar of a 21st Century research university. In that vein, the University is actively pursuing recognized, national research university status, an important component of which is a substantial increase in sponsored research. To align with both those goals the SSW has prioritized a comparable enhancement of our research capacity and impact. Specifically we are developing supports and allocating resources to foster work that will bring us national prominence in social work research circles by virtue of both reputation and impact.

We are taking several concrete steps to increase our national prominence in social work research, beginning with setting ambitious objectives for increasing the scope of our community partnership-based research. As an applied science, social work research is founded in field-based research, much of it in community settings, thus, formally developing capacity in that sector is critical to enhancing the impact of our research. Enhanced research partnerships fortify our vision statement. This will also help us to establish a leadership role among Schools of social work nationally.

We are also aggressively pursuing the advancement of our research centers, each serving as a nexus for supporting faculty research in a core domain: hence, we have a Center for Clinical Social Work, a Child Welfare Center, a Center for Addictions and Recovery Studies, and a Center for Advocacy, Non-profit, and Donor Organizations. These centers all have ambitious goals for increasing faculty engagement and for increasing their social returns on investment. Each center has drawn up a business plan and charted ambitious goals as a purposeful way of optimizing both their impacts.

Our donor-funded grant-making and research partnership building program, the Innovative Community-Academic Partnership, contributes to our ambitious objectives for increasing overall faculty success in external funding, awards and publications, through its support of highly competitive, community-based studies. Similarly, internal resources are allocated to support advanced faculty research skill enhancement, pre- and post-proposal services, and the development of multi-disciplinary collaborations. These resources are supportive in turn of our ambitious hiring objectives.

Execution of this goal’s objectives is the charge of the associate dean for research and community outreach and his office, in collaboration with the research center directors, the search and research and community outreach committees.

**Objectives.**

1.1 Increase faculty grant-getting success
We are taking several concrete steps to increase our national prominence in social work research, beginning with setting ambitious objectives for increasing the scope of our community partnership-based research.

1.2 Enhance faculty scholarly productivity
   a. Increase the percentage of research grants with higher IDC rates
   b. Increase the average number of publications
   c. Increase the percentage of publications in high-quality outlets
   d. Increase proportion of externally funded faculty

1.3 Increase our faculty’s yield of research awards and honors
   a. Increase the number of distinguished research honors (article or career)

1.4 Increase scope and scale of research projects involving community partners
   a. Increase the percentage of total research funding derived from community partnership projects

1.5 Integrate graduate student research training with faculty proposals and publications
   a. Increase the number of student/faculty member scholarly and grant writing collaborations

1.6 Develop SSW research centers’ impact and sustainability
   a. Increase the centers’ percentage of revenue generation for self-support
   b. Increase percentage of faculty members involved in research center sponsored projects

1.7 Hire and support outstanding faculty members who will contribute to research and scholarship, both in social work and in interdisciplinary contexts.
   a. Increase the number of tenure-track faculty members, including tenured faculty members from other universities who have strong track records in scholarship.
   b. Hire to increase the synergies between research centers and faculty research interests
   c. Provide incentives to faculty engaged in research and scholarship and resource supports
   d. Identify and develop high-priority areas for building research and scholarly capacity
**Goal 2: Recruit, Retain and Graduate high-quality BSW, MSSW and Ph.D. Students**

**Introduction.** The SSW has aligned its goals within the framework initiated by the University, beginning with the University’s strategic plan priority to provide an innovative educational experience, about which more will be said later. Also informing our plan is the University Enhancement Program (UEP) and the University’s Quality Enhancement Plan (QEP) that emphasizes critical thinking, application, synthesis and evaluation in support of active student learning and engagement. The standards promulgated by the Council on Social Work Education (CSWE) mirror those commitments to active student learning and engagement. In this spirit, The School of Social Work recruits, retains and graduates high quality students who become active, engaged and deliberative members of their personal and professional communities.

