

California State University, Long Beach
School of Social Work
Strategic Plan 2020-2023

*Academic Excellence, Diversity and Inclusion
in Pursuit of Social Justice*



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Introduction from the Strategic Planning Committee

We are pleased to share the School of Social Work's Strategic Plan for FY 2020-2023. This plan builds on the work and success of the strategic plan created for 2015-2018, which was extended through 2020 – first to coincide with the School's accreditation, and second to parallel the university-wide vision and strategic planning process, "BEACH 2030." This 2020-2023 Plan provides the direction and sets the stage for the future development of the School of Social Work, marked by an ongoing and inclusive planning process. The Committee was committed to ensuring that strategic initiatives and goals set forth in the Plan support the School's Vision, Mission and Core Values, and are responsive to stakeholder feedback.

Our School of Social Work addresses community challenges related to child welfare, mental health, health care, substance use, poverty, homelessness, education, community and interpersonal violence, a growing elder population, and social change. Through an advanced generalist curriculum, we educate students for micro, mezzo, and macro practice in government agencies, non-profit organizations, schools, and non-traditional settings. As we plan to meet the emerging challenges facing populations that are vulnerable and oppressed, we are also refining our internal infrastructure to build additional supports within our School.

Our Plan serves as a parallel process for reaccreditation, which next occurs in 2025. This document is evolving and, over time, will involve additional stakeholders, but is currently designed to set the School's broad strategic directions. Although there are many important activities at the School, this planning document focuses on four areas of strategic priorities. Detailed work-plans and longer term goals were developed in collaboration with the individuals or groups responsible for implementing each priority and will be revised as benchmarks are met. Although specific individuals or groups are attached to each priority, all faculty and staff were included in the planning process.

An additional purpose of the Plan is to document the School's alignment of resources that support the achievement of University priorities. Since our Plan links directly to the University's and College's strategic plan and priorities, its successful implementation will strengthen the School of Social Work, the College of Health and Human Services, and the California State University, Long Beach.

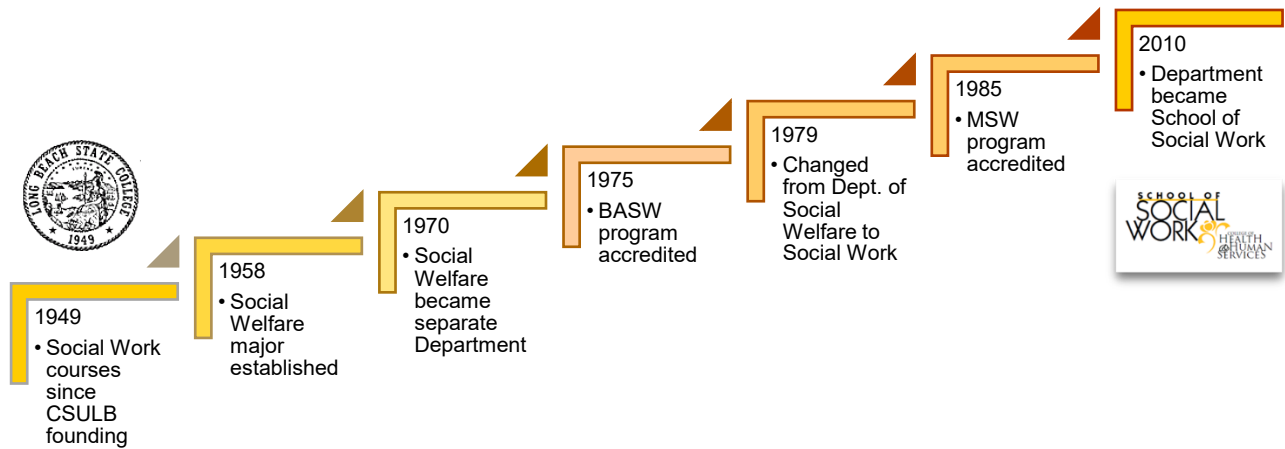
The Strategic Planning Committee would like to extend its thanks to all of the students, alumni, staff, field instructors, and faculty who participated in the development of the Plan. It is strengthened by the input of key stakeholders who are committed to ensuring the excellent reputation of the School of Social Work is maintained and enhanced.

Julie O'Donnell (Chair), Phaedra Allen, Mercedes Anderson, James Ferreira, Mimi Kim, Saana Polk, and Suzie Weng.

Brief History of the School of Social Work

The School of Social Work started as an undergraduate program; however, social work courses were part of the University since it was founded in 1949. In 1958, a Social Welfare major began and, in 1970, Social Welfare became a separate department. The professional BASW program was started in September 1975, and the first students graduated in June 1977. CSWE awarded accreditation to the program retroactive to July 1, 1975. In spring 1979, the program name was changed to Social Work, although the degree title remained Bachelor of Arts in Social Welfare until 1986, when the degree name was changed to Bachelor of Arts in Social Work. The BASW program became impacted in 1993, which means the program has limited enrollment because more students wish to enroll than can be accommodated.

The Master of Social Work Program began in 1985. The MSW program was accredited retroactively from 1985, and the first class graduated in 1987. Within five years, the program had grown to be one of the largest graduate programs on campus. In 2010, the Department became the School of Social Work.



The MSW program currently has four program models: Advanced Standing, 2-year, 3-year, and Distance Education. The program has three specializations: Child and Family Wellbeing, Integrated Health and Adulthood and Aging.

In academic year 2019-2020, the School of Social Work served 790 students; 555 graduate students, 139 continuing undergraduates and 96 new and transfer undergraduates.

Key Accomplishments from Preceding Strategic Plan 2015-2020

Strategic Priority #1a: Academic Excellence – Admissions

Goal achievement – Attracted, recruited, and retained an outstanding and diverse body of MSW and BASW students.

