Strategic Plan

School of Social Work

College of Health & Human Services

San Diego State University

2015 – 2018

Fall, 2015

Dear Friends and Colleagues of the School of Social Work:

Strategic planning in higher education involves envisioning and setting the course and direction of an academic program to meet the needs of students and the larger community in creating a prepared workforce. With a recent change in San Diego State University School of Social Work's administration, it was decided that the School's Strategic Plan should be refined, revised, and updated. This plan is the result of the work of the School's Administration Committee who met monthly (or more) over the 2014-2015 academic year. Versions of the proposed plan were shared with the faculty as a whole and with student organization leaders for feedback, editing, and revising. Components of the plan were also discussed with the School's Advisory Board and field instructors participated in an on-line survey regarding curriculum needs and future trends in social work.

In writing this plan, it was interesting to see what had been accomplished at the School since the creation of the last plan in 2009:

- Our joint doctoral program was approved by the California State University and University of California systems, with our first cohort of students admitted for Fall 2015.
- Evidence-based practice has been infused into courses across our curriculum on a systematic basis.
- We have increased our international study abroad course offerings as well as established some internships in Tijuana and Thailand.
- We have hosted visiting professors and groups of students from Germany.
- Non-traditional field internships had been developed, allowing for some innovative work with our Consensus Organizing Center.
- Our faculty is more diverse than it has ever been.
- Our publication rates have remained high and continue to increase.
- Each year about 5-10 students participate in the SDSU Student Research Symposium.
- A School Advisory Board was established and meets twice a semester with the Director and interested faculty.
- An Advisory Board for our Field component was established.
- An Administrative Certificate was developed for MSW graduates.
- A Criminal Justice Specialization was implemented and has been well-received by BSW students.
- Marketing materials were updated with an increased presence in college and graduate school fairs.

Obviously, a lot had been accomplished. As we look to the horizon of changes in the social work profession, we would like to continue this momentum. Our plan is also built on a new strategic plan from the Office of President Hirshman which was recently released. The university plan emphasizes opportunities for student success including involvement in "transformational experiences" such as research and international programs; research and interdisciplinary collaboration among faculty; and community and alumni involvement. The model we are using for our Strategic Plan covers these areas with the concept of "engagement" is threaded throughout. As our students, faculty, staff, and community increase in their engagement with the School of Social Work, a vibrant program will continue to educate and prepare the social work leaders of tomorrow.

With warm regards,

Melinda Hohman, Ph.D.
Director and Professor

The School of Social Work

The San Diego State University School (SDSU) of Social Work formally opened its doors in 1964, enrolling a class of Masters in Social Work (MSW) students of 45. The School was accredited by the Council on Social Work Education in 1966 which also included the Bachelor's Degree in Social Work (BSW). It is estimated that over 8,000 students have graduated from these programs since that time and have gone on to make strong contributions to the San Diego social service community. Many of the leaders of agencies in San Diego today are alumni of the School of Social Work.

Currently there are about 250 students enrolled in our MSW program with about the same amount in the BSW program. The School subsumed the undergraduate Gerontology degree in 2010 and there are about 80 students in this major. Our new Joint Doctoral Program (with University of California, San Diego) has admitted its first cohort of 4 students. The School continues to attract a diverse student population. SDSU is classified as a Hispanic-serving institution. The School was ranked #60 in the most recent US News & World Report, the highest of all California State University social work programs.

Our graduate program prepares students for direct social work practice, working with individuals, groups and families. Our macro content is strong, with an emphasis on community-based work and advocacy. Students may also focus on administration and leadership. Across the board, we emphasize diversity in practice and the use of evidence-based knowledge. Our faculty is highly productive as researchers, with over 65 journal articles published during the past year and a half. We are preparing students to work in an international world, by leading study abroad trips and providing international internships. We participate in the Title IV-E program, offering specific curriculum and training to MSW and BSW students who wish to work in the child welfare system and the Mental Health Stipend program, for MSW students preparing to work in the mental health area. This is done with a strong partnership with San Diego and Imperial counties, where we have a satellite program and offer the MSW degree.

