



UTA

THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

ANNUAL REPORT

ACADEMIC YEAR 2023-24

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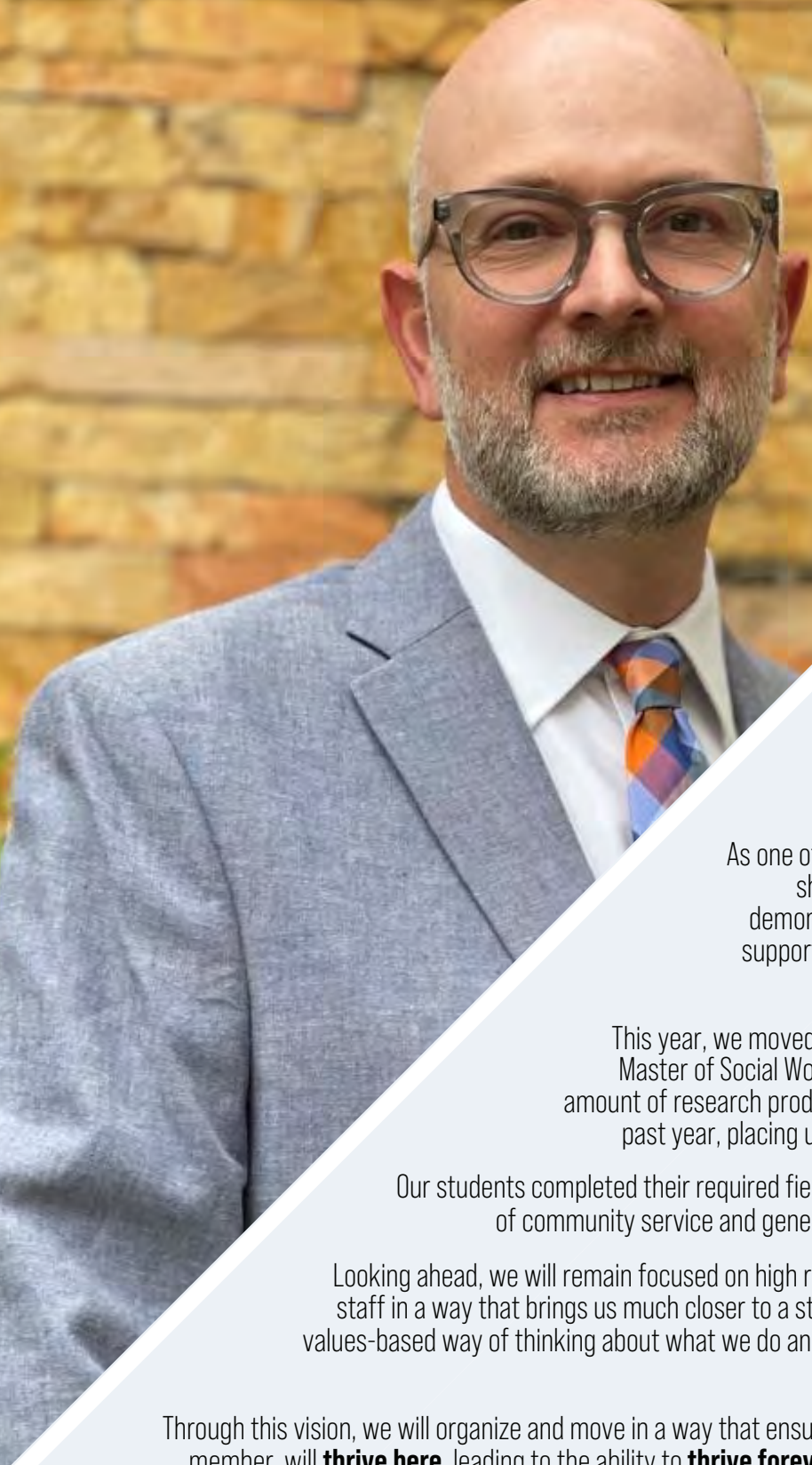
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LETTER FROM THE DEAN

This Annual Report, covering the period of August 2023 to July 2024, provides data and information on the remarkable achievements of our students, staff, and faculty at the School of Social Work. I can only claim to have been here for the last few months of the report, but it demonstrates why I wanted to lead this school.

As one of the largest schools of social work in the country, this report should make each of us extremely proud. These achievements demonstrate our unwavering commitment to academic excellence, supporting our community, and making an impact here in Texas and across the country.

This year, we moved up eight spaces on the U.S. News World Report Rankings for Master of Social Work programs to No. 43 out of 319. We also had an impressive amount of research produced by our faculty, with 214 journal articles published in the past year, placing us in the 94th percentile for Social Work research production.

Our students completed their required field internships in over 400 agencies, providing 540,000 hours of community service and generating an estimated \$17 million in economic impact last year.

Looking ahead, we will remain focused on high research and scholarly achievement, and we will organize our staff in a way that brings us much closer to a student-centered approach in all we do. We will aim to adopt a values-based way of thinking about what we do and why we do it. Our values should be the driving force behind everything we do.

Through this vision, we will organize and move in a way that ensures each person, whether a student, faculty, alumni, or staff member, will **thrive here**, leading to the ability to **thrive forever** in their lives. Our values of delivering innovative teaching, producing impactful research, and using evidence-based practice to improve the human condition are our NorthStar.

With your continued support, I am confident we will have incredible success that will allow each of us to Thrive Here and Thrive Forever!

Kirk A. Foster, PhD, MSW, MDiv

Dean and Professor
School of Social Work
The University of Texas at Arlington



NEW STUDENTS

**GRAND TOTAL
1,133**

714	FALL 2023
323	SPRING 2024
96	SUMMER 2024



FULL ENROLLMENT

**GRAND TOTAL
5,630**

2145	FALL 2023
2048	SPRING 2024
1437	SUMMER 2024

BSW: 1637
BSSUT: 53
MSW: 3867
SPEC/CERT: 10
PHD: 63



GRADUATES


**GRAND TOTAL
828**

302	FALL 2023
215	SPRING 2024
311	SUMMER 2024



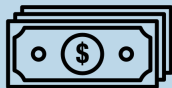


SSW DEMOGRAPHICS

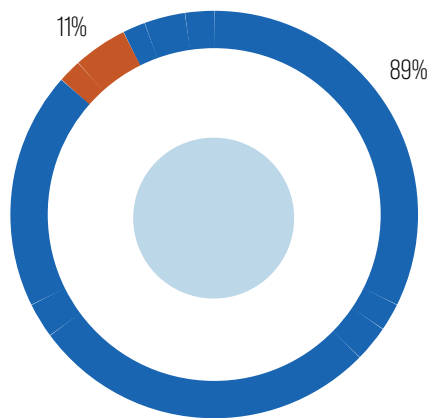
54 
SCHOLARSHIPS
AWARDED

2,003
FIELD
PLACEMENTS

OVER
\$6.7 MILLION
GRANTS AWARDED



218
PUBLISHED
RESEARCH

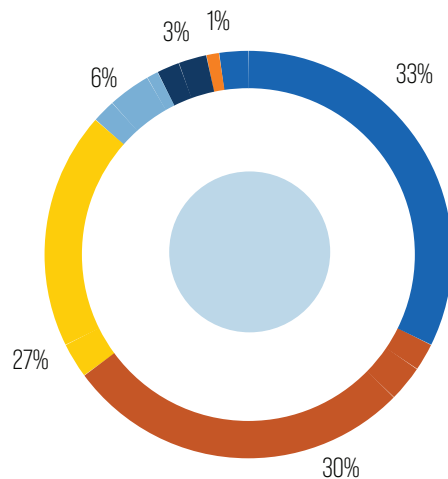


GENDER: AY 23-24 TOTAL

- FEMALE
- MALE
- NON-BINARY OR NOT SPECIFIED

ETHNICITY: AY 23-24 TOTAL

- White
- Hispanic/Latino
- Black/African American
- Multiple Ethnicities/Foreign
- Asian
- Not Specified or Other



EMPLOYEES
GRAND TOTAL
208

85	ADJUNCTS
61	FACULTY
62	STAFF

ACADEMIC AFFAIRS

The Office of Academic and Student Affairs Team comprises the largest unit within the School of Social Work, housing 26 staff and faculty representing five areas: Advising, Field Education, Student Success, Teaching and Instruction, the Undergraduate Programs and the Graduate Programs.

A primary focus during the past academic year was the completion and submission of the materials required for the reaffirmation of the BSW and MSW Programs through the Council on Social Work Education. The self-study documents for each program were submitted on August 1, 2023, and the site visits occurred on February 6-7, 2024. We received the site visit reports in March 2024, and submitted responses to the site visit reports in April 2024. In June 2024 we received notice that the Board had deferred its decision and requested additional clarifying information. We submitted our responses on August 1, 2024, and are awaiting the Board's review and decision, which will take place in October 2024.