Objectives completed

- Reinstated Faculty Admissions committee to provide support to Admissions Director.
- Revised all admissions materials (made accessible on-line) and faculty rating forms.
- Improved admissions processing for more timely decisions and reduced attrition.

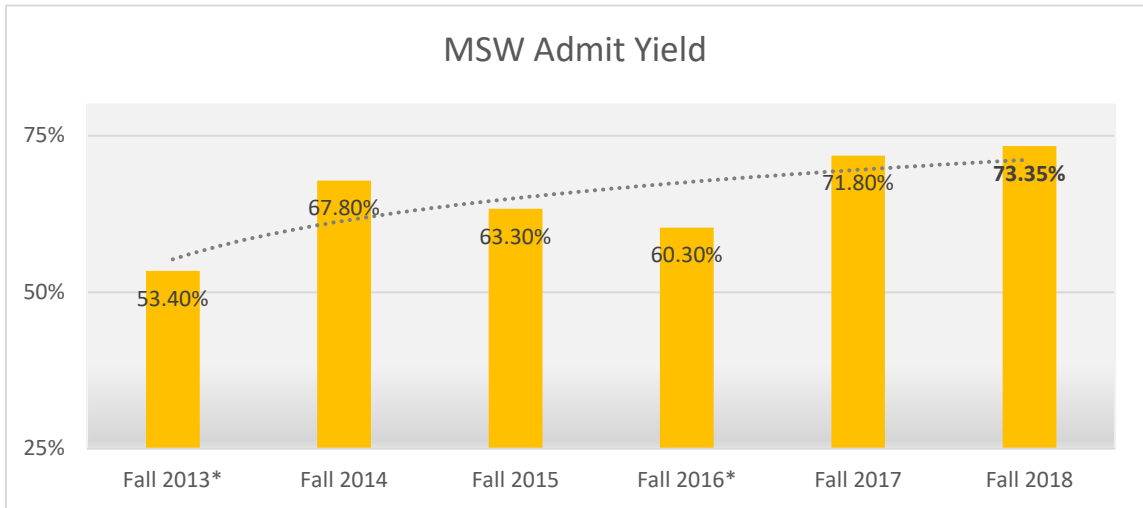
Performance indicators

- Latinx MSW students increased from just under 50% to over 60% of the total MSW student population from 2013 to 2018.
- Asian American/Pacific Islander BASW students increased from just over 6% to almost 12% of the total BASW student population from 2013 to 2018.
- Faculty raters were trained on new forms at faculty meetings and used discussion to create a more shared understanding of each rating category.
- An increasing trend line in the MSW “Admit Yield” translated to decreased attrition of high-quality incoming students.
- Admissions processing of recent cohorts were completed earlier in the admissions cycle. Since Fall 2017, admissions of incoming cohorts of MSW and BASW students have been completed in late March/early-April. Previous years’ admissions processing often continued into June.

MSW Admissions

Term Year	Applications	Admitted	Admit Rate	Enrollments	Admit Yield
Fall 2013*	1,360	382	28.10%	204	53.40%
Fall 2014	1,243	317	25.50%	215	67.80%
Fall 2015	1,215	341	28.10%	216	63.30%
Fall 2016*	1,325	375	28.30%	226	60.30%
Fall 2017	1,190	341	28.70%	245	71.80%
Fall 2018	1,239	319	25.75%	234	73.35%

* Includes Distance Education, which is a three-year part-time model. A Distance Education cohort is admitted every three years.



Strategic Priority #1b: Academic Excellence – Curriculum

Goal Achievement – Strengthened implementation of BASW and MSW curricula that is relevant to ever evolving societal demands, practice needs, and student needs.

Objectives completed

- Completed a comprehensive review and revised the MSW program structure and developed three new advanced year specializations.
- Reviewed and revised all BASW courses.
- Aligned all MSW and BASW syllabi with newly implemented competency-based 2015 Council on Social Work Educational Policy and Accreditation Standards.
- Restructured faculty committees along revised curriculum.

Performance indicators

- MSW program accreditation reaffirmation for eight years received November 16, 2018.
- BASW program accreditation reaffirmation for eight years received December 3, 2018.
- Generalist curriculum identified as a key strength among alumni and students; field education program identified as a key strength among field instructors and students; and 32% of respondents in alumni survey identified the School's "academic program" as a strength, second behind "knowledgeable faculty."

Strategic Priority #2: Research and Development

Goal achievement – Increased awareness of faculty research projects and publications.

Objectives completed

- Developed a Research Task Force to assume primary responsibility for this strategic priority.
- Posted faculty articles in School breezeway.
- Implemented consistent faculty research presentations at faculty meetings.

Strategic Priority #3: Community Partnerships

Goal achievement - Become more productively partnered with our local community through advocacy, service, and research projects.

Objectives completed

- Created the yearly Collaborative Community & Research MSW Student Poster presentation which highlights the partnerships and research accomplishments of our Applied Research Projects and thesis students for the university and community.

Strategic Priority #4: Organizational Culture

Goal achievement – Enhanced sense of pride and commitment to the School among faculty and staff.

Objectives completed

- Implemented annual School Climate Survey.
- Established School Diversity ad hoc committee.

Performance indicators

- Between 2013 and 2018, significantly increased full-time faculty ratings on the school climate survey areas of communication adequacy, participation & involvement, commitment, morale, external reputation, ethics, performance recognition, goal alignment, and leadership (Director/Administrative Team).
- Increased number of cultural diversity trainings and discussions at faculty meetings
- Increasingly positive feedback was reported in surveys related to faculty/staff preferences in and satisfaction with diversity training.