Under the School there are a variety of programs that enrich our students' educational experiences and add to our communities as well as to the body of social work knowledge. These programs are:

- **Academy for Professional Excellence**

  The Academy for Professional Excellence was established in 1996 with the mission to provide quality training and organizational support to health and human services agencies in the Southern California region. The goal of the center is to make university faculty and other content experts available to public and private social services agencies in the region by providing expertise, training, and technical assistance in curriculum development, in-service training, organizational development, research, and evaluation. The academy develops high quality competency-based curriculum on select topics for Health and Human Services agencies in the region; provides quality training to service providers and administrators employed in these agencies: engages in research and evaluation to improve the quality accountability and responsiveness of Health and Human Service agencies; and, develops highly competent executives in the Southern California region who will have the skills, knowledge, and experience to effectively guide organizational change and development.
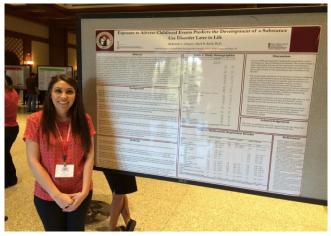

- **Center on Aging**

  The SDSU Center on Aging is the focal point for multidisciplinary education, research, and community service in gerontology and geriatrics. For about forty years, San Diego State University has played a key role in developing gerontologìcal knowledge and improving services to older people. These comprehensive efforts by the University Center on Aging have significantly contributed to a better understanding of the elderly in their physical, economic, cultural and psychosocial environment. Historically, the University Center on Aging has been in the national forefront in developing new knowledge, stimulating professional interest, and influencing national policy in the area of minority aging. More recently, and in order to better understand the serious problems besetting a growing portion of the ethnic and minority populations, the University Center on Aging has incorporated an international foci.

- **Center for Alcohol and Other Drug Studies and Services**

Originally named the Center on Substance Abuse, the Center was established in 1985 by Dr. Anita S. Harbert to address alcohol and other drug-related problems at San Diego State University and in the larger community. The Center specializes in research and evaluation design with an emphasis on socio-behavioral research and applied evaluation and is an umbrella organization for several alcohol and drug related research initiatives, including the SDSU Driving Under the Influence Program which provides education and counseling services for court-ordered offenders in the central judicial district of San Diego County.

- **Consensus Organizing Center**

The Consensus Organizing Center's mission is to educate and train a new generation of social workers in community building techniques in order to make then effective catalysts for civic engagement and social change. Through school-based programs and community interventions, the center has created an environment for the teaching of consensus organizing skills to social workers, high school students, foster youth, and community leaders. Specific activities include developing a fellowship program for high school students and providing employment opportunities for undergraduate and graduate students.

Social Policy Institute

The purpose of the Social Policy Institute is to assure that everyone in San Diego has the opportunity to live a long, healthy life. This is defined by Healthy People 2020 as "a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity." Our goal is increasing child, family and community well-being for everyone that lives, works, plays and prays in San Diego. This is accomplished through convening and collaborating with community leaders regarding priority areas in the health and human service areas and systems of care, working across disciplines in implementing these efforts.

All of these programs were considered for the Strategic Plan and are highly integrated in our research endeavors and education of the next generation of social work professionals.

Setting the Context for the Strategic Plan

The following is a review of the demographics and social service needs of San Diego and Imperial Counties. Imperial County is included in this summary as it hosts our satellite campus in Calexico, CA, where we currently offer an MSW program with a BSW program to open in Fall 2016.

With its 70 miles of beautiful coastline, nearly year-round sunny, warm days, and diverse population, it is no wonder that San Diego is known as "America's Finest City." Bordering Mexico, it is the second largest city in California and the fifth largest city in the nation (US Census, 2009). In 2014, the population was 3,262,431 people and it is projected to reach 3,870,000 by 2030 (US Census, 2014). Including Imperial County to the east, the Baja border region in Tijuana, and Mexicali, the population is close to 6.3 million, with a projected 7.6 million by 2030 (SANDAG, 2014).

Current and Future Population by Race

San Diego is a county rich in diversity. Currently, 47% of the population is white, which is predicted to fall to 42% by 2030; the Hispanic population is 33% and is predicted to rise to 37% by 2030; Asian/Pacific Islanders constitute 12% of the population, and this is projected to rise to 16% by 2030 (SANDAG, 2010). Imperial County is home to the largest concentration in all California counties of Hispanics, where the population is 82% (Imperial County Comprehensive Economic Development Strategy, 2013). About 23% of the residents of San Diego County are foreign-born, compared to a third (32%) of those in Imperial County (US Census, 2015).