Our School is expanding the reach of our high quality educational programs in response to the need for more trained social workers in Texas. At-risk children and families today face unprecedented challenges in the face of global economic upheavals, pervasive home foreclosures and high unemployment rates (Center for Next Generation, 2012)¹. The Annie E. Casey’s state profiles of child well-being, the “2011 Kids Count Data Book”² notes that “although the recession is technically over, it is clear that a large portion of America’s families continue to face daunting challenges” (2011, p. 8). Here in Texas there are a number of alarming findings that point to the need for educating high quality social workers. In terms of teen birth rates, Texas ranked 48 out of 50 states. In regards to percent of children living in poverty, Texas ranked 41 out of 50.

In a 2011 report titled “Crisis point: Mental health workforce shortages in Texas”³ by the Hogg Foundation for Mental Health, the authors note the critical need for more Master’s-level social workers, observing that: (1) in 2009 forty counties in Texas were without social workers, (2) the number of social workers per 100,000 population had declined in the period 2000-2009, (3) the social work workforce in Texas is aging, with rising numbers retiring, thus a need to expand graduate programs in social work.

In order to recruit, retain and graduate high quality students we will actively pursue the recruitment of outstanding students at all levels (BSW, MSSW, Ph.D.). Transcending all programs is the quest to offer cutting-edge social work education for developing social work leaders. Developing specialty courses and certificates will provide students with additional opportunities to become leaders in their areas of specialization. This aligns with the University’s planning priority 1: to provide an innovative educational experience that results in student academic achievement, and preparation for life and work in the 21st Century.

---

¹Center for Next Generation, Retrieved at: www.tcng.org/
We prepare students to become leading professionals in our community, our nation and our world, in part by working to enhance their competencies, skills and knowledge.

The UEP and Council on Social Work Education (CSWE) accreditation standards highlight the importance of student retention, timely graduation and the acquisition of core knowledge and competencies. In our case, there is an additional dimension because the School’s reputation among valued community and industry partners rests with our ability to: (1) recruit and retain the best performing students possible, and (2) graduate students with the knowledge and competencies to pursue a career development trajectory that promotes the professional standing, social impact and image of the School. In its pursuit of an innovative educational experience in preparation for life and work in the 21st Century, the University has identified the need to foster state-of-the-art supports and innovative mechanisms for course delivery. Our goals and strategic actions are in alignment with this. Our growth in online learning platforms and access (online and offline/multiple sites) has increased our reach regionally, nationally and beyond, benefitting our first-year retention and six-year graduation rates.

Applicants who have a record of social engagement, whether at the international level (i.e., Peace Corps), national level (i.e., VISTA) or locally (i.e., clinical or community fellowships) will tangibly contribute to the level of discourse both within the classroom and outside, by virtue of their rich experience. In addition, they will bring a high level of motivation and commitment to the mission of social work and social work education. We endeavor to create a more competitive and selective doctoral student body. These students become graduate teaching assistants (GTA’s) and teach our MSSW and BSW students, thereby serving as role models as well as instructors, while honing their own teaching skills. The expansion and improvement of doctoral education is important to the University’s pursuit of becoming a recognized national research university. Our doctoral program is well established and reputable, but we seek to get ahead of the curve by drawing upon a variety of models and disciplines even as the University expands programming in the areas of sustainability, nanoscience, engineering/technology, globalism and development economics, and mind-brain education. Our approach is in alignment with the University’s interdisciplinary and global curriculum objectives.

The School of Social Work aims to secure the best financial aid packages that recognize academic merit and opportunities to learn research and teaching roles through internships and assistantships. This is aligned with the University’s strategic objective of enhancing financial accessibility. We have a commitment to being an open and accessible program. We strive to recruit, retain and graduate students who are people of good character and integrity, reflecting the diversity of our profession and society, while also creating an inclusive learning environment. We prepare students to become leading professionals in our community, our nation and our world, in part by working to enhance their competencies, skills and knowledge.

Execution of this goal’s objectives is the charge of the associate dean for academic affairs and her office, in concert with the respective program directors (academic, field, admissions, student services/advising), and the respective curriculum content and program committees.