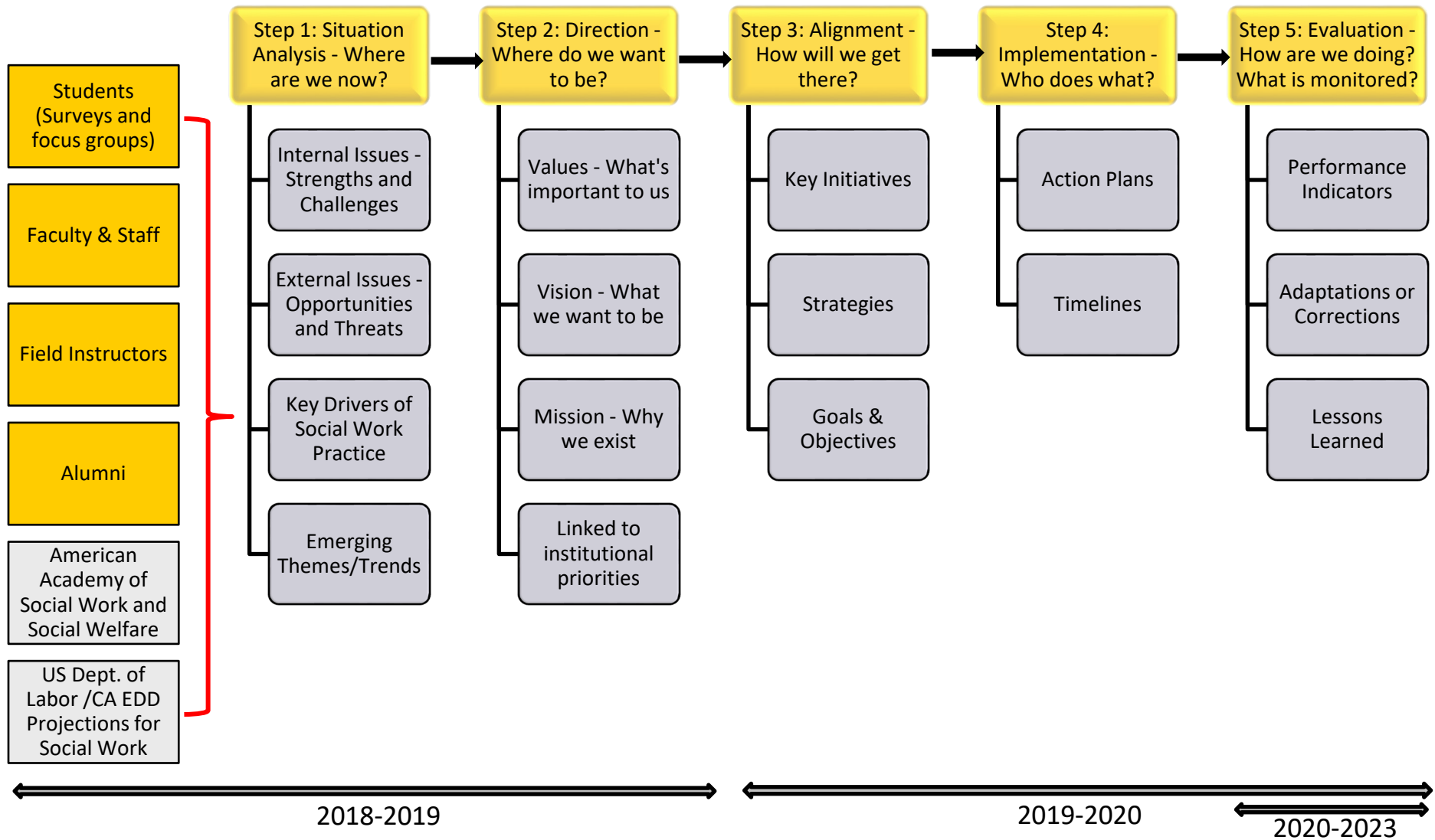
Strategic Planning Process – Moving Forward to 2023

Although every strategic planning process is different for every academic unit, the strategic planning process used by the School is modeled on the cycle below where the steps included:

1. Situation Analysis – Where are we now?
2. Direction Setting – Where do we want to be?
3. Alignment – How will we get there?
4. Implementation – Who does what?
5. Evaluation – How are we doing? What will we monitor?

As highlighted in the figure below, steps one and two were completed in 2018-2019. Steps three, four, and determining performance indicators of step five were completed in 2019-2020, and the balance of step five is ongoing during the life of the Plan.

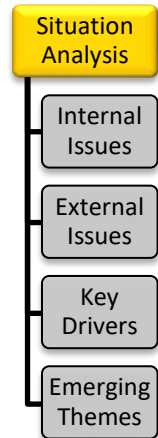
Strategic Planning Process – School of Social Work 2018-2020



Situation Analysis - Where are we now?

Primary Data Collection and Analysis

In Spring 2018, the School launched its next cycle of the strategic planning process, beginning with data collection efforts from BASW and MSW students. In April 2018, the Strategic Planning Committee conducted ten focus groups, four with BASW students and six with MSW students to solicit feedback regarding their perceptions of strengths, challenges, and suggestions for improvement in the School's programs. Student facilitators were trained to ensure that sufficient time was available to explore each of these areas. All focus groups were conducted during class hours, thereby, eliciting a more universal set of perspectives than if respondents were recruited among volunteers only. The focus group data and analysis serve as a complement to survey data collected from BASW and MSW students in May 2018.



In May 2018, an online survey was administered to all graduating MSW students (N=73) and BASW students (N=34). The survey gathered quantitative feedback on key program areas and learning outcomes, and open-ended questions collected data on strengths, challenges, and suggestions for program improvement. After the analysis was complete, the Committee presented the information collected from students to the faculty for discussion during the 2018-2019 academic year.

In Fall 2018, the Committee proposed the extension of the 2015-2018 strategic plan and drafted a timeline for the development and completion of the next Plan for 2020-2023, which was approved by the faculty.

The next set of data collected was from faculty and staff (N=36) to identify the School's core values. Data was also collected on strengths, areas for improvement, areas to consider during the strategic planning process, and emerging trends/environmental issues. This data was analyzed and discussed with the full faculty to identify our core values and to provide direction on revising our Vision and Mission statements.