The DSW Program Application was submitted to the UT System in Summer 2024 and will be reviewed and submitted for approval to the Texas Higher Education Coordinating Board following UT System Approval. The anticipated start date for the DSW Program is August 2025.

SSW TEACHING & INSTRUCTION SKILL-BUILDING INITIATIVES

SWEEP Series

The SWEEP Series, an acronym for Social Work Educators Engaging Peers, combines professional development related to instruction with an opportunity for interactive discussion and problem solving among full-time faculty and adjunct instructors within the School of Social Work. Since the launch of the SWEEP Series in Fall 2020, we have hosted several interactive workshops focused on instruction, teaching, and learning.

Participation for the SWEEP series has increased by 20% over time since Fall of 2020 with up to twenty-five participants.

Some of the workshop topics include: *Discussing Decolonization and SW Pedagogy: An introduction to uncovering and eliminating racial bias in social work curriculum*; and *How Inclusive is Your Classroom?: Pronouns, Syllabi, When to Intervene, and the Importance of Allyship*. During the 2023-2024 academic year we offered "You reported to Title IX, now what?" with 30 attendees and "Kenya--a Study Abroad Experience" with 55 attendees.

ACUE

UTA has partnered with the Association of College and University Educators (ACUE) to offer the Course in Effective Teaching Practices to a limited number of faculty participants. The Course is the first course designed for higher education faculty that leads to a nationally recognized Certificate in Effective College Instruction endorsed by the American Council on Education (ACE).

The Course consists of twenty-five modules that faculty complete online working with a cohort of other faculty and guided by a facilitator from UTA. ACUE kicks off the program with an in-person orientation at the start of the semester, after which participants will begin work on the first two modules. The Course calls for completing two online modules each week. Virtual and in-person monthly discussions are held to go over new things learned, and class successes as well as difficulties encountered. **The modules include five units of study:**

Designing an Effective Course and Class

Establishing a Productive Learning Environment

Using Active Learning Techniques

Promoting Higher Order Thinking

Assessing to Inform Instruction and Promote Learning

There were two faculty, two staff members, and one adjunct instructor who earned a micro-credential of Fostering a Culture of Belonging.

Professional Development Requirement for Adjunct Instructors

The efforts we have put forth include the institution of a policy requiring adjunct instructors to participate in a minimum of three hours of professional development continuing education related to instruction and student engagement.

The Professional Development policy embodies the School of Social Work's commitment to promote excellence in teaching. The primary goal of this policy is to encourage all contingent faculty to utilize various professional development opportunities provided by the University with a focus on enhancing the learning experience for students and supporting quality instruction across the curriculum.

Contingent faculty, including adjunct instructors, field liaisons and graduate teaching assistants, should complete a minimum of three (3) hours of professional development related to teaching over the course of the academic year (September 1 – August 31).

New contingent faculty members, specifically those teaching in their first year in the School of Social Work, are also required to complete the SSW Instructor Training and Growing with Canvas courses in Canvas.

Participation in professional development opportunities will be a factor taken into consideration when assigning courses. Professional development hours may come from courses, workshops, and/or presentations that focus on teaching practices or techniques in higher education.

Courses offered through the Center for Distance Education (CDE), presentations sponsored by the Center for Research on Teaching and Learning Excellence (CRTLE), and events offered through the School of Social Work SWEEP (Social Work Educators Engaging Peers) Series, Interprofessional Education facilitator training, and Professional Learning Community are opportunities available through the University at no cost. Once hours are complete, faculty can document this requirement through a survey that is sent directly to the Assistant Dean of Academic Affairs.

Module-based Instructor Training in Canvas

The Academic Affairs Team developed a comprehensive module-based Instructor training course within Canvas, providing an interactive orientation experience for new instructors in the SSW and serving as an ongoing resource for continuing instructors.

This training is a module-based training course for all new and current full-time faculty members, adjunct instructors, field liaisons, and graduate teaching assistants and must be completed by the end of their first semester teaching.

This training course is a virtual handbook for all things instructors need to know about teaching here in the School of Social Work. It can be accessed at any time to help answer questions and refer to topics that may impact instructors throughout their time at UTA.

By the end of this training, the goal is for instructors to feel confident in their ability to navigate UTA, the SSW and have the tools they need to create an engaging learning environment for our students. About 85% of adjunct instructors, graduate teaching assistants and full-time faculty utilize the training course monthly even after orientation.

CURRICULUM QUALITY INITIATIVES

Quality Matters

The Quality Matters program provides nationally recognized certification of the highest standards of online course development and instruction. With support from the Provost and the Center for Distance Education, SSW faculty have collaborated with Instructional Designers to redesign courses to meet QM standards in our MSW program. With close to 90% of MSW courses QM'ed, to date, the Quality Matters project has resulted in participation by 30 faculty in the SSW and has yielded the certification of 41 courses, with 5 additional courses currently under final review, and 4 additional MSW courses in active development.

Simple Syllabus

Simple Syllabus was launched in Summer 2021. Simple Syllabus is an integrated syllabus management database which allows for the development and monitoring of course syllabi that are accessible for instructors as they prepare their courses and is based on course master syllabi, thus, enhancing overall program quality and cohesion across multiple sections of courses. 100% of SSW courses have master syllabi stored in Simple Syllabus and this new syllabus launching tool makes course preparation a much smoother process. It ensures the alignment of the course shell in Canvas and the syllabus.

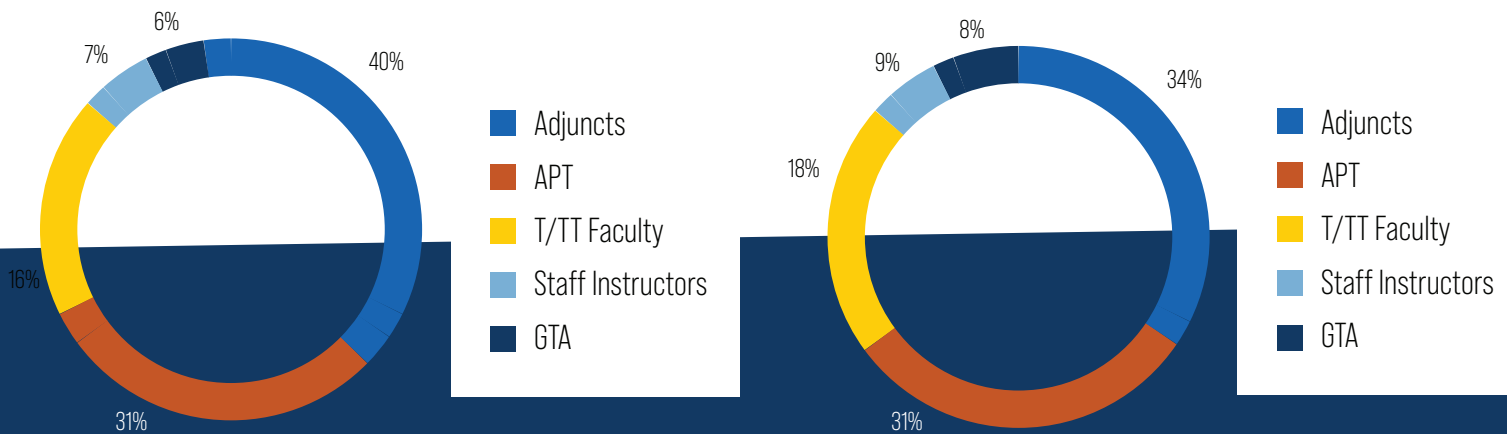
Teaching and Curriculum

667 Total Courses Offered

113 Fall 2023 Unique Courses

112 Spring 2024 Unique Courses

SPECIAL TOPIC COURSES



During the academic year of 2023-2024, we offered a total of 667 courses across the BSW and MSW programs. Of these courses, 226 courses were unique course offerings with 113 in the Fall 2023 semester and 112 in the Spring 2024 semester. These include the Special Topics courses including Military courses (5 Fall 2023 and 4 Spring 2024), Diversity minor courses (5 Fall 2023 and 4 Spring 2024), and BSSUT courses (8 Fall 2023 and 8 Spring 2024). In the Fall of 2023, 40% of the instructors were adjunct instructors, 31% were APT faculty, 16% were Tenure/Tenure-Track faculty, 6% were GTA's, and 7% were staff instructors. In the Spring of 2024, 34% of the instructors were adjunct instructors, 31% were APT faculty, 18% were Tenure/Tenure-Track faculty, 8% were GTA's, and 9% were staff instructors.