There are 18 Native American reservations in San Diego County represented by 17 Tribal governments. Native Americans comprise 1.3 % of the population and 2.6% of the population in Imperial County.

Children and Youth Demographics

In 2014, there were over 726,000 children under 18 in San Diego County, which comprised 23% of all residents. By race, they were 46% Hispanic, 33% white, 9% Asian/Pacific Islander, and 5% African American. Native American children were .4% of the population, which represented 3,204 children (KidsData.org, 2015). In Imperial County, children under 18 were 28.8% of the overall population, about 51,124 children, with 88% being Hispanic (KidsData.org, 2015; US Census, 2015).

There are over 500,000 children enrolled in school in San Diego County (Kidsdata.org), the second largest county enrollment in California, and this is expected to rise by 25,000 in the next decade (CA Dept of Education, 2015). A study in 2013 found that 10% of students in grades 6—12 attended less than 90% of school days during 2012-2013 (Children's Initiative, 2013). In Imperial County, during 2011-2012, there were 36,456 children enrolled in school, with 82% citing Hispanic ethnicity (Imperial County, 2013-2014). School enrollment is expected to rise to over 41,000 in the next decade (CA Dept. of Education, 2015).

<center>Older Adults</center>

Adults aged 65 and over comprised 12.3% of the population in San Diego in 2014. This proportion grew by 15% from 2000-2010 and by 2030, it is projected that older adults will comprise 20% of all residents (SANDAG, 2010; US Census, 2014). About 12% of the population in Imperial County are 65 and older (28,625 in 2013) with 73% being of minority status (Imperial County Area Agency on Aging, 2014).

<center>Military/Veterans</center>

San Diego is home to several military bases, with 6% of the County covered by military installations. In 2014 there were 56,096 active duty personnel with 118,296 family members (60% under age 18). Many stay in the area upon discharge/retirement, with 234,211 veterans who reside in San Diego County. Imperial County lists 6,405 veterans (US Census, 2015).

<center>Poverty</center>

Currently, 14% of adults in San Diego County have incomes below Federal Poverty Rate (FPR) (this is an increase from 9.6% in 2005). Seventeen percent of children in the county are living below poverty, with 48% of Latinos in this same category, representing over 142,000 children (Children's Initiative, 2013). The largest rates of poverty are in predominantly Hispanic communities: El Cajon (32%), National City (22%), and Imperial Beach (21%) (SANDAG, 2013). In Imperial County, a 2014 estimate was 27% of adults below the FPR and 21% of families falling in this category. The unemployment rate there is the highest in California, at 22.5% (Imperial County Comprehensive Development Strategy, 2013).

<center>Refugee Resettlement</center>

San Diego County has the highest numbers of international refugees of all California counties. From 2008 to 2013, 9,316 refugee adults were resettled in San Diego County. This included 4,466 children. Countries represented include Iraq, Iran, Somalia, Burma, and Burundi (County of San Diego, 2015).

<center>Child Welfare</center>

In 2010, there were 50,369 referrals to San Diego Health and Human Services, Children's Services division. Almost half (44%) were for general neglect, 36% emotional abuse, 31% physical abuse, and 18% for sexual abuse. Of these referrals, 6,725 were substantiated. In 2010, 3,751 children were in out-of-home care, which was a decrease from 2007. Disproportionality still exists among African American children. While they comprise 5% of the population, African American children made up 14% of allegations, 14% of substantiations, and 22% of the children in out-of-home care (Zanders-Willis & Jenkins, 2011). In Imperial County, almost 3,000 children were referred to child welfare services, with 543 cases substantiated in 2014. At any time, about 300 children are in foster care (CA Child Welfare Indicators, 2015).

Domestic Violence/Intimate Partner Violence

About 17,000 reports of domestic violence were made to police each year from 2008-2012 with no decline in the rate during this time period. At least 18 murders were committed in 2012 by an intimate partner/spouse or former partner/spouse (SDDVC, 2015). About 650 reports of domestic violence were made in Imperial County in 2012 (Imperial County, 2015).

Mental Health

In San Diego County, almost 3,500 suicides were completed from 2000-2009. Drug and alcohol overdose is the first cause of non-natural death, followed by suicide. Rates of suicide have dropped in the last 20 years from 13.9 to 11.1 per 100,000. Men over 85 had highest rate (67 per 100,000) (HHSA, 2011).