The Committee also developed online surveys to collect data from field instructors (N=177) and alumni (N=114). The alumni survey was sent only to MSW alumni who had graduated since the inception of the new MSW curriculum implemented in 2014. The majority of both surveys used the Social Work Competencies from the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards to help evaluate how well the School was achieving its mission and the relative importance of each standard. Open-ended questions collected information on strengths, areas for improvement, and emerging trends/environmental issues. This data was analyzed and presented to faculty for discussion during Spring 2019 faculty meetings.

Secondary Data Collection and Analysis

Secondary data sources were also utilized to provide additional context to the primary data collected from stakeholders. Secondary sources included federal and state jobs data and information from national social work organizations, including:

- The Bureau of Labor Statistics of the U.S. Department of Labor, the principal federal agency responsible for measuring labor market activity and working conditions. ⁽¹⁾
- The State of California's Employment Development Department, Labor Market Information, the official source for California's labor market information and occupational profiles. ⁽²⁾
- The American Academy of Social Work and Social Welfare, an honorific society of distinguished scholars and practitioners dedicated to achieving excellence in the field of social work and social welfare through high-impact work that advances social good. The Academy's "Grand Challenges for Social Work" provide additional support and context to many of the emerging trends and environmental issues facing social work. ⁽³⁾

All of this information was synthesized during Spring 2019 to identify School strengths, challenges, opportunities, and threats. This information, along with monthly faculty meeting discussions, was used by the Committee to identify core values and themes for the Vision and Mission statements. Draft Vision, Mission, and Core Values were presented to the faculty for discussion. The Committee then used this feedback to revise and strengthen the final Vision and Mission statements and Core Values.

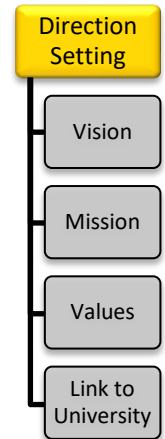
Direction Setting - Where do we want to be?

CSULB – BEACH 2030

California State University, Long Beach (CSULB) is a diverse, student-centered, globally engaged public university committed to providing highly-valued undergraduate and graduate educational opportunities through teaching, research, creative activity and service for the people of California and the world. CSULB envisions changing lives by expanding educational opportunities, championing creativity, and preparing leaders for a changing world.

CSULB is increasingly recognized as a high quality and best value institution. The university pursues its core mission: providing excellent, highly-valued, undergraduate and graduate educational opportunities that make exceptional contributions to the state of California and the public good. As a result of its commitment to its mission, CSULB provides an unusually high return on public investment and makes a remarkable contribution to the “public good.”⁽⁴⁾

The BEACH 2030 Initiative was launched at the university’s 2018 convocation as a process to “prepare the university for the world of tomorrow by building collective capacity for thinking about and shaping a shared future rather than simply responding to it as it unfolds.”⁽⁵⁾ BEACH 2030 integrated the campus goals of intellectual achievement, inclusive excellence, and serving the public good through an innovative visioning process that included the entire campus and community partners. At the university’s 2019 convocation, the new BEACH 2030 Vision, Mission, Core Values, and Strategic Priorities were unveiled.



School of Social Work Vision

The School’s new Vision statement approved by the faculty in Spring 2019 follows:

As a student-centered School of Social Work, we strive to enhance the lives of populations that are vulnerable and oppressed through academic excellence, ethics, inclusion of all forms of diversity, community partnerships and social justice.

School of Social Work Mission

The School's new Mission statement approved by the faculty in Spring 2019 follows:

To provide professional social work education that inspires critical thinking and lifelong learning to students who will serve in diverse social work practice areas and roles, engage in collaborative research to contribute to the well-being of populations that are vulnerable and oppressed and advance social work knowledge, and strengthen our communities through meaningful partnerships.

School of Social Work Core Values

The School recommitted to its core values in Spring 2019 as follows:

- *Academic Excellence*
- *Inclusion and Diversity*
- *Community Engagement*
- *Quality in Teaching*
- *Pursuit of Social Justice*
- *Commitment to vulnerable populations*
- *Integrity and ethics*

Linking to Institutional Priorities

Linkage and alignment planning as part of the School's strategic planning process ensures a strong and direct connection between the School of Social Work's vision, mission, and operational resources to the university's and the College of Health and Human Services' core values and established priorities. The following tables cross-reference how the School is aligned with and links with the BEACH 2030 envisioned future, and highlights key connections between our vision and mission statements, core values, and strategic priorities. As highlighted below, not only do the School of Social Work's vision, mission, and core values mirror the university's, but the School of Social Work's strategic priorities are also embedded in the CSULB mission statement and BEACH 2030 strategic priorities. As a result, the following tables facilitate the documentation of how the successes of the School of Social Work in each of our strategic priorities directly contribute to the success of CSULB and the achievement of its priorities.

Linking School of Social Work with University & CHHS Plans

<p>CSULB ⁽⁶⁾ BEACH2030</p>	<p>School of Social Work</p>	<p>College of Health and Human Services</p>
<p>Vision California State University, Long Beach will be a force for good at the forefront of public education in California and the world.</p>	<p>Vision As a student-centered School of Social Work, we strive to enhance the lives of populations that are vulnerable and oppressed through academic excellence, ethics, inclusion of all forms of diversity, community partnerships and social justice.</p>	<p>Vision CHHS will be nationally and internationally recognized as an innovator and leader in community connections, the discovery of knowledge, and educating diverse students in the health and human services professions.</p>
<p>Core Values</p> <ul style="list-style-type: none"> • Teaching and learning are at the center of who we are and all we do. • Compassion, creativity, and innovation characterize our culture. • Diversity is our strength • The public good is our responsibility. 	<p>Core Values</p> <ul style="list-style-type: none"> • Academic Excellence • Inclusion and Diversity • Community Engagement • Quality in Teaching • Pursuit of Social Justice • Commitment to vulnerable populations • Integrity and ethics 	<p>Core Values</p> <ul style="list-style-type: none"> • Integrity • Growth Mindset • Collaboration • Innovation