**Objectives**

**Cross-Program**

2.1 To offer cutting-edge social work education
We strive to recruit, retain and graduate students who are people of good character and integrity, reflecting the diversity of our profession and society, while also creating an inclusive learning environment.

2.2 Increase career/job development opportunities among SW students
   a. Develop specialty and certificate courses in high-demand areas
   b. Continually update the accessibility of our educational platforms for wide audiences, with full-access online and Web-based versions of courses and other educational offerings

2.3 Increase student financial assistance from SSW
   a. Increase external funding sources to support an increased number and percentage of students at each level (BSW, MSSW, Ph.D.)
   b. Increase the amount and/or number of academic, field stipends and research scholarships offered through the SSW appropriate to each academic program.

2.4 Develop pipelines from and to high-value organizations for social and economic justice and leadership experience (i.e., Peace Corps, Teach America, post-baccalaureate or post-master’s fellowships)
   a. Recruit from, and place students with high-value organizations.

2.5 Increase student retention
   a. Increase percentage of students to completion of degree hour requirements at each level (BSW, MSSW, Ph.D.)

2.6 Decrease time to graduation
   a. Decrease the average time to graduation for full-time study at each level
   b. Decrease the average time to graduation for part-time study at each level

2.7 Value the diversity of the student body
   a. Develop an inclusive learning environment through curriculum and extra-curricular opportunities

**BSW**

2.8 Recruit high quality BSW students
   a. Targeted outreach to High School Honors students
   b. Recruit undeclared Honors college students
   c. Add Introduction to Social Work course into Undergraduate Assembly
   b. Increase the percentage of BSW students who subsequently pursue our MSSW degree
Goal 3: Foster a culture of Professional Development and Mutual Respect

Introduction. This strategic goal is focused on creating a positive culture for work and study, characterized by mutual respect and founded in openness, communication and transparency. Engaging in ‘participatory’ design, modification and purposing of space for a more inclusive built environment is crucial to creating spaces in which various School constituencies (faculty, staff, students, and visitors) can interact informally and build reciprocal relationships that provide a solid basis for mutual respect. In a similar vein, the ‘architecture’ of communication within the School, as defined by procedures, communication channels, and standard practices must abet the open sharing of information to the right people in a timely fashion.

Mutual respect is characterized by mutuality, reciprocal relations and integrity and valuing diversity. It permeates all activities: research, teaching, service, and operations with colleagues, students, community, clients and external parties. Mutual respect, while founded in the quality of relationships also encompasses the policies and practices of the School inasmuch as equitable and just treatment of our peers, students and partners is promoted by those policies and practices in a diverse community.

This is in alignment with the University’s priority 2 – provide an enriching university experience for all members of the UTA community. At the School of Social Work we seek to create an excellent environment for learning and
On the professional development front, we offer development funds for tenure-track and non-tenure track faculty, as well as a small number of targeted, competitive awards for advancing tenure-track research skills and competencies. With respect to pedagogy, we offer an equal number of competitive awards for advancing the teaching competencies and knowledge of both tenure-track and non-tenure track faculty members. This is in alignment with the University’s plans to enrich the university experience (priority 2) and creative capacity through collaborations, performance and productivity. Similarly, staff members may apply for a small number of competitive professional development awards to enhance their career-related competencies and knowledge.

Execution of this goal’s objectives is the responsibility of all units within the School as each contributes to community building, communication, and exchange, with specialized support from the assistant to the dean for business services and technology/Web support services.

Objectives.