About 120,000 adults (4.8%) in the SD-Carlsbad-San Marcos MSA experienced a major depressive episode in the past year (HHSA, 02010). It was estimated that 141,420 (4.9%) adults of San Diego County have a serious mental illness. For those under 18, it is estimated that 55,066 (7.4%) need mental health services. For those over 60, it is estimated that about 8,000 or 2.31% need these services.

From 2007-2008, Children's Mental Health Services provided services to 17,600 children and youth, and over half (51%) were Hispanic. Adult Mental Health Services provided services to 5,840 18-24-year-olds, 31,496 25-59-year-olds, and 3,796 persons aged 60 and over. The most common disorder was major depressive disorder (25%) (31% of over 60), followed by schizophrenia and schizoaffective disorders (23% each). A quarter also had a secondary substance use disorder.

In 2008, in San Diego County, 22,971 adults were hospitalized for mental disorders, which covered 7.4% of all hospitalizations. Diagnoses included psychoses (59%), schizophrenia (27%), and major depressive disorder (20%) (SAMHSA, 2012).

PTSD has been identified as an emerging issue, especially among veterans. The older adult population is at risk for depression and suicide, in conjunction with chronic medical problems. This indicates a need to develop a workforce able to meet the needs of both groups. (SAMHSA, 2012; Community Health Improvement Partners, date)

Alcohol and Drug Misuse

In the San Diego-Carlsbad-San Marcos areas, 426,000 (15.3%) 12 years of age and over reported using an illicit drug in the past year; 11.1% used marijuana in the past year and 5.3% used pain relievers for non-medical reasons (NSDUH Report, 2010). Of these, 323,000 (11.6%) 12 and over met the criteria for a substance use disorder in the past year. Almost a quarter of the sample (24.3%) stated that they had had binge alcohol use in the past month. (NSDUH Report, 2010). During the first six months of 2013, clients entering substance use disorder treatment listed methamphetamine as a primary drug (2,412, 29%), followed by heroin (2,004, 24%), and marijuana (1,541, 18.4%). Heroin overdose deaths increased 4.1 to 4.5 per 100,000 (Warner,

2014). In 2012, 13,425 arrests for driving under the influence were made (34.6% of whom were Hispanic with 12,536 convictions (CA DUI-MIS Report, 2014). In 2011, there were 85 fatalities caused by alcohol-involved drivers, and almost 1,600 injuries (San Diego County HHSA, 2011).

Criminal Justice

Juvenile arrests declined from 2008 to 2012, from 43/1,000 to 24/1,000. Sustained new petitions decreased by 40% in 2012, to 3,377 youth under 18, with 2,870 youths on probation at the end of 2013 (San Diego County Probation, 2014; The Children's Initiative, 2013). The majority of juvenile offenders were classified as high risk (67%), and were Hispanic (56%) and male (77%). Almost 13,000 adults were supervised on Probation in San Diego at the end of 2013, with 41% considered low risk and 36% high risk (San Diego Probation, 2014). Adult probationers were mainly male (77%) and white (42%).

Community-Based/Environmental Problems

Low-income, minority communities disproportionately share environmental problems, such as air, water, and noise pollution, lead paint, and allowances for mixed zoning that allow for storage of toxic waste near schools and residences (Environmental Health Coalition, 2015; Minkler et al., 2010) and San Diego is no exception. Border areas are especially prone to substandard housing, lack of clean drinking water in some areas, poor sewage, and water contamination from smelting operations that dump into rivers (Carruthers, 2008; Surfrider Foundation, 2015). Lack of affordable housing and low wages in San Diego also contribute to homelessness. In 2015, at the point in time count, 8,742 individuals were homeless in San Diego, up 2.8% from the previous year, with not quite half of them (4,156) unsheltered (San Diego County Regional Task Force on the Homeless, 2015).