<p>CSULB ⁽⁶⁾ BEACH2030</p>	<p>School of Social Work</p>	<p>College of Health and Human Services</p>
<p>Mission California State University, Long Beach enriches students' lives through globally informed, high-impact educational experiences with superior teaching, research, creative activity, and action for the public good.</p>	<p>Mission To provide professional social work education that inspires critical thinking and lifelong learning to students who will serve in diverse social work practice areas and roles, engage in collaborative research to contribute to the wellbeing of populations that are vulnerable and oppressed, and advance social work knowledge, and strengthen our communities through meaningful partnerships.</p>	<p>Mission Connect, Discover, Educate</p>

The School of Social Work's strategic priorities for 2020-2023 are included here in colored font for ease of reference. Additional details and definitions of the School's strategic priorities follow.

- Academic Excellence – SSW strategic priority #1
- Research and Development – SSW strategic priority #2
- Community Partnerships – SSW strategic priority #3

CSULB Strategic Priorities ⁽⁶⁾		BEACH2030		
<p>Engage All Students: <i>Prepare students for their journeys to success.</i></p>	<p>Expand Access: <i>Commit to students' socioeconomic mobility by removing barriers to higher education.</i></p>	<p>Promote Intellectual Achievement: <i>Rigor, relevance, and impact are hallmarks of our campus community.</i></p>	<p>Build Community: <i>Support a compassionate community that is characterized by a strong sense of belonging and shared governance with shared responsibility.</i></p>	<p>Cultivate Resilience: <i>Implement innovative, entrepreneurial, and forward-looking actions to strengthen the institution and support the aspirations of community members.</i></p>
<ul style="list-style-type: none"> • Leverage faculty, staff and student expertise in developing affordable, high-impact educational experiences that are responsive to students' strengths, needs and aspirations. • Prepare students to think and problem-solve creatively through responsive, flexible, disciplinary, and interdisciplinary curriculum. • Engage students in robust internships, international learning experiences, service learning, and hands-on learning experiences in and out of the classroom. • Offer curriculum and co-curricular activities that encompass life skills and prepare students to become engaged citizens and leaders. 	<ul style="list-style-type: none"> • Expand opportunities for teaching and learning for both traditional and non-traditional student audiences. • Diversify our portfolio of curricular offerings to address the needs and strengths of our extended community of learners and the innovation/work force needs of our region. • Use a rich array of pedagogies and technology-enhanced solutions, and explore new scheduling patterns and locations. • Adapt all teaching and learning resources to address the unique needs and strengths of our students. 	<ul style="list-style-type: none"> • Stimulate collaborative and interdisciplinary research, scholarship, and creative activities in support of our values. • Use sponsored research and creative activities as a means to amplify student learning. • Lead research, innovation, and problem solving in response to the grand challenges in society and culture in the communities we serve. • Build knowledge in and across a variety of disciplines to advance the university's regional and global engagement. 	<ul style="list-style-type: none"> • Be a model of a diverse and respectful community of students, faculty, staff, alumni, and administrators. • Foster a community of belonging where everyone's voice and well-being are valued. • Create an environment where all campus members experience the joy of intellectual pursuits, purposeful work and meaningful opportunities for self and professional development. • Open the university campus to collaborative partnerships that create new cultural, intellectual, and economic value for the region and beyond. 	<ul style="list-style-type: none"> • Prioritize community health and well-being. • Build infrastructure and adopt practices to promote sustainability and withstand climate uncertainty. • Increase financial capacity through legislative advocacy, corporate partnerships, and more to withstand economic volatility. • Be nimble and proactive in an ever-changing technological landscape.

Alignment, Implementation, and Evaluation

Whereas the vision, mission, and core values provide the direction of where the School of Social Work wants to be, the strategic priorities, goals, and objectives offer how the School's resources will be aligned to get us there.

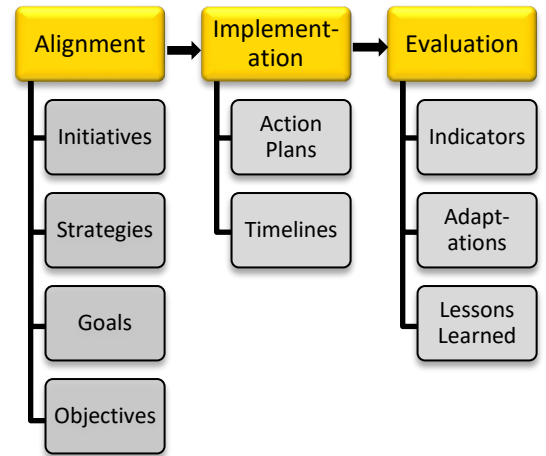
The School of Social Work has re-launched its four strategic priorities and approaches for 2020-2023. Establishing strategic priorities facilitates the School of Social Work's efforts to focus resources on what is important and guide our individual and collective action towards our long and short-term goals:

1. Academic Excellence
2. Research and Development
3. Community Partnerships
4. Organizational Culture

As highlighted in the previous mapping, these priorities align the School's mission with the university and CHHS missions and key priorities and establishes the approaches of strategic success.

Fall 2019 Strategic Planning Retreat

On September 10, 2019, a full-day faculty retreat was held to kick-off the second half of the strategic planning process. The goals of the day were to provide a progress report on the planning process, share accomplishments from the current strategic plan, approve a framework of current priorities, and continue to collect information from faculty to identify strategic initiatives and issues. During the retreat, small group conversations were facilitated by strategic planning committee members. Data collected from these conversations were themed and reported back to faculty.