Certification of Credentials and Qualifications

With the Certification of Credentials and Qualifications (CCQ) in place, we can ensure that our faculty are qualified to teach the courses assigned as 100% of our adjunct faculty are verified and approved to teach through this credentialing system.

This process of ensuring the best faculty selected has shown through and has been documented by student feedback. With all of these best practices in place, we have been able to hire 40% more qualified adjunct faculty with 20% of those holding a terminal degree of PhD or Doctoral degree. During the 2023-2024 academic year we hired thirty-two new adjunct instructors with MSW's and four with a PhD or DSW.

INTERPROFESSIONAL EDUCATION

Through the leadership of Associate Professor in Practice Tracy Orwig, the IPE taskforce, School of Social Work faculty and specialty committees facilitated the MSW program offering numerous Interprofessional Education (IPE) opportunities to students. Data for IPE events are not separated into BSW and MSW categories, so this reports IPE participation for both the BSW and MSW programs.

Thirteen IPE events were held during the 2023-2024 academic year with over 700 social work students in attendance. There was additional attendance of nonsocial work students attended these events, over 3,000 which is increasing our visibility among potential applicants. This included a mix of in person, synchronous, and asynchronous events. The topics covered included IPE, Discharge Planning, Child Maltreatment, Values and Ethics, Cultural Sensitivity, and Roles and Responsibilities in healthcare. Through this opportunity, over five adjunct instructors participated and incorporated IPE in their courses.

BUILDING COMMUNITY

Adjunct faculty are an essential component of the SSW's commitment to community engagement and serves an important function in ensuring that our curriculum is responsive to the evolving nature of social work practice. In an effort to strengthen the relationship between the adjunct faculty and the School of Social Work, during the 2023-2024 academic year, there were five adjuncts to receive the opportunity to sit on SSW committees, two were selected to partner with full-time faculty to assist with Quality Matters, and 1 was selected to take part in an ACUE training through CRTLE and one participated in the Professional Learning Community.

Making Connections

We host bi-semester meetings with all active adjunct instructors to provide University and School policy updates, and to address instructional needs and challenges. Throughout the year, about 90% of adjunct instructors and graduate teaching assistants attend the meetings in any given semester.

During the 2023-2024 academic year, we hosted our annual in-person end of the year meeting for all adjunct instructors and graduate teaching assistants in which there were 25 attendees in-person and 30 logged in remotely.

We implemented a formal mentoring and peer-review program for all contingent faculty to ensure that classroom challenges are addressed quickly and instructional support and intervention, when needed, is available.

The integration of an annual needs assessment survey for contingent faculty was established to identify needs and opportunities for support and engagement.

To encourage information exchange and bridge connections between faculty and adjuncts of the same specialty area, Microsoft Teams community was formed.

Additionally, we revamped the Academic Affairs Newsletter and distributed it once a semester.

Accolades

At the end of the 2023-2024 academic year, we recognized distinguished full-time faculty, adjunct instructors, and graduate teaching assistants.

We sent plaques to those awarded with BSW Teaching Award and Torgerson Award. In addition, we gave kudos to others who went above and beyond to assist instructional peers in need.

We created adjunct pins in the UTA Library Fab Lab and distributed to adjuncts to show appreciation to all.

We also showed appreciation to those who went above and beyond in the 2023-2024 academic year with Certificates of Achievement for Graduate Teaching Assistant, Adjunct of the Year, Intern of the Year, and Faculty Mentor as well as “shout-outs” in meetings and in our Academic Affairs Newsletter.



ACADEMIC PROGRAMS

UNDERGRADUATE PROGRAMS

The Undergraduate Programs office of the SSW houses our flagship Bachelor of Social Work (BSW) program and the Bachelor of Science in Substance Use Treatment (BSSUT). Our CSWE accredited BSW and the BSSUT degree are offered both face-to-face and online across the two undergraduate majors and three minor areas of concentration (Diversity Studies, Substance Use Treatment, and Social Justice Social Welfare). The data reported provides a brief reflection on the accomplishments in the areas of curricula, enrollment, student accomplishments, and program satisfaction.

ENROLLMENT

The Undergraduate enrollment and retention remained stable across the 2023-2024 academic year. In the 23-24 academic year the Undergraduate Program maintained an annual enrollment of 1700 students as compared to 1,687 students served in AY 22-23. The break down of the academic terms are provided below.

702 FALL 2023

702 students were enrolled across the undergraduate program, 50% of students were enrolled online (357), of this population 676 were BSW, 29 were BSSUT undergraduate students. On average 50% of undergraduate students were enrolled online for the BSW and BSSUT major programs. There were 54 minor students enrolled across the undergraduate minor and certificate programs: 21 were Diversity Studies Minors, 27 were Substance Use Treatment Minors, and 6 were Social Justice Social Welfare Minors

674 SPRING 2024

674 students were enrolled across the undergraduate programs, 328 BSW students 48% of students were enrolled online, and 25 BSSUT major students, 15 were enrolled in the program online, 12 were BSSUT intended. There were 72 minor students enrolled across the undergraduate minor and certificate programs: 27 were Diversity Studies Minors, 32 were Substance Use Treatment Minors, and 13 were Social Justice Social Welfare Minors

324 SUMMER 2024

324 undergraduate students enrolled. 320 students were enrolled in the BSW program, 59% of summer undergraduate students were enrolled as online students.

GRADUATION

65 FALL 2023

In this term 65 students graduated across the undergraduate programs including our first three BSSUT graduates, 10 Diversity Studies minors, and 5 Social Justice Social Welfare minors.

82 SPRING 2024

In this term 82 students graduated from the Undergraduate Programs, as well as 11 Diversity Studies majors, 32 SUT minors, and 10 Social Justice Social Welfare minors.

42 SUMMER 2024

In this term 42 students graduated from the Undergraduate Programs, as well as 17 Diversity Studies minors, 23 SUT minors, and 4 Social Justice Social Welfare minors.

DEGREE CONFERRALS

In the 2023-2024 academic year 189 undergraduate degrees were conferred (as compared to 153 undergraduate degrees in AY 22-23), 103 students completed the undergraduate minors at time of graduation (38 Diversity Studies minors, 61 SUT minors, and 14 Social Justice Social Welfare Minors).

CURRICULA

The BSW and BSSUT undergraduate programs continue to experience refinement and expansion.

The BSSUT is the first of its kind and offers a pathway to a degree and licensure as a Licensed Chemical Dependency Counselor.

In the AY 23-24 academic year the program served an average of 30 students per term (quadrupling its enrollment from year one). Continual efforts have been made to increase enrollment conversion and encourage retention.

In AY 23-24 the Undergraduate and Graduate programs offices in coordination with marketing and the curriculum content committees were able to develop a pathway that will give BSSUT students credit toward MSW degree completion. Students will be able to apply 12 credit hours of BSSUT upper-level courses toward MSW course work if accepted into the MSW program post degree completion (see chart below). These BSSUT courses are synonymous in content to BSW student course work and represent preparation for BSSUT students interested in pursuing an MSW with a concentration in Mental Health and Substance Misuse.

BSSUT TO UTA MSW PATHWAY (STUDENTS ENTERING SPRING 2022)		
MSW Generalist Practice Foundation 1st Year Curriculum		
	UTA MSW FOUNDATION COURSES	UTA BSSUT COURSES
BSSUT COURSE TRANSFER EQUIVALENTS	SOCW 5303 Human Behavior & The Social Environment*	SOCW 2302 Life Span Development
	SOCW 5307 Diverse Populations	SOCW 3301 Theories of Human Behavior
	SOCW 5308 Research Methods	SOCW 3307 Diverse Populations
		SOCW 3308 Research Methods
Total Credit Hours Waived - 9 Hours		
REMAINING MSW FOUNDATION COURSES**	SOCW 5303 Foundations of Social Policy & Services	
	SOCW 5304 Generalist Micro	
	SOCW 5306 Generalist Macro	
	SOCW 5681/5281 (SPLIT) or SOCW 5685/5285 (BLOCK) Foundation Field (Field and Seminar)***	
	SOCW 5681 (SPLIT) Foundation Field (Field Only)	
Total First Year Semester Hours - 26 Hours		

*SOCW 2302 & SOCW 3301 Together count for SOCW 5301

**Students must complete MSW Advanced Practice Curriculum (additional 35 hours) after Foundation courses

***BSSUT field placement do not waive the MSW Foundation field requirement

Data from marketing/ recruitment, field education, and academic advising helped to identify barriers to matriculation that led to three new BSSUT courses being piloted in Summer 23 and launched in AY 23-24. After review of data about courses on the BSSUT degree plan that were housed in other academic units (including psychology and economic), three courses were implemented and are now housed under the BSSUT major, SUT 3309 Practice II Group and Family Intervention, SUT 3309 Social Policy Substance Use Treatment & Services, SUT 4320 Social Work and Addictive Behavior. These courses have to date met enrollment and provide additional options for advanced electives for social work majors.

