



Our Strategic Goals & Aspirational Aims

The UW School of Social Work is in the midst of crafting a new set of strategic directions for the coming decades. In our ambitious, multi-year strategic planning process we assume that, in the face of today's complex and seemingly intractable problems, schools of social work and the communities and social service sectors to which they are connected, must learn to collaborate in new ways to create demonstrably effective, culturally dignifying, and sustainable solutions. As Hart et al. suggest, for institutions of higher education, this commitment to “the path to solutions”—or, in our terms, “**impact,**” requires “...substantial innovation, risk tolerance, and persistence, as well as the development of new roles for faculty, students, and administrators” (Hart et al., 2016) i.e. transformational as opposed to incremental change within the academy.

Our planning process also expresses our commitment to the profession's social justice mission and to the closely related concept of “**equity.**” In simplest terms, equity denotes a social commitment to providing people with what they need to succeed in life, often through a strategic deployment of resources to “level the playing field.” Our commitment to equity explains the overarching aims of our research, educational and service missions—as well as our ambitions for how we conduct ourselves as an academic community.

“Equity” and “impact” comprise central parameters of our planning for the School's future, embedded throughout the School's (draft) aspirational goals, developed by faculty, staff, and deans over a series of retreats in 2017 and 2018. These high-level aspirational aims will guide the development of our strategic plan specifics.

- **Equity Culture: Create a ‘culture of equity and inclusion’ at the School of Social Work**
 - Establish and reinforce organizational norms of mutual respect, deep listening, inclusion, and appreciation of diverse perspectives in our dialogs, deliberations and decision-making.
 - Align SSW organizational structures, policies, and practices to support professional development of faculty, staff and students and optimize our ability to flourish professionally and contribute to the School's mission and goals.
 - Support all members of the SSW to become life-long learners, particularly around issues of race, inclusion and equity.
 - Strengthen our distinctive four-part governance structure (faculty, staff, students and deans) and our collective ability to grapple with the complex and difficult determination of the School's purpose (telos) and its programmatic and budgetary priorities.

- **Impact Science: Strengthen the capacity of our faculty and doctoral students to engage in collaborative impact science** (*high-impact, use-inspired research with lasting impact on the quality of life and life chances of populations and communities we serve*)
 - Strengthen our skills and expand opportunities for community-engaged, collaborative, and transdisciplinary research.
 - Strengthen our skills and preparation for “field to science” and “science to field” research.
 - Strengthen skills needed to produce effective, culturally dignifying interventions, capable of:
 - Local (“real-world”) implementation
 - Scalability
 - Sustainability
 - Scientifically and culturally appropriate assessment
- **Impact Education: With our students and field education partners, co-create and transform our curricula (bachelors, masters and doctoral)**
 - Provide our students with cutting-edge knowledge, skills, and mentored experiences needed to take on new roles and leadership positions in a rapidly evolving and complex practice world (for example, in emerging models of collaborative, integrated health care).
 - Equip our students to work in highly diverse and collaborative settings to achieve effective, sustainable, demonstrable change in the quality of life and life chances of populations and communities we serve.
 - Re-envision teaching-learning spaces in ways that more effectively draw on our faculty’s prodigious expertise and cutting-edge impact-focused work (routinely look for and create “irresistible” opportunities to teach and learn).
 - Capitalize on the potential hands-on learning opportunities created through our social compacts, centers and partnerships—particularly those with interdisciplinary and cross-sector partners (routinely “coursefy” learning-rich, interdisciplinary spaces).
- **Inclusive Innovation: Grounded in our growing capacities for inclusive innovation and impact science, create more space and opportunities for inclusive innovation¹ and collaboration within the School and with our university, tribal, community, and public or social service sector partners**
 - Support norms of and skills for “inclusive innovation”, “co-creation” and “positive beta building”²: at the School.
 - Identify new funding streams and opportunities to fuel and accelerate the innovation to impact pipeline for Washington’s social service sector.
 - Strengthen our role as a portal to UW’s innovation capacity for the social service sector.

¹ We define innovation as “...the process of translating an idea or invention into an intervention (policy, program or practice) that results in significant, positive change.” The process of translation is creative rather than linear, involving use of information, imagination and initiative. “Inclusive innovation” refers to the *means* by which new goods and services are developed for and/or by those who have been excluded from the development mainstream; particularly [those] ... living on lowest incomes.”

² “Beta building reflects both a mindset that any product or process can be improved, and the platforms that encourage input and enable revision. Organizations engaging in beta building must be comfortable with open authorships—making things transparent even when ‘incomplete’—and participating in a community of contribution.”

- **Social Compacts**³ *Build on our record of success in forming “social compacts”—long-term commitments the School of Social Work makes to improve the lives of people and communities that fall within our mission, in partnership with public partners and others who are equally committed to the goal.*
 - Capitalizing on recent federal and state legislative, policy and programmatic changes:
 - Expand the scope and scale of training and education conducted by the Alliance for Child Welfare Excellence;
 - Explore state partnership to support new state child welfare information system (with other UW partners);
 - Create new agreements with the State to extend POC’s technology innovations (“Oliver”, “STRIVE”) across Washington and to expand data-savvy social work workforce;
 - Develop new social compacts in strategic areas (for example, statewide implementation of the School’s “Communities that Care” program for youth drug and alcohol prevention; accelerated expansion of the behavioral health workforce for state funded health care services; and, statewide access to mid-career “digital literacy” education for public sector social workers and other health care managers).
- **Sustainable Academic Business Model:** *(Move towards a sustainable academic business model that):*
 - Relieve pressure on tuition increases as revenue source.
 - Expand existing and generate new revenue streams, particularly by capitalizing on our proven capacity to form long-term, funded and/or revenue-generating social compacts.

³ Our social compacts touch deeply on what it means to be a “public” institution and the School’s unchangeable commitment to serve the people of Washington (since we are a public educational entity), with special attention to those who live at the intersection of poverty & inequality (since we are a school of social work). Our compacts are a source of revenue, service/training/educational innovation, and serve as onramps for use-inspired research.

Examples of recent or current social compacts are Partners for Our Children (\$34.7 million to the School from 2006 through 2018) and the Alliance for Children (\$84.2 million to the School from 2012 through 2018).