The strategic planning committee members sorted themes collected from the Strategic Planning Retreat and drafted preliminary goals, objectives, and timelines. Over the course of the 2019-2020 academic year, these drafts were discussed in collaboration with the individuals and groups responsible for each of the goals, were further refined in faculty meeting discussions, and formed the basis in developing the strategies, goals and objectives, timelines, and performance indicators of the new 2020-2023 strategic plan.

In the strategic plan that follows, cross-references to university strategic priorities not only provide support for the School's strategic initiatives, but they are also included insomuch that the School's success contributes to the university's achievement of key priorities and goals. The following framework provides the basis for the School's collective action in carrying out the School's mission to achieve the School's envisioned future.



School of Social Work Strategic Priority #1: Academic Excellence

Academic Excellence. Provide an inspiring educational environment that is responsive to a changing student population and practice context to students positioned for success as professionals and leaders.

CSULB BEACH 2030 Strategic Priority primary reference – Engage All Students:
Prepare students for their journeys to success.

- **Leverage faculty, staff and student expertise** in developing affordable, high-impact educational experiences that are responsive to students' strengths, needs, and aspirations.
- **Prepare students to think and problem-solve** creatively through responsive, flexible, disciplinary, and interdisciplinary curriculum.
- **Engage students in robust internships**, international learning experiences, service learning, and hands-on learning experiences in and out of the classroom.
- Offer curriculum and co-curricular activities that encompass life skills and **prepare students to become engaged citizens and leaders.**

CSULB's core academic purpose is to graduate students with highly-valued degrees, i.e., degrees that give students knowledge to succeed in specific careers, provide them with transferable skills to adjust to new opportunities in an ever-changing market-place, and educate them to be productive and responsible citizens of our twenty-first century world. At CSULB this effort is called the "Highly Valued Degree Initiative" which exemplifies the commitment to student success and high academic standards that drive CSULB. ⁽⁴⁾

Teaching excellence is the core of the campus mission on student success; excellence in faculty research, scholarly, and creative activities strengthens academic programs and adds "high value" to CSULB degrees. Student involvement is the laboratory for learning and skill building where students can apply the theories and lessons from the classroom to real world experiences. The campus emphasizes student engagement through undergraduate and graduate student research, artistic and creative expression,

academic internships, service learning, and international opportunities. CSULB uses evidence about student learning to improve curricula and pedagogies continuously.



Social Work's significant contribution towards the university's core purpose – to graduate students with highly valued degrees – and top priority of intellectual achievement and the corresponding "Highly Valued Degree Initiative" is noteworthy. According to the United States Department of Labor, Social Work is one of the fastest growing professions in the United States and overall employment of social workers is projected to grow 11 percent from 2018 to 2028, much faster than the average for all occupations. Employment growth will be driven by increased demand for healthcare and social services, but will vary by specialization:

- Employment of child, family, and school social workers is projected to grow 7%.
- Employment of healthcare social workers is projected to grow 17%.
- Employment of mental health and substance abuse social workers is projected to grow 18%. ⁽¹⁾

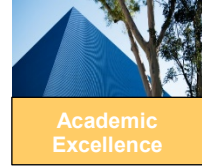
According to the State of California's Employment Development Department, the occupational outlook for social workers from 2016 to 2026 is similar to federal projections:

- Employment of child, family, and school social workers is projected to grow by 12.9%
- Employment of healthcare social workers is projected to grow by 20.9%
- Employment of mental health and substance abuse social workers is projected to grow by 16.3%
- Employment of social and community service managers is projected to increase by 17.8% ⁽²⁾

School of Social Work Core Values

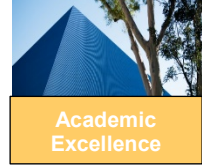


- Academic Excellence
- Quality in Teaching
- Inclusion and Diversity
- Integrity and Ethics



Goals, Objectives, Timelines, and Performance Indicators

<p>Goal 1: Prepare MSW and BASW graduates with the knowledge and skills needed for entry into the dynamic social work workforce.</p>	<p>Primary Responsibility: Curriculum Committee</p>
<p>Objective: Enhance the MSW and BASW curriculum to actively engage students in the integration and synthesis of generalist social work practice through the application of knowledge and skills demonstration, with an eye toward curriculum enhancements in the following areas:</p> <ul style="list-style-type: none"> ➤ Identify and assess redundancies, gaps, currency, and emerging social work practice trends. ➤ Resolve redundancies, gaps, currency, and incorporate emerging social work practice trends. ➤ Identify and implement curriculum integration strategies across micro, mezzo, and macro levels, including evidence-based practices on all levels. 	<p>December 2020 May 2021 May 2023</p>
<p>Objective: Implement relevant learning pedagogies focused on the principles of adult learning and engaging students in experiential skill-building and demonstration.</p>	<p>May 2022</p>
<p>Objective: Develop opportunities to engage faculty in discussion regarding appropriate expectations for bachelor and master-level courses, and ensure similar expectations are upheld across courses.</p>	<p>May 2023</p>



Goals, Objectives, Timelines, and Performance Indicators

<p>Goal 2: Strengthen and improve the field education program.</p>	<p>Primary Responsibility: Director of Field Education</p>
<p>Objective: Enhance communication with field instructors to improve responses on problem resolution and notifications on key field education timelines.</p>	<p>December 2020</p>
<p>Objective: Implement opportunities for deeper connections and enhanced communication among faculty, field liaisons, and field instructors, with an eye toward enhancements in the following areas:</p> <ul style="list-style-type: none"> ➤ Integrate classroom content with field placement practice: <ul style="list-style-type: none"> ○ Clarify when and which theories are introduced in classes. ○ Identify current practice trends in the field. ➤ Provide additional training and supports for Field Instructors. 	<p>May 2022 May 2023</p>
<p>Objective: Implement strategies to enhance student professionalism.</p>	<p>December 2020</p>
<p>Objective: Update and enhance field education tools.</p>	<p>December 2020</p>
<p>Objective: Ensure all field seminar liaisons are current on field education policy and receive ongoing consultation and support.</p>	<p>May 2022</p>

<p>Performance Indicators:</p> <p>BASW Student Exit Survey – BASW perceptions of implicit curriculum. MSW Student Exit Survey – MSW perceptions of implicit curriculum. Alumni survey findings. Field Instructor survey findings.</p>



School of Social Work Strategic Priority #2: Research and Development

Research and Development. Enhance the scholarly profile of the School of Social Work through continued enhancements to support faculty and student research and creative activity.