Summary

What do all of these facts and figures tell us? Individuals, families, communities, and agencies still address various social work problems, setting the stage for social work interventions at the micro, mezzo, and macro levels. The faculty at the SDSU School of Social Work prepares students to work in these various arenas at the different points of intervention. Changing demographics, disproportionality, and emerging trends mean that our students must be able to be flexible in their roles as social work practitioners as well as be culturally competent and advocate for social justice. Graduates need to be able to use the best evidence in their work as well as have a commitment to creating and testing new interventions as problems or needs emerge. This is the context in which we created our Strategic Plan for 2015-2018, as we prepare the next generation of social workers.
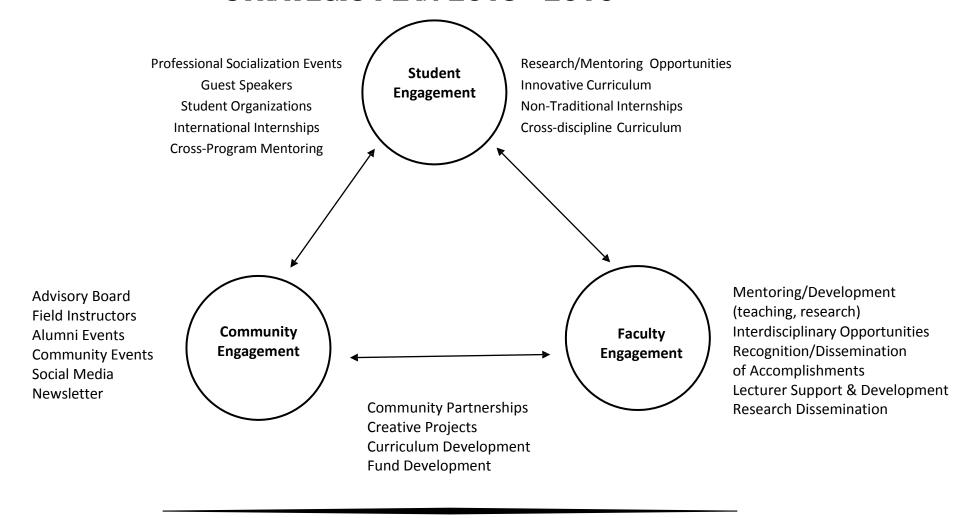
San Diego State University | School of Social Work
Cultivating the knowledge for global change ... one community at a time

STRATEGIC PLAN 2015 - 2016

Student Engagement

Professional Socialization Events
Guest Speakers
Student Organizations
International Internships
Cross-Program Mentoring

Research/Mentoring Opportunities
Innovative Curriculum
Non-Traditional Internships
Cross-discipline Curriculum

Community Engagement

Advisory Board
Field Instructors
Alumni Events
Community Events
Social Media
Newsletter

Faculty Engagement

Mentoring/Development
(teaching, research)
Interdisciplinary Opportunities
Recognition/Dissemination
of Accomplishments
Lecturer Support & Development
Research Dissemination

Community Partnerships
Creative Projects
Curriculum Development
Fund Development

Mission

The mission of San Diego State University's School of Social Work is to provide superior education to undergraduate and graduate students; produce competent and effective practitioners, leaders and scholars grounded in evidence-based practice; deliver quality training and organizational support to the health and human services community; and disseminate quality research with practical applications that impact diverse communities, particularly with the vulnerable populations in the Southern California border region.

Vision:

To become one of the premier schools of social work with an interdisciplinary focus that is recognized at the regional, state, national, and international levels for its excellence in education, research, and service.

Overarching School Focus/Intention:

To enhance health, safety, and well-being in the San Diego/Imperial County cross-border region.

Introduction:

In order to accomplish our mission, vision, and focus, we have created this strategic plan as our guide for 2015-2018. We believe that creating and encouraging engagement at the student, faculty, and community levels acts as our guide in implementing this plan.

I. Student Engagement

- **What is student engagement?**

Student engagement has been defined as, "students' cognitive investment in, active participation in and emotional commitment to their learning" (Zepke & Leach, 2010, p. 68). At SDSU School of Social Work student engagement involves two major elements for quality social work/gerontological education. The first element is to promote student learning by encouraging and providing students with opportunities designed to enhance self-development, participation, socialization into profession, empowerment, and leadership. The second element is to develop organizational support and structure in School of Social Work to enable students to achieve their academic goals inside and outside the classroom through innovative curriculum, dedicated faculty, and resources.

Goal 1: Increase opportunities across the program continuum for student transformational experiences.