The BSW program continues to prepare for curricular revision by reviewing the seven courses that correspond in content at the BSW and MSW Foundation level. Courses were reviewed for congruence of course material including syllabi and Canvas template. The Undergrad Program via the BSW/ Foundation Curriculum committee approved the inclusion of BSW courses for cross listing with the Center for Mexican American Studies (CMAS) at UTA expanding the footprint of our BSW program across the UTA landscape (these courses include Immigration and the American Dream/ The Latina Experience). Developed repository for creating an ethics tool that will serve as a universal module for BSW/ MSW Foundation Courses.

STUDENT OUTCOMES & ACCOMPLISHMENTS

The Undergraduate Programs Director's list is a distinction that is used to honor BSW and BSSUT graduates who have earned a 4.0 GPA. In the 23-24 academic year 32 students have earned this distinction (Fall '23- 16 students, Spring '24-10 students, and Summer '24- 6 students). In AY 23-24, 199 students in our department have earned Latin honors, 93-Summa Cum Laude, 62- Magna Cum Laude, 44- Cum Laude. In AY 24-25, 757 students earned a 3.5 GPA or higher and Dean's List recognition.

Undergraduate research projects (or thesis) are undertaken by students via completion of independent study. In AY 2023-2024 two students completed independent study.

STUDENT SATISFACTION

The Undergraduate Programs Office launched an asynchronous virtual orientation that all incoming freshman and transfer students complete to increase student use and ease of access. Undergraduate Exit Survey data indicates student satisfaction ratings was 56% for AY 23-24, 62% of survey respondents indicated feeling that the undergraduate program curriculum reflects the knowledge needed for their field. Survey respondents rated the competency of the SSW Undergraduate Program 60% in data for AY 23-24. 60% of students indicated they will pursue social work-related employment post BSW graduation, 95% reported plans to continue pursuing their education at the graduate level. Exit survey results appear consistent with AY 22-23 scores with a 1%- 3% increase in satisfaction scores and interest in continuing to master's education

STUDENT ENGAGEMENT

The **Undergraduate Student Leader (USL)** program is designed to increase student awareness and engagement through providing informal peer support. USLs serve as advocates and communication facilitators for BSW students, fielding questions about all aspects of the undergraduate experience, including advising, field, registration, orientation, scholarships, deadlines, program policies, and more. In AY 22-23 approximately 15- 20 students served as USLs across the semesters. This program provides hundreds of hours of invaluable service to our SSW community, USLs act as advocates and facilitators of resource as well as information sharing.

The Undergraduate Programs Office sponsored the travel of 3 USLs to present at the 2023 Bachelor's Program Directors (BPD) conference. The presentation, "Bridging the Gap: Building a Collaborative Social Work Student Leadership Advocacy Program" shared data about the USL program and its ability to help build trust, belonging, and advocacy among students. This presentation provided qualitative information about applying the high-impact practice of peer led leadership and advocacy training in a school of social work program. Student presenters shared qualitative information from their USL experience to promote the benefits of this novel student advocacy program in social work education.

Undergraduate Orientation is intended to support the transition of BSW and BSSUT students from intended major status to acceptance in the major. Intended students are those who enter as freshmen or transfer students and must complete the 5 intended courses earning a 2.5 or better GPA to transition to the BSW program. In Fall 2022 the BSW/ BSSUT Map for the Journey, an asynchronous online orientation was released. Since its release an average of 100 students in each semester completed the orientation. This asynchronous resource explains undergraduate academic policies and procedures and contains helpful resources for writing, academic support, co-curricular activities, and tips for advancing through the BSW/ BSSUT program. We continue to update the "Map for the Journey" orientation with the latest resources and tools for students.

In AY 22-23 two "**Find Your Match**" events were held in the SSW. The annual "Find Your Match" event is intended to help students learn about niche areas of practice, specifically those represented by our MSW specialties. At this event each of the MSW specialties is represented by a faculty member and student who explain why students should consider their specialty. Faculty and student representatives share information about the niche area and provide information about professional transition into this area of practice. Approximately 100 students attended this event each semester in AY-22-23.

The Academic Affairs unit through the program offices introduced a **SSW Movie Night** series in Summer 2023. The purpose of this film series was to engage students in critical dialogues about social work topics outside of the traditional classroom setting. This initiative uses media as a vehicle for conversation and community building. The selected films highlighted issues of mental health, child welfare, disability, and art as activism. After each film screening a 45-minute panel discussion allowed participants to engage in dialog with student activists and campus partners from areas such as academic advising, disability services, the art department, and SSW content expert faculty. Approximately 30-50 students attended each movie series either online or in person. We will continue this initiative in the AY 23-24 fall and spring semester. The program offices will partner with SSW content committees and seek a broader selection of films and panelists to collaborate with other units across campus for critical discourse about social work-related topics.

The SSW Career Networking Explosion was held in Fall of '22. This event was structured as a "mini conference" engaging students in career preparation, on-site wholistic advising, licensing education, and other aspects of professional development. A student organization fair was held, and career service was on site to provide workshops on resume writing and interviewing. Approximately 100-120 students attended this event. In AY-23-24 the Undergraduate Program held a series of workshops for a SSW Mini-Conference to continue the opportunity for student career preparation and professional development.

AY 23-24 INITIATIVES

The Undergraduate Programs office will continue efforts to increase student engagement and community building. Three initiatives have been identified as target projects to support this goal.

First, the SSW Mini Conference will move forward with the specific aim of improving student professionalism and career readiness. Through structured workshops on career development, licensing, research presentations, and educational topics we hope to enhance co-curricular learning and improve student's transition from the undergrad program to graduate school or professional practice. Approximately 220 attendees were served by the Fall SSW Mini Conference.

Second, the continuation of the "Social Work in Film" Movie Night and the partnership with curriculum content committees will enhance the cohesiveness between programming offered by the Undergraduate Programs office and the SSW internal content committees. In AY 23-24 50-70 attendees participated across the movie night engagements. Four movie nights were hosted, each featured a different aspect of social work population issues. Topics included identity and mindfulness in collaboration with Mavs for Mental Health and the Mental Health and Substance Misuse Committee; Latinax maternal health and mental health was addressed in collaboration between the Provost Office "Nuestra Comunidad" and the Health Committee for cross campus collaboration. Other films include "On the Basis of Sex" and "The Mahalia Jackson Story" which feature issues of inclusion and women's rights.

The third aim of the outlined initiatives is to assist students in bridging from undergraduate to graduate education or career entry effectively and knowledgeably. To achieve this aim the BSW/ Foundation Committee has supported the continued development and revisioning of the SOCW Professionalism course and supportive content to drive knowledge about ethics and professional practice. Additionally, the Undergraduate Programs Office has sought to build avenues for students to engage in professional development and research activities to expose students to career pathways.

SUMMARY STATEMENT

The Undergraduate Programs Office plans to expand its data collection for the 24-25 academic year to capture additional metrics of student success. These plans include data collection in the following areas: post-graduation licensure, paid internship experience, enrollment in MSW programs post BSW completion, and the number of students completing thesis. This data will be collected through program survey and canvas data.

In AY 23-24 initial plans for survey development were undertaken. Key areas of exploration were identified. A new metric for data collection about our Diversity Studies Minor area. Additionally, metrics related to learning outcomes were developed for the annual UEP survey. In AY 23-24 survey will be used to collect quantitative data and qualitative responses from student to understand undergraduate students post baccalaureate attainment post degree completion. Post graduation measure of success will be obtained through development of a survey instrument that will be sent to SSW BSW/BSSUT graduates to gauge successful career transition. The following areas will be addressed in post-graduation; 1) BSW license/ LCDC license numbers within 1 year, which will be collected by an advising survey given post-graduation, 2) the number of students licensed within 1 year post graduation, 3) students employed within 1 year post graduation, 4) the percentage of BSW to MSW who graduated within 3 semesters post transition, 5) the number of students enrolling in our MSW within one year post graduation, 6) the number of students licensed within 1 year post graduation, 7) the number of students employed within 1 year post graduation, and 8) the number of UTA BSW to UTA MSW who graduate within 3 semesters post transition as advanced standing will all be assessed by survey of graduates.