CSULB BEACH 2030 Strategic Priority primary reference – Promote Intellectual Achievement: *Rigor, relevance, and impact are hallmarks of our campus community.*

- Stimulate **collaborative and interdisciplinary** research, scholarship, and creative activities in support of our values.
- Use sponsored research and creative activities as a means to **amplify student learning**.
- Lead research, innovation, and problem solving in **response to the grand challenges** in society and culture in the communities we serve.
- Build knowledge in and across a variety of disciplines to advance the university's **regional and global engagement**.

In keeping with the mission of the university, sustaining an environment and enhancing resources that supports faculty research, scholarly, and creative activity (RSCA) is crucial to maintaining the quality of teaching, preserving historical knowledge and practices, generating new knowledge and practices, and preparing the next generation of leaders. RSCA is an essential element of the evaluation of CSULB faculty members. Faculty members who are active in RSCA create new knowledge and innovation that advance thought and practice in their fields of expertise. Moreover, faculty members who are active and current in RSCA enhance the quality of the classroom experience and, thereby, the quality of the degrees our students hold at graduation. RSCA involving undergraduate and graduate students is a hallmark of CSULB. ⁽⁴⁾

School of Social Work Core Values



- Academic Excellence
- Quality in Teaching
- Commitment to Vulnerable Populations
- Integrity and Ethics



Goals, Objectives, Timelines, and Performance Indicators

Goal 3: Engage in high-quality research and scholarship that addresses regional and statewide challenges to improve the well-being of vulnerable and oppressed populations.	Primary Responsibility: Shared
Objective: Expand the Research Task Force and explore the possibility of establishing a standing Research Committee.	Director, School of Social Work December 2020
Objective: Survey faculty to identify needed supports for research, scholarly, and creative activities.	Research Task Force/Committee May 2021
Objective: Develop supports for faculty research agenda including a faculty mentoring program, faculty research support initiatives, and funding streams to provide monetary support for conferences, editors, and student research assistantships.	Director, School of Social Work May 2023
Objective: Regularly inventory current research and scholarly and creative activities within the school, and share to highlight potential collaboration opportunities.	Research Task Force/Committee May 2021
Objective: Create permanent structures and development opportunities for students to gain research experience.	Director, School of Social Work May 2023

Goals, Objectives, Timelines and Performance Indicators



<p>Goal 4: Elevate the visibility of Social Work research, scholarship, and creative work.</p>	<p>Primary Responsibility: Shared</p>
<p>Objective: Develop an interactive, visible, and searchable website that highlights faculty areas of publications, presentations, and expertise in research.</p>	<p>Director, School of Social Work January 2021</p>
<p>Objective: Publicize faculty and student research and funded grants to key stakeholders within and outside the university on an annual basis.</p>	<p>Research Task Force/Committee December 2021 and December 2022</p>

<p>Performance Indicators:</p> <ul style="list-style-type: none"> Establishment of Research Committee as standing committee. Updated website. Establishment of annual RSCA inventory. Publication of research and creative activities to internal and external audiences. <p>Number of faculty publications, presentations, RSCA's, grant proposal submissions, Mini-Grants, and Summer Stipends.</p> <p><u>Student RSCA Engagement:</u></p> <ul style="list-style-type: none"> Establishment of student research structure. Students collaborating on publications. Students participating and presenting in professional conferences. Students involved on research projects, creative activities, and other research activities, e.g. ORSP Summer Student Research Stipend Program, research assistantships, etc.
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School of Social Work Strategic Priority #3: Community Partnerships

Community Partnerships. Create and maintain community partnerships through School of Social Work community service which strengthens communities, community organizations, and social systems in Long Beach, its surrounding areas, and throughout the state of California.

BEACH 2030 Strategic Priority primary reference – Cultivate Resilience:
Implement innovative, entrepreneurial, and forward-looking actions to strengthen the institution and support the aspirations of community members.

- Prioritize community **health and well-being**.
- Build infrastructure and adopt practices to **promote sustainability** and **withstand climate uncertainty**.
- **Increase financial capacity** through legislative advocacy, corporate partnerships, and more to withstand economic volatility.
- **Be nimble and proactive** in an ever-changing technological landscape.

The University is an integral part of a greater community that extends beyond the physical campus and strives to contribute to the nation's ongoing struggle for social justice. CSULB has been recognized as one of the top 10 universities in the nation for moving Americans into the middle class. It has achieved national recognition for involvement with Long Beach Unified Schools and Long Beach City College through the Long Beach College Promise. The university has many partnerships in the greater community with business and industry, with health care, and other organizations. ⁽⁴⁾

School of Social Work Core Values



- Inclusion and Diversity
- Community Engagement
- Pursuit of Social Justice
- Commitment to Vulnerable Populations