Priorities:

a. Expand student participation in faculty and community-based research and other projects.

b. Collaborate with programs within the School (the Consensus Organizing Center, the Academy for Professional Excellence, Social Policy Institute, Center on Aging, Driving Under the Influence Program, Center for Alcohol and Other Drug Studies and Services, Title IV-E) and with community partners to provide hands-on research opportunities.

c. Increase number of BSW, Gerontology, and MSW students participating in the Student Research Symposium and other venues for dissemination of work, including agency presentations, publications, and workshops.

d. Continue to develop student internships in non-traditional areas within the SDSU campus (Veterans Center, LGBT Pride Center, Student Affairs to work with homeless students).

e. Maintain and support opportunities for student leadership through student and faculty participation in School, College, and campus student organizations.

f. Encourage doctoral student publication and conference presentations in the dissemination of knowledge.

g. Provide opportunities for interactions and connections between undergraduate, graduate, and doctoral students.

h. Increase enrollment of diverse students in the MSW program through outreach and mentoring of current students.

Goal 2: Provide innovative curriculum on emerging areas of social work practice to prepare students for cross discipline work/workforce development.

Priorities:

a. Work with other disciplines to create and refine curriculum and/or programs/specializations in current and emerging areas of social work practice and gerontology, for example, environmental social work, criminal justice/law enforcement practice, international social work, integrative health care, border health, alcohol and other drug problems, and administration/management/leadership.

b. Increase the number of interdisciplinary (non-traditional setting) field placements in new and emerging areas (Gerontology, BSW, and MSW).

c. Increase the number of international field placements.

d. Maintain current emphasis on diversity and use of evidence-based research across the curriculum.

Goal 3: Engage and socialize students in the profession.

Priorities:

a. Increase connections/interactions of students with the SDSU and Imperial Valley Campus students through outreach and jointly held events.

b. Increase use of social media and other technological involvement by students to engage with other students, national and international leaders.

c. Offer professional development events (brown bag seminars, Executive Summits, invited speakers) on state of the art social work practice, career options, and research topics both on campus and off-campus to include local professionals.

d. Increase involvement with alumni to provide mentoring, professional socialization, and self-care events.

e. Encourage the role of faculty in the promotion of engagement and empowerment of student's success and interest in leadership roles through guidance and coaching.

f. Monitor school climate and student engagement in an annual student engagement survey.

Goal 4: Utilize competency and outcome measures established for students in Gerontology, BSW, and MSW programs.

Priorities:

a. Provide annual reports to SDSU (VP of academic affairs) as well as to faculty, students, alumni, community and School Advisory Board for discussion and feedback loop.

b. Maintain employer and alumni surveys regarding post-graduation outcomes and feedback regarding current curriculum.

c. Work with campus resources such as Career Development to increase outcomes regarding post-graduation employment.

II. Faculty Engagement

- **What is faculty engagement?**
  Faculty engagement is defined as faculty (tenure track and lecturers) investment and participation in the goals and mission of the School, and is demonstrated through the provision of leadership, teaching, research, and service with students, the School, and the greater San Diego community. A supportive climate, resources, and opportunities for collaboration within the School and across-disciplines enhance faculty engagement.

Goal 1: Maintain current level of faculty knowledge, expertise and practice skills in critical content areas required to support SSW programs.

Priorities:

a.   Attract and retain high-quality faculty with expertise and critical knowledge and skill sets in Four Critical Content Areas (Practice, Human Behavior, Research, and Policy).

b.   Identify areas for joint hiring of senior faculty through the participation in the SDSU *Areas of Excellence*.

c.   Promote faculty development and leadership in the field, and faculty engagement through:

    i.   Mentoring of junior and new faculty regarding current issues in social work practice and research in the San Diego area with opportunities for community engagement and research.

    ii.   Hiring and mentoring of high-quality lecturers (e.g., recruit best graduates).

    iii.   Support of mid-level and senior faculty through professional development opportunities.

    iv.   Increase faculty recognition and visibility through award nominations and other opportunities to recognize faculty contributions and excellence.

    v.   Increase scholarly teaching effectiveness skills through peer teaching observation, feedback, and coaching (e.g. The SDSU Center for Teaching and Learning model of scholarly reaching) and opportunities to support new course development

Goal 2: Expand level of faculty knowledge, expertise and practice skills in emerging Content areas to ensure that SSW programs meet changes in the field of social work.