LOOKING AHEAD

There are several key initiatives that the Undergraduate Program is hopeful to maintain and increase in AY 24-25 and beyond. First, the Undergraduate Program will continue cross collaboration with our graduate program to increase Student Leader Program visibility and engagement.

The program has experienced 50% growth each term as it provides increased opportunities for leadership, engagement, and co-curricular learning for students.



Co-Curricular: The Undergraduate Programs Office hopes to launch a new “Junior Jumpstart” series in collaboration with Field Education and Advising. This series would help prepare students with Junior level course hours for field education and career transition post BSW. This series would initially be offered in collaboration with the Mini Conference with the hopes of making it a recurring event once each semester in the longer term for both online and face to face students. This initiative would cover topics of professional development not included in our explicit curriculum and provide implicit opportunity for learning social work skills. This would include sessions on ethical decision making, professional documentation, interviewing skills, and other applied social work concepts.

Curricula: The BSW program is scheduled to begin Quality Matters (QM) revision in Fall 2024, this course revision signifies academic distinction in online learning for our SSW curriculum. Additional curriculum update will be undertaken to adhere to the 2022 CSWE EPAS. We are hopeful to make meaningful changes to the course offerings of the Undergraduate Program by adopting more Open Education Resources (OER) as textbooks for our courses and aligning the curriculum with an ADEI framework consistent with university and state policy. Additionally, through the BSW/ Foundation Committee the Undergraduate Programs office is hopeful to infuse concepts of professional development such as a technical writing skills and ethics module for each course master shell template.

The expansion of the Undergraduate Program to include a Bachelor’s of Science in Substance Use Treatment has signified growth to the Undergraduate Program. Currently, our undergraduate population is served by the Director (who receives a 50% administrative release and provides 100% of the administrative program support to the Undergraduate Program) and one Administrative Assistant. Additionally, the Undergraduate Programs (BSW and BSSUT) launched online in AY 21-22 and have continued to experience growth in the subsequent terms. There are numerous online programs that act as competitors of the BSW program, and the BSSUT is novel and requires continued championing to gain a foothold in the niche market. The Undergraduate Program is hopeful to grow to include an administrative level personnel position that will focus on student support for the growing undergraduate population and assist in support service to the online community.

GRADUATE PROGRAMS

The Master of Social Work Program at the University of Texas at Arlington, one of the largest MSW programs in the country, provides a generalist Social Work foundation upon which to build evidence-informed and social justice-focused specialized practice within a diverse society. An environment of excellence in research and engaged community partners, including field educators, creates a professional training atmosphere for developing core competencies and specialized practice skills and behaviors across a range of available specialty programs and certificates infused with effective and ethical practice, an understanding of the organizational contexts of social work practice, and inclusive of highly valued social work knowledge. The program enjoys being ranked 43rd out of more than 365 CSWE accredited programs per U.S. News & World Report's 2023 "Best Graduate Schools" list and 31st nationally out of 170 universities in Best Graduate School rankings.

LOOKING AHEAD

Since a majority of MSW students begin in fall, demographics are reported for Fall 2023. 35% of MSW students were White, 28% were Latino/Hispanic, followed by 26% were Black/African American. The remainder were as follows: 4% Multiple Ethnicities/Race, 3% Asian, 1% International, less than 1% American Indian/Alaskan Native, less than 1% Native Hawaiian or Pacific Islander and less than 1% did not provide information. The average age of MSW students was 32. As is typical in social work programs, a majority of students identified as female but it is important to note that UTA continues to gather gender information dichotomously.

ENROLLMENT, COURSE MODALITY, AND TIME ENGAGED IN STUDIES

The vast majority of MSW students begin in the fall semester. Total MSW enrollment for Fall 2023 was 1408 students, with 36% (n = 507) being new to the university. Thirty percent in fall of 2023 were in the advanced standing program (n = 421). Approximately 70% of MSW students attended full-time in AY 2023-2024.

GRADUATION

From Fall 2023 to Summer 2024, we conferred 588 MSW degrees. For the MSW program, Summer continues to be the semester in which we confer the highest number of degrees with Summer 2023 having 250 MSW Degrees conferred and 11 graduate certificates



CURRICULA

Enrollment in specialties is reported here along with work of the specialty committees comprised of faculty who ensure curriculum fidelity. Regarding enrollment, historically, the specialties of Aging, Health and Community and Administrative Practice (CAP) have struggled with sufficient enrollment (needing at least 25 to 30 for a successful cohort related to enrollment). Table 1 indicates that these specialties are seeing success in their recruitment efforts such as the Find Your Match events and class presentations not only in social work courses but also other disciplines. Interestingly, in the Spring 2024 Find Your Match in which specialty alumni were the speakers, each indicated they have worked outside of their specialty and that the specialty should not be seen as a permanent career choice or boundary around choices for opportunities.

Changes to cohort plans beginning Fall 2024 have been aimed at allowing students greater autonomy over their degrees. For the Direct Practice specialties, historically the electives (6 hours) and integrated theory and practice courses (6 hours) were prescribed in the cohort plans. This restriction was lifted to ensure student choice and tailoring.

Table 1. MSW Students by Specialty

Foundation (Pre-Specialty)	407	29%
Community and Administrative Practice	66	5%
Aging	42	3%
Children & Families	315	22%
Health	40	3%
Mental Health and Substance Misuse	538	38%
TOTAL	1408	100%

The specialty committees engage in a variety of unique activities to engage students, such as:

- Mental Health and Substance Misuse Specialty:** This committee provided support to the MAVS for Mental Health Awareness student organization who hosted a guest speaker on October 3, 2023 for Domestic Violence and Awareness Month. They also collaborated with Communications to update the specialty website. The Military Social Work Certificate resides in this committee and the committee updated the list of course options to include SOCW 5319 Suicide Prevention. For fall of 2024, the committee will host the Opiate Response Network Summit in collaboration with Title IV-E on September 13, 2024. Additionally, there will be a Suicide Prevention Panel in collaboration with CAPS and Jordan Elizabeth Harris Foundation on September 18, 2024.
- Aging Specialty:** In Spring of 2024, the Communications, Marketing, Recruiting, Admissions, Web Content Management and Community Outreach Office provided funding for the Celebration of Gerontology luncheon in March that engaged alumni and community partners, as well as provided networking and education for BSW and MSW students; 35 were in attendance. The Gerontology Organization (GO) held an event for students focused on Careers working with families dealing with aging- related issues in Fall 2023. The Aging specialty committee have also selected a topic for a new BSW course related to global aging aimed at recruitment to the specialty. They have gathered sample syllabi to develop and propose an outline in the coming academic year. The committee also updated the website in conjunction with Communications.

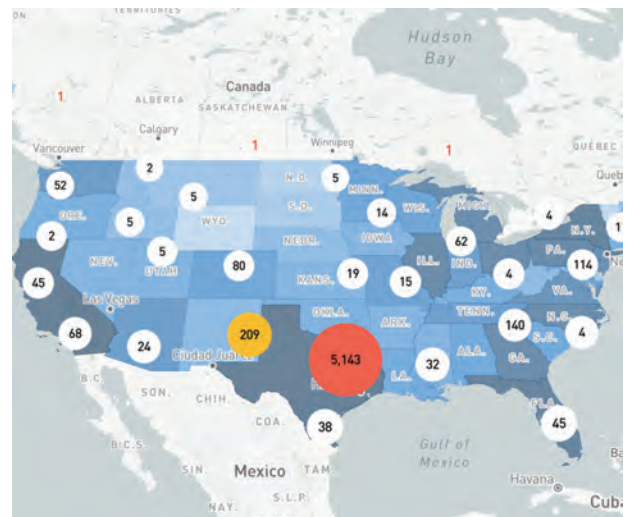
ACADEMIC PROGRAMS

- **Children and Families Specialty:** This committee created the sub-committee for the creation of the LGBTQ course. The sub-committee is currently revising the learning objectives. Modules will be developed and voted on in the Fall. The course is scheduled to pilot in Spring 2025. The committee is also reviewing SOCW 5366 Seminar in Women's Issues and SOCW 5370 Social Work in Schools for potential updates. The committee also sponsored the Implicit Bias & Cultural Humility in Child Welfare training in collaboration with the Title IV-E program during Child Abuse Prevention Month in April. The event was open to faculty, staff, students, and the community- and there were over 100 virtual attendees, about 20 in-person attendees, an employee panel, and CEUs offered to attendees.
- **Community and Administrative Practice Specialty:** Every spring, the CAP specialty spearheads Social Work Advocacy Day at the Capitol. The CAP course SOCW 5325 Budgeting and Financial Management was moved through the Quality Matters process; SOCW 5312 is also in process. A course was proposed for the BSW, Introduction to Leadership in Social Work Administrative Practice. The committee approved the course description and syllabus, however, the further development of this course has been postponed until the next academic year. The CAP committee also voted to change the name SOCW 5312: Community and Administrative Practice to Advanced Macro Practice; this needs to be approved by the faculty and then the Graduate Assembly in the upcoming academic year. Another item that needs to be approved by SCUGS/SCOGS, the faculty and Graduate Assembly is the combining of the Administrative Leadership Certificate and Organization Leadership Certificate to create a new certificate called the Human Services Management Certificate. Members of SCUGS/SCOGS requested one less course in the combined certificate. These revisions were approved by the CAP committee. The revised certificate will be presented at the next SCUGS/SCOGS committee meeting.
- **Health Specialty:** This committee is very active in integrating interprofessional education events into their courses.