Goals, Objectives, Timelines, and Performance Indicators

Goal 5: Elevate the visibility of community service.	Primary Responsibility: Shared
<p>Objective: Establish a Community Service Task Force that includes:</p> <ul style="list-style-type: none"> ➤ Director, School of Social Work ➤ Director of Field Education ➤ Faculty NASW Liaison ➤ Chair of Alumni Relations ➤ Other nominated faculty members 	<p>Director, School of Social Work December 2020</p>
<p>Objective: Develop an inventory of community service activities, and establish a schedule of collection at regular intervals.</p>	<p>Community Service Task Force May 2021</p>
<p>Objective: Develop an interactive, visible, and searchable website that highlights faculty areas of service.</p>	<p>Director, School of Social Work January 2021</p>
<p>Objective: Publicize faculty and student community service to key stakeholders within and outside the university on an annual basis.</p>	<p>Community Service Task Force December 2021 and December 2022</p>



Goals, Objectives, Timelines, and Performance Indicators

<p>Goal 6: Pursue and improve meaningful community partnerships that advance the action for public good and assist the School in achieving its mission and envisioned future.</p>	<p>Primary Responsibility: Shared</p>
<p>Objective: Develop a Community Advisory Board</p> <ul style="list-style-type: none"> ➤ Determine charter, purpose, and role. ➤ Recruit members. ➤ Implement regular schedule of meetings. 	<p>Director, School of Social Work; Director of Field Education; and Community Service Task Force May 2021</p>
<p>Objective: Develop local partnerships with established networks, agencies, and cities, e.g. Long Beach non-profit partnership, Youth Services Council, City of Long Beach, etc., that mutually achieve the partner’s and the School’s strategic priorities.</p>	<p>Director, School of Social Work; Director of Field Education; and Community Service Task Force December 2021</p>
<p>Objective: Strengthen alumni and NASW relations.</p> <ul style="list-style-type: none"> ➤ Collaborate with NASW California Chapter, Region I office to develop events and continuing education opportunities for students, alumni and NASW Region I members. ➤ Strengthen relationship with NASW California Chapter, Region I. 	<p>Chair of Alumni Relations and Faculty NASW Liaison May 2022</p>

<p>Performance Indicators:</p> <ul style="list-style-type: none"> Establishment of Community Service Task Force. Updated website. Publications of community service activities to internal and external audiences. Establishment of community service inventory. Establishment of Community Advisory Board. Number of CAB meetings. Newly developed/enhanced partnerships. Number of events in collaboration with NASW California Chapter, Region I and alumni.



Strategic Priority #4: Organizational Culture

Organizational Culture. Foster a spirit of community within the School of Social Work.

BEACH 2030 Strategic Priority primary reference – Build Community: *Support a compassionate community that is characterized by a strong sense of belonging and shared governance with shared responsibility.*

- **Be a model** of a diverse and respectful community of students, faculty, staff, alumni, and administrators.
- **Foster a community of belonging** where everyone's voice and well-being are valued.
- **Create an environment** where all campus members experience the joy of intellectual pursuits, purposeful work and meaningful opportunities for self and professional development.
- **Open the university campus** to collaborative partnerships that create new cultural, intellectual, and economic value for the region and beyond.

Inclusive Excellence. CSULB is home to a community of students and faculty who are diverse in many dimensions: race, ethnicity, religion, sexual orientation, ability, and much more. The university encourages an inclusive culture of respect, collegiality, and civility. CSULB strives always to promote respect for all, support diverse perspectives, provide opportunities to engage in controversial issues with mutual respect, and offer opportunities to serve others. In a healthy, safe, and supportive campus environment, CSULB strives to provide holistic development for students. ⁽⁴⁾

School of Social Work Core Values



- Inclusion and Diversity
- Integrity and Ethics



Goals, Objectives, Timelines, and Performance Indicators

Goal 7: Develop a comprehensive faculty development and mentoring program.	Primary Responsibility: Director, School of Social Work
Objective: Create an ad hoc committee of professors at all levels to develop structure and expectations for faculty mentoring program.	December 2020
Objective: Implement faculty mentoring program.	May 2021
Objective: Create a feedback structure so that part-time and adjunct faculty who want feedback on their teaching, research, and service can receive consultation.	May 2022

Goal 8: Cultivate an environment that embraces differences and encourages accountability to build an open and inclusive learning environment that fosters equity, respect, and understanding.	Primary Responsibility: Shared Diversity Committee and Faculty and Staff Development Committee
Objective: Establish Diversity Committee as a standing committee.	December 2020 Director, School of Social Work
Objective: Advance awareness and pedagogical sensitivity related to equity and diversity through faculty meeting discussions and trainings.	December 2021
Objective: Engage and inform faculty about inclusive pedagogy, classroom climate, and diverse learning styles.	May 2021
Objective: Integrate all aspects of diversity strategies at multiple levels in the School including leadership, faculty recruitment, admissions, class content, and student activities.	May 2023

Goals, Objectives, Timelines, and Performance Indicators



<p>Goal 9: Enrich relationships among faculty and staff and sharing of accomplishments to create an environment where everyone’s voice and well-being are valued.</p>	<p>Primary Responsibility: Shared</p>
<p>Objective: Continue biennial Organizational Climate Survey.</p>	<p>Strategic Planning and Assessment Committees May 2021 May 2023</p>
<p>Objective: Establish a staff development program:</p> <ul style="list-style-type: none"> ➤ Survey staff to identify supports, learning needs, and development opportunities. ➤ Design staff development program. ➤ Implement staff development program. 	<p>Faculty and Staff Development Committee May 2020 January 2021 March 2021</p>
<p>Objective: Establish an annual school-wide retreat or kick-off event to foster a spirit of community in the School to further develop relationships, monitor school’s Strategic Plan, prepare for accreditation, etc.</p>	<p>Director, School of Social Work September 2020</p>

<p>Performance Indicators:</p> <ul style="list-style-type: none"> Establishment of faculty mentoring ad hoc committee and faculty mentoring program implementation. Establishment of part-time/adjunct faculty feedback and consultation structure. Establishment of Diversity Committee as a standing committee. Diversity training Level 1 evaluation results. School Climate survey findings. Faculty and staff training Level 1 evaluation results.

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