3.1 Increase opportunities for informal team building and social exchange within and across units
   a. Initiate social and service events using faculty and staff volunteers
   b. Promote events reflecting the diversity of our community

3.2 Increase the breadth and depth of communication channels and interactivity (responsiveness)
   a. Increase the number and breadth of communication vehicles (online and offline)
   b. Increase the number and responsiveness of interactive (two-way) communication media
   c. Increase the number of formal and informal faculty and staff get-togethers

3.3 Enhance the physical (built) environment to encourage a positive culture and learning environment
   a. Add in ‘socially engaging’ enhancements to physical spaces (i.e., photos, murals, prints) with each major space reallocation plan.
   b. Reflect the diversity of our community in visual representations and spaces
   c. Ensure the accessibility of signage, spaces and online learning environments

exchange, including exchanges with external stakeholders from outside the campus. We will plan group events that encourage participation, boost morale and support team-building. In addition, faculty and staff will take steps necessary to include both current and former members of the School of Social Work, as well as our external stakeholders in these events. Effective operations are critical to the judicious allocation of resources in terms of physical space that sustain a culture of mutual respect, hence this goal is also in alignment with the University’s priority 5 – improve effectiveness and efficiency of university physical operations.
3.4 Increase the effectiveness of operations to sustain an engaging built environment
   a. Develop plans for the effective use of space, furniture and visuals.

3.5 Enhance the in-house professional development opportunities for faculty and staff
   a. Initiate professional development brown bags, seminars, or workshops in-house
   b. Develop inclusive learning events for multiple communities (internal and external)

3.6 Recognize exemplary work demonstrating integrity and mutual respect
   a. Initiate awards for exemplary contributions: in service, mentoring and other key domains.

Goal 4: To Enhance the Quality of External Collaborations and Professional Service by Faculty and Staff

Introduction. The future of the School, and ultimately, its impact, is closely linked to the quality and inclusivity of collaborative relationships with diverse consumers, social and human service providers at the local, regional, state, national and global levels. Similarly, it is critical to develop networks of faculty and staff from which we can engage diverse constituencies from which we can recruit, and with which we can collaborate to promote a more diverse body of faculty and staff. This is in alignment with the University’s priority 4 – promote a culturally diverse and inclusive university community. We seek to build research, educational and service initiatives that advance our engagement with the diverse community-at-large and potential colleagues in an inclusive fashion. Effective communication, accessibility, and relationship-building with diverse constituents is critical. Similarly, the development of robust collaborative networks, both online and offline, provide the backbone for strong partnerships that advance our mission and a truly inclusive community. This is in alignment with the University’s emphasis on collaborations to enhance research and creative activities (priority 3).

The execution of this goal’s objectives is the responsibility of every unit in the School, with the search committee particularly focused on the hiring component, and the professional development program on the continuing education piece.

Objectives.

4.1 Enhance receptivity to stakeholder needs of external collaborators with academic partner(s)
   a. Increase the number of channels for external collaborators to report satisfaction levels
   b. Increase resources for supporting external collaborator needs in research, teaching and service

4.2 Increase scale and scope of research, teaching and service-focus external collaborations
   a. Increase the number, diversity and variety of external collaborations
4.3 Identify opportunities for partnering with collaborators on agency-based projects with high-impact potential.
   a. Solicit information and assess feedback from field liaisons, faculty, field instructors, and potential community partners on current and upcoming projects, initiatives and needs and collect in a database.
   b. Foster effective collaborations that include networked students, faculty, advisory boards, and staff supporting effective outreach efforts and engaging the community.

4.4 Build networks and collaborations for fostering the hiring and retention of diverse faculty and staff
   a. Create pipelines for identifying and recruiting diverse hires
   b. Develop ongoing relationships and collaborative exchanges with diverse groups
   c. Develop resources and supports for an inclusive community of faculty and staff

4.6 Increase the group, network and individual-based income generated through continuing education
   a. Build collaborative networks of employers whose personnel will participate in PDP offerings.
   b. Create an inclusive learning environment for PDP students

**Goal 5: To Enhance Donor Participation Through External Relations and Strategic Solicitation.**

**Introduction.** Building relationships and resources critical to advancing the School's mission extends beyond the immediate circle of on-campus constituents (faculty, staff and students). Also included are other academic unit collaborators, SSW alumni, community agencies/groups, the donor/investor community, interested general community members and entities within the larger public, such as other accredited schools/college of social work. Engaging these diverse constituencies with the School's mission, goals, work and accomplishments enhances our impact on the complex and resource-intensive social problems that confront our society and profession. This process of external relations engagement also increases the pool of investors informing and investing in, the School's initiatives. This goal is supportive of several university priorities, but it is most in alignment with priority 2, goal 4: promoting pride in UTA, showcasing and generating publicity for our programs, events and accomplishments.