Finally, three new dual degrees have been approved: MSW with a MEd in Special Education, MSW with a Health Academic and MSW with an MS in Human Resources.

STUDENT OUTCOMES & ACCOMPLISHMENTS

Recently, alumni data has become available. Of 6,454 MSW alumni, the average salary is \$75,160. Eighty-two percent of them continue to work and live in Texas (Figure 1). The top employers of our alumni are Texas Department of Family and Protective Services, Veterans' Administration, MHMR of Tarrant County, and Texas Health Resources. Focusing on 2023 alumni who responded to the survey (n = 280), the average salary is \$61,121 and 85% live and work in Texas. The top employers of our 2023 alumni are MHMR of Tarrant County, Metrocare Services, Millwood Hospital, and Texas Department of Family and Protective Services.



GRADES

Students in the MSW program perform overwhelmingly well academically; in Summer 2024, 796 MSW students had a GPA of 3.5 or higher (56.5%). Another 116 had a GPA between 3.0 and 3.49 (8%).

STUDENT SATISFACTION

The Spring 2024 and Summer 2024 MSW Exit Surveys are not yet available. Fall 2023 MSW Exit Survey was completed by 80 of 219 (37%) graduating MSW students. Focusing on the Fall 2023 results, students had many reasons for choosing the MSW program with the leading reasons being reputation (40%), admission requirements (34%), course offerings (31%), cost (25%), and location (25%).

Seventy one percent of respondents (57/80) noted the UTA MSW program was their first choice. A majority (88%) of respondents noted they are pleased with choosing the MSW program and would recommend it to others (73%). Focusing on quality of the MSW program, respondents overwhelmingly rated the program as excellent, very good, or good (94%).

STUDENT ENGAGEMENT

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STUDENT ENGAGEMENT

Numerous efforts are made to engage students in the MSW program. Some of these efforts are captured in other reports; the primary effort of the MSW program is the Graduate Student Leadership Program (GSL). This program was started in 2019 and is designed to build community and connections among MSW students and strengthen the bond that students have with the School of Social Work by facilitating the exchange of accurate and timely information. Each MSW student in the program is assigned to a GSL, a fellow student who has received extensive training on leadership, communication, and information on the School and MSW program. GSLs serve as advocates and communication facilitators for MSW students, fielding questions about all of aspects of the graduate experience, including advising, field, registration, orientation, scholarships, deadlines, program policies, and more.

Of note, the program's initial evaluation is published in the Journal of Social Work Education for its key role in supporting students during the COVID-19 pandemic. In Fall of 2023, an intern in the MSW Program, Andrea Moreno, conducted an evaluation of the GSL program using data from interviews with 10 GSLs, 8 focus groups with GSLs, and GSL exit surveys from 2019 to present (approximately 100). The following is an excerpt from Andrea's report. GSLs

Find immense joy and fulfillment in their roles for a multitude of reasons. They appreciate the opportunity to build a sense of community with their fellow students and faculty, receive support, and undergo leadership training. Connecting with other students who are experiencing similar challenges is a significant source of satisfaction for them, as it allows them to empathize and support one another. Their role as GSLs also provides a platform for meaningful communication with clients, enabling them to offer assistance and guidance. They relish the chance to connect with other students, share experiences, and develop meaningful relationships.

As one GSL wrote in their exit survey upon graduating, “I really enjoyed being a part of the graduate student leader program. The program really helped me to grow my leadership skills as well as confidence. I loved the community that we built...”

CONCLUSION

In conclusion, the MSW program at UTA continues to deliver in terms of offering students options to specialize across five different areas of social work focus, enhancing the versatility of the degree and allowing students to grow toward their goals in a more focused capacity. Aside from these five specialties, the offerings of certificates and dual degree options, though under-enrolled currently, offer students additional specificity toward paths to their unique professional goals.

LOOKING AHEAD

Fall 2024 and beyond holds much promise for the UTA School of Social Work. One focus of the MSW Director has been revising processes to better support students in receiving timely advising and advisors in facilitating timely advising and registration. Two new changes in procedures toward this end are removing of the cohort designations and improved leveraging of university software. Upon working with advisors and reviewing student complaints, many challenges with advising and registration can be linked back to the cohort model, specifically related to how MyMav does not always correctly recognize students' cohort groups resulting in an inability to register. This creates a need for advising among a group of students who are promised a hassle-free registration process since their seats are guaranteed. After careful consideration in collaboration with admissions and advising, cohorts will not be offered going forward. The main draw of cohorts has been the rapid completion of the degree, especially for advanced standing students. This benefit can continue to be realized for students without the cumbersome procedures of cohort registration through MyMav.

A second focus is on improving communications between advisors and their advisees. At the MSW level, students are advised by group—foundation and the five specialties. Currently, advisors do not have an easy way to communicate with their 150 to 500 student caseloads in a personalized way. They must either use the existing listservs or use the bcc function. Either way, the possibility of unintentionally missing students is higher than we would like. The university utilizes Civitas, a platform that allows faculty, advisors, and program administrators to send one message to their caseload that the system sends individually including a greeting personalized to each student. Additionally, advisors can leverage the system to reach out to students who are not registered, who are not engaging in classes, or who are not performing well. This will result in more preventive communication, hopefully toward increased student success. To date, Civitas has not been used at the MSW level since sorting by foundation and specialty has not been possible. However, University Analytics is working with Civitas to realize a filter toward advisors being able to use the platform and it is promised in the next month.



ADMINISTRATION & OPERATIONS

The Office of Administration and Operations encompasses the Infrastructure & Space Management, Human Resources, Information Technology, Crisis Management, Commencement and Special Events. Major and significant accomplishments focused on carrying out the mission by looking at the needs of the School of Social Work.

INFRASTRUCTURE & SPACE MANAGEMENT

As part of the infrastructure and space management, worked with various vendors and added frosted glass and business card holders to all the faculty and staff offices and purchased window film for three areas for additional privacy. Purchased bookcases for faculty and staff offices. Purchased a sit-stand desk for reception area 416. Purchased an AV system and added a weather-rated wireless access point and worked with OIT AV support and upgraded the Conference Room 416A.

Worked with OIT to install the digital signs on each floor. Purchased tables, chairs, vertical blinds and lectern for Meeting Room 132. Moved the Academic Advising Advisors to the Academic Advising Center, Room 131. Purchased sit-stand desks for the Academic Advising Center. Replaced five multi-function copiers with newly updated one and implemented a new print cluster IP configuration and facilitated installation and configuration of new copiers. Completed the CASIM (Computer-Aided Space Inventory Management) to track space use and occupancy. Requested office space for new hires through the Space Resource Allocation Committee. Allocated storage space for Special Events. Processed maintenance work requests for faculty and staff. Reconfigured and purchased furniture for the Digital Media & Video Production Room 207.

In addition, we adhered to the new parking policies adopted by the University. Managed over 33 visitor parking permits. Created the online Room and Classroom Reservation Form. Created an online maintenance request(s) form. Created a new online Parking Request Form for the School of Social Work. Created an electronic Emergency Faculty and Staff Contact Information spreadsheet. Created a Master Calendar and updated the Committee List (21 Committees with a total of 128 meetings scheduled and conference rooms reserved). Managed 393 room reservations and 40 classroom reservations. Processed and distributed over 100 Mav eShop office supply.

ADMINISTRATION & OPERATIONS

HUMAN RESOURCES & INTERNAL PROCESSES

ADMINISTRATIVE RESOURCES

As we aspire to have the best practices and policies, we created the Administration Resource Page. Upgraded the overall design for SharePoint and updated the library for the Office of Administration & Operations. Created the Employee Suggestions online form. Supported Faculty Review and T&P in Digital Measures. Processed criminal background checks for visiting candidates and new employees. Assisted with CSWE Reaffirmation. Created the Hiring Process for Classified and Administrative & Professional positions for supervisors. Posted various faculty and staff positions in PeopleAdmin. Worked with International Employment to process faculty visas.