Priorities:

a.   Identify emerging content areas of specialization in social and health services and related research (e.g., environmental justice, co-occurring disorders and integrated health).

b.   Promote interdisciplinary learning through ongoing cross-disciplinary discussions (e.g. invite experts in the field and potential collaborators from other fields such as computational science, engineering, public health, etc. to speak on issues relevant to social work).

c.   Attract and recruit high-quality faculty with content and research expertise in emerging social and health issues and services.

Goal 3: Bolster an environment that promotes faculty scholarly productivity

Priorities:

a. Increase mentorship and support for faculty research endeavors.

b. Promote faculty involvement in cross discipline research collaborations such as SDSU *Areas of Excellence* that promote cutting-edge research through researcher synergy across departments and schools.

c. Support faculty participation in scholarly meetings as resources are available.

d. Promote an environment that will strengthen faculty research and networking opportunities with community partner agencies (e.g., Field agency meetings, Executive Summit, etc.).

e. Support faculty service as research content experts, advocates, and advisors to inform research agendas in social work related issues (e.g., service on board, national advisory committees, etc.).

Goal 4: Promote research within the Four Critical Content Areas of the School of Social Work (Practice, Human Behavior, Research, and Policy)

Priorities:

a. Increase number of faculty with extramural funding through mentorship, support, and resources through the School and through the SDSU *Areas of Excellence*.

b. Increase yearly amount of extramural funding.

c. Increase acquisition of seed grant funding among junior faculty and new investigators.

d. Provide opportunities for faculty-community engagement and partnership for research.

e. Continue to seek and develop resources to support faculty research.

Goal 5: Increase research activities related to global social service and health

Priorities:

a. Promote faculty involvement and research in the US-Mexico border region, Latin America, and Thailand (with plans for strategic expansion to other geographic areas as faculty time and resources permit).

b. Increase opportunities to engage faculty and students in international research in countries and regions with affiliations with the School of Social Work (e.g., Thailand, Germany, Ireland, and Mexico) and promote research engagement with new countries (e.g., Brazil).

c.   Explore new opportunities for faculty to engage in promising research projects related to global social and health services.

Goal 6: Develop a plan to attract funders for programs

Priorities:

a.   Conduct strategic outreach to funding agencies (e.g. Foundations) with interest in programmatic/ research areas of faculty interest and expertise.

III. <u>Community Engagement:</u>

- **What is community engagement?**

Community Engagement means forming collaborative partnerships with the community -- community members, organizations and institutions, alumni, and other interested stakeholders-- to achieve mutually beneficial outcomes.

Goal 1: Increase awareness of existing and new community partnerships between SDSU SSW and the Southern California border region.

Priorities:

a.   Identify key initiatives focused on improving health and wellness.

b.   Identify existing community engagement activities for faculty, staff, current students, and alumni.

c.   Co-sponsor events with community partners

Goal 2: Increase recognition of SSW faculty/staff as expert researchers/practitioners who add value to the community.

Priorities:

a.   SSW Director and faculty actively engage in community meetings, external advisory boards, policy discussions, community events to identify areas for potential collaboration and to inform SSW curriculum.

b. Expand membership and agenda for School Advisory Board meetings so as to provide a forum for discussion and problem solving regarding critical issues facing the community and the local organizations serving the community.

c. Increase faculty and student research presentations at CSWE, SSWR, international conferences, local conferences with international audiences, and in existing community venues (task forces, initiatives, etc.).

[See Faculty Engagement goals and objectives for more specifics on this.]

Goal 3: Actively engage the social work community around critical social work issues, providing opportunities for learning and solution focused dialogue.

Priorities:

a. Convene and help facilitate forums that allow for community dialogue regarding critical issues.

b. Engage community partners through continuing education opportunities (workshops/in-service trainings) and post graduate certificate programs that align with community needs.

Goal 4: Increase the community's awareness about the versatility of the social work profession.

Priorities:

a. Promote the Social Work profession in outreach and educational venues.

b. Increase non-traditional field placements in broader community settings.

c. Use social media, Alumni Spotlight, SSW Newsletter, etc. to promote the multi-faceted nature of the profession.

d. Maintain currency in School webpages regarding program information and announcements.

e. Develop connections with local media outlets to increase opportunities to disseminate information about the social work profession.

Goal 5: Increase connections with SDSU SSW Alumni.

Priorities:

a. Connect students with current alumni for mentoring, workshops, and other activities.

b. Increase the school's connection with alumni through email newsletters, invitations to events, and other activities.