Execution of the objectives for this goal is particularly the charge of the director of development and her office, in concert with the assistant to the dean for external affairs.

**Objectives.**

5.1 Increase alumni investment in the School
APPENDIX A: Methods

Methods

Planning process aims. The strategic planning process has been conceptualized as one that is inclusive; iteratively drawing inputs from all SSW stakeholders by virtue of both its structure and execution. Our underlying assumption has been that a developmental approach with both bottom-up and top-down components would yield a plan that balances both front-line and administrative priorities, and that seeks to integrate them whenever possible. Similarly, the School’s priorities clearly fall within the larger framework of the University’s strategic plan, and its priorities for ‘Transforming Experience’ that will propel The University of Texas at Arlington to become a recognized, national research university. Our strategic plan is thus aligned to the University’s priorities.

Overview. At the structural level, our first step was to assemble a committee of 10 members, representing support staff, professional staff, tenure track faculty, non-tenure track faculty, and a community agency partner. Co-chairing the committee were the associate dean for research and community outreach and the endowed professor in mental health. In a complimentary fashion, the dean and the associate dean for academic affairs met on several occasions with the associate dean for research (co-chair) to provide additional administrative perspectives. In order to benefit from external perspectives we contracted with the social work dean at the University of Indiana (Indiana
University Perdue University Indianapolis – IUPUI - campus) and a strategic planning expert from the IUPUI human resources department to help us develop the initial document. These consultants held several teleconferences with the SSW dean and strategic planning committee co-chairs, as well as two face-to-face meetings prior to facilitating several day-long retreats that provided the basic staging and building blocks for the current document.

**Chronology.**

- **First Retreat.** The collaborative strategic planning process began with the actual retreat, facilitated by our two outside consultants taking place on August 26, 2011. This retreat served to formally kick-off the collective strategic planning process including a SWOT analysis, historical scan, mission, and vision statement preparation. Goal-setting and prioritization strategies were also introduced. In mid-September a Survey Monkey evaluation was distributed to all faculty and staff, the feedback from which were used by the strategic planning committee to further craft the mission and vision statements, in consultation with the external consultants.

- **Second Retreat.** A second day-long retreat was held on November 4, 2011 to finalize the vision and mission statements, define the broad goals, and begin the process of formulating objectives. The committee subsequently worked on polishing the goals and crafting draft objectives, incorporating feedback from a Survey Monkey evaluation. The results were shared with the committee and consultants. New goals and objectives were created which were then vetted by our external consultants in mid-December 2011, subsequent to which the committee made further revisions. In mid- and late January 2012, the dean and associate deans met several times to infuse administrative inputs into the evolving document. Beginning in February 2012 various SSW substantive area experts were solicited for inputs into the process of revising the goals and objectives. They were interviewed face-to-face for feedback on the goals and objectives.

- **Third Retreat.** The purpose of this retreat, on March 30, 2012, was to engage the whole of the faculty and staff face-to-face, through a combination of small group and whole group sessions, in refining the goals and objectives. The results of this process were used by the committee, operating as dyads goal-by-goal and supplemented by the administrative group. Appended to these were transitional narratives (introductions) for each goal, followed by final refinements to the goals and objectives.

- **Final Draft.** This process culminated on April 20th with the complete draft which was then distributed to faculty and staff prior to an April 24th Faculty Meeting. Because the University is still in-process with its strategic planning the SSW complete draft has been further modified to integrate emerging University priorities over the course of the summer, and into the fall semester of 2012. It will be distributed for review and approval at the October 23rd faculty meeting.