HUMAN RESOURCES

Coordinated the new e-Performance staff reviews process and remote work agreements. Oversaw the SSW Compliance to make sure that faculty and staff complete the online training and understanding the relevant compliance issues. Processed and hired new tenure-track and non-tenure track faculty. Processed all fulltime and parttime staff hires paperwork and onboarding. Processed criminal background checks and offer letters. Learned the new Handshake application to post Work Study positions. Oversaw the GEM Staff Award – Going the Extra Mile and gave four staff GEM Awards. Supported the faculty annual reviews. Coordinated and supported Emeritus Nomination due to the New Provost system. Served on the Staff Academic Operations Committee to review and develop faculty hiring documents.

EMERGENCY PREPAREDNESS

In preparation for emergency disruptions and safety, we continue to provide video clips when an active aggressor is on campus, where to go in an evacuation, or what to do when you need to shelter-in-place. Provided fire drills, evacuation chair training and other emergency preparedness presentations. Created the Emergency Preparedness and Safety Guide and Webpage.

Directed and coordinated the Business Continuity planning an essential element of emergency preparedness. We identified risk assessment, analyzed business impact analysis, created strategies and planned development as well as measured, tested, trained and maintained. Gathered and created business contingency plans (BCP) for the school to include a Crisis Management plan. The BCP included the Office of Administration and Operations & Financial Analysis, Office of Communications, Faculty Academic Affairs, Office of Research.

INFORMATION TECHNOLOGY

Another major area is Information Technology that encompasses desktop support, security, laptop and software purchases, and equipment inventory. Managed IT asset inventory to align with UTA databases FY24. Implemented TeamViewer for remote user support in China, Canada, Arizona, Houston, and Dallas/CARS support. Managed enterprise-level deployment of key applications and provided system administration support for Mac and Windows. Handled over 550 OIT support tickets and oversaw office relocations. Provided IT support for CARS facility, including the implementation of a new Network Printer and a network switch for UTA-Enterprise 802.1X WIFI connections. Additionally, procured over 80 laptops the second half of the SSW Computer Refresh 4-year lifecycle. Managed IT hardware disposal and surplus.

Performed the annual equipment inventory and successfully scanned 450 plus devices (laptops, desktops, iPads, and tablets), and verified 98.8% of them. Successfully completed over 50 plus device configuration forms for equipment to be encrypted and delivered in a time manner.

SPECIAL EVENTS

As with our Special Events, we designed to bring out the best events by making intentional decisions based on the knowledge available about our participants and their needs and centering our programming with our SSW mission and focus. Cultivating social gatherings, activities and events to boost morale. We held over 28 events.

Some special events included:

We planned and celebrated with our faculty, students, staff, campus and local community as we ushered in a new era of multidisciplinary learning at the official ribbon cutting ceremony.

We held our first Speed Networking Event where colleagues reconnected in a fast-paced networking event where over 40 faculty from the School of Social Work and Nursing learned and shared research similarities, collaborative opportunities, and future possibilities.

WELCOME WEEK MAVERICK STAMPEDE

Over 12 staff and faculty volunteered during student welcome week. Provided snacks, drinks, and maps to over 200 students during the week

UTA MAVERICK STAMPEDE ITALIAN ICE THINK TWICE

Provided over 300 students with social work information, Rita's Italian Ice, and giveaways. Four Social Work Organizations hosted an information table.

FALL RETREAT

Handled all the logistics and provided food for over 100 faculty and staff at the annual all-day retreat.

FALL HARVEST & TRUNK-OR-TREAT

925 and more individuals received aid for their households. Successfully tracked and accepted responses for participants in Spanish and English.

UTA HOMECOMING SCHOOL OF SOCIAL WORK ALUMNI PRE-GAME PARTY

Served over 50 faculty, staff, and students. In Maverick spirit all enjoyed a cookout, drinks, music and games. We all collaborated to come up with the theme and design for the golf cart for the parade.

THANKSGIVING LUNCHEON/WOMEN'S SHELTER DONATION

Contacted the Safe Haven of Tarrant County, a local women's shelter and donated 65 self-care packages for women and children. Reached out to the community, staff, and faculty members for self-care/hygiene products to donate

HOLIDAY LUNCHEON/CARS ANGEL TREE

Set up the Angel Tree project for two families and 10 individuals at CARS. Encouraged Staff and Faculty to participate. Organized and coordinated the SSW holiday gift distribution for over 100 staff and faculty, including those working remotely.

CELEBRATION OF EXCELLENCE

Provides an opportunity to celebrate our students and build connections between students and faculty. Served over 300 graduates and their family with a small reception. In the summer it was about 600 people. Summer will host 430 graduates along with hosting a job fair.

OPEN HOUSE/CAREER EXPO

A quick turnaround with requests and event needs, and easily adapting to program changes. Provided over 100 students with career expo experience.

SPRING WELCOME BACK EVENT

Served over 150 students with snacks, drinks, and maps.

ALUMNI BREAKFAST

Welcomed around 60 Alumni back to campus and two guest speakers. Alumni had the opportunity to network and interact with faculty. Faculty and SSW leaders led informative tours of the new SWSH building.

Together, we foster collaboration across the SSW, campus and local community and beyond to empower positive change, to provide the best customer service, and to enhance our organization.



BUDGET, PLANNING & ANALYSIS

As many probably know by now, Arthur Go, the SSW's College Business Officer since February 2018, left for the College of Engineering last spring in the same position. Lee Banda, the College Business Officer in the College of Liberal Arts since March 2018, came to the SSW in the same position this past March.

The Budget, Planning, and Analysis (BPA) office staff went through a leadership transition and managed funds and resources with added responsibility due to the campus' new resource-centered management (RCM) budget model. The fiscal year-end process was smooth and did not require much "clean-up," which indicates that the finances and budgets were managed accurately and efficiently during the fiscal year that ended August 31, 2024.

Produced 48 post-census MyMav data summaries (16 requests that reoccur each semester) to evaluate the SSW programs and campaigns (student engagement and success, student retention, efforts to re-enroll inactive students, admissions, etc.).

We re-analyzed data from five student learning outcome assessments conducted each semester. Then, in February and July, we produced an annual report in the form of revised summary data tables in response to CSWE Board of Accreditation reviews. Importantly, these are posted for public view on our SSW website.

Phase 2 of the RISE 100 initiative – Cluster Hire for Community-Engaged Research: Assisted with the three faculty hires approved for the SSW. There is a strong potential for research funding, which will affect the pre-and post-award functions of the BPA office in the very near future. Also, the SSW was selected for one of the inaugural awards from the Phase 4 Postdoctoral Fellow Program of the RISE 100 initiative. The BPA office assisted in these postdoc hires.



CENTER FOR ADDICTION & RECOVERY STUDIES

CARS provides researched, evidenced-based, trauma informed services in prevention, intervention, and recovery support services; trains social work interns to be equipped in providing exceptional services; and adds to the practice knowledge of interventions with substance use disorders, mental health and recovery support through collaborative research.

CARS PROGRAMS

NEW CONNECTIONS PARENTING IN RECOVERY

Provides intervention services for parents who are expecting or have a child through age 5. Parenting in recovery groups / classes, drug education, linking to community resources, home visits, and counseling is provided. There are two programs within New Connections: PADRES and PPI

Parenting Awareness and Drug Risk Education Services (PADRES)

Covers Region 3 of Texas- an 18-county area with referrals from JPS Hospital, CPS, OSAR, Criminal Justice partners, and Nexus Recovery Center. We work with parents and families with substance use, domestic violence/Intimate Partner Violence, Homelessness, and Mental Health concerns. We provide researched & evidenced-based education over healthy parenting and drug education. We provide individual service coordination to families for needed community resources and support. Services are provided virtually and in person when needed.

Programmatic Impact for the FY 24: Over 300 parents were served through this program.

Community Partners: ROSC, North Texas Behavioral Health Authority, NEXUS, Parkland Hospital, UTSW

Pregnant & Parenting Intervention (PPI)

This program is integrated with UTSW physicians board certified in addiction medicine team to provide medication assisted treatment and intervention services at Parkland Hospital's WISH Clinic, working with pregnant women that have substance use involvement and pregnant teens and pre-teen's population.

Programmatic Impact for the FY 24: Over 200 pregnant or parenting young mothers in Dallas County were served through this program.

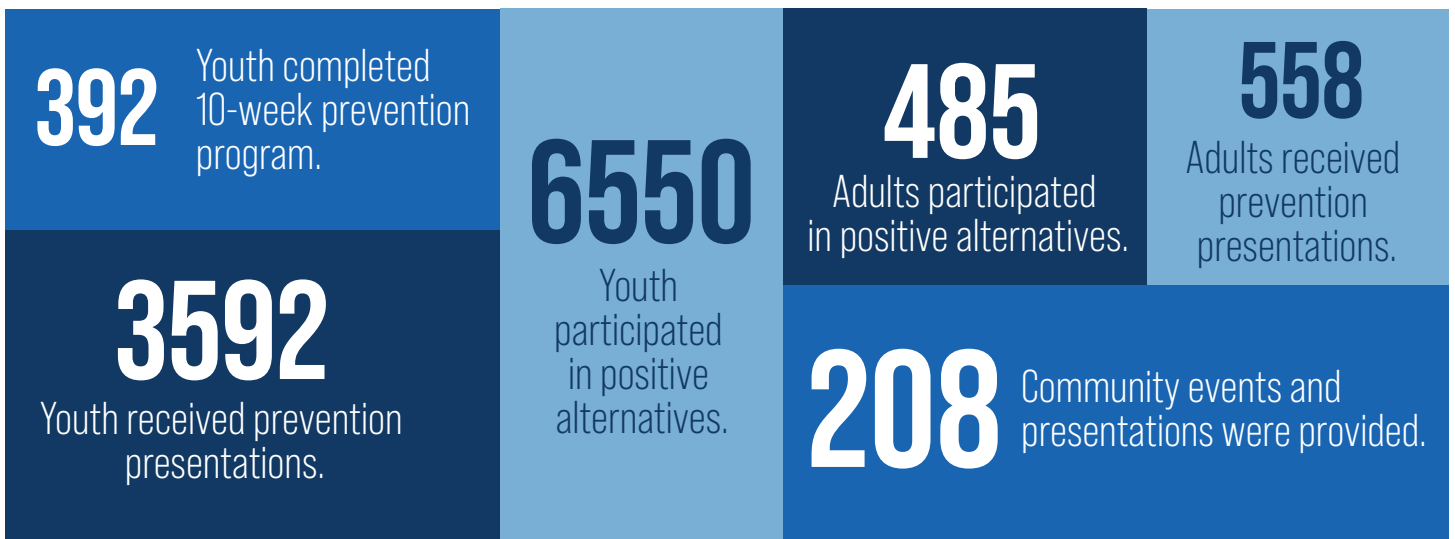
Community Partners: UTSW and Parkland OB WISH clinic

MAVS 4 Youth

The UTA CARS MAVS 4 Youth program offers evidence-based prevention services to students in grades K-12, with a focus on enhancing protective factors, building refusal skills and educating students on the effects of substance use and misuse. Positively impacting youth for 15 years, MAVS 4 YOUTH is highly respected for its community outreach efforts.

CARS is excited about a significant expansion in FY 25, with the award of two additional Youth Prevention Indicated (YPI) programs that will triple the size of the current Youth Prevention Selective (YPS) program.

Programmatic Impact for the FY 24



Community Partners: The program has established partnerships with various agencies in Dallas and Tarrant County, including Arlington ISD, Grand Prairie ISD, United Community Centers, Cedar Hill Library, UTA's TRIO Upward Bound Program, and ACH Child and Family Services

LIFE CONNECTIONS

Life Connections is dedicated to supporting survivors of crime on their journey towards recovery. Our trauma counseling program is designed to provide compassionate and effective psychotherapy tailored to the unique needs of individuals who have experienced crime-related trauma. Life Connections offers individual and group therapy, support groups, criminal justice and trauma recovery workshops in addition to individualized resources, referrals and court accompaniment.

Programmatic Impact for the FY 24: 150 victims of crime from Dallas, Tarrant, Collin or Denton counties.

Community Partners: Dallas County District Attorney's Office, Dallas Crime Victim' Council, Collin County District Attorney's Office, Collin County Crime Victim's Council, Tarrant County District Attorney's Office, Tarrant County Crime Victim Services Coalition, Arlington Police Department, Dallas Police Department, Fort Worth Police Department, Carrollton Police Department, Lewisville Police Department, Plano Police Department, Wylie Police Department, Grapevine Police Department, and Children's Rees-Jones Center for Foster Care Excellence, Trauma Support Services, Bell Foundation, Seasons of Change

SEPTEMBER 2023-AUGUST 2024

CSWE – October 2024 – Atlanta, GA

- Dr. Debra Woody and Dr. Laura Terry: The addition of case management to treating NAS

Texas NASW – October 2023 – Galveston, TX

- Dr. Laura Terry – Substance Use Disorder Intervention Services and the Incorporation of Telehealth
- Sherry Cabaniss – Many Roads to Recovery: working with substance use disorders

DFPS Partners in Prevention – November 2023 – Austin, TX

- Dr. Laura Terry – Measuring Your Impact in the Prevention Field

Neonatal Abstinence Syndrome Symposium – June 2024 - San Antonio, TX

- Dr. Laura Terry – (Featured Presentation) Mandated Clients: the conflict between client self-determination and mandated services and client
- Dr. Laura Terry – Breaking Barriers: educating against the systemic bias in medication-assisted treatment
- Shelly Mota – Voices of Strength: empowering mothers to advocate for themselves
- Sherry Cabaniss – Empowering Mothers: implementing trauma informed care across the continuum of maternal health

Annual Prevention Providers Conference – July 2024 – Austin, TX

- Michelle Young & Robyn Granger: Partners to the Podium: Using Adult Learning Principles to engage adult audiences in presentations
- Robyn Granger, LMSW, ACPS: The Main Event: Benefits of implementing game based in prevention education

Texas HHSC Institute – July 2024 – Austin, TX

- Sherry Cabaniss & Melissa Pollock: Ethics and Intervention with Substance Use Disorders: How to Navigate Ethical Dilemmas

ACCEPTED TO DATE FOR 2024

DFPS Partner in Prevention Conference - November 2024 – Denton, TX

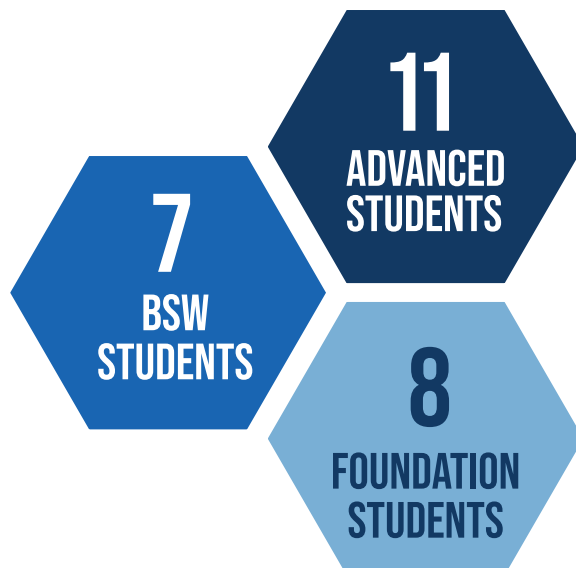
- Sherry Cabaniss – Motivational Interviewing: helping families change

Texas NASW Conference – November 2024 – Irving, TX

- Sherry Cabaniss, Melissa Pollock and Shelly Mota: Substance Use Disorders and Ethical Practices: implications for social work
- Ellen Dannevik and Anna Plote: Professional Boundaries and Ethics with Survivors of Trauma

INTERNS TRAINED

CARS can accept all levels of interns and give them experiential training where they will have direct client interactions, virtually and in-person for group and individual sessions. They are given weekly training and supervision by licensed social workers.





MARKETING & COMMUNICATIONS

COMMUNICATIONS BLAZE THE MIC

The School of Social Work Marketing and Communications department launched a new student-centered podcast called Blaze The Mic. For 15-30 minutes we speak to current Social Work students and alumni about their experience at UTA and the School of Social Work.

In total, we have released six episodes since March 2024 with over 130 Downloads. Our podcast has featured:

- Sebastian Molina – Bachelor of Social Work Student
- Pauline Sias – Master of Social Work Student / Now Alumnus
- Shamila Sivakumaran – Ph.D. in Social Work Student
- Michella Reyes – Bachelor of Social Work Student
- Katie Pham – Bachelor of Social Work Student
- Stephen Silva-Brave – Master of Social Work Student

During August 2024, we also recorded two more episodes which will be part of our Season 2 release of Blaze the Mic.

BLOGS

We have reinstated regular blog posts to our News Release section of the website. Our blog posts go beyond the regular news of our faculty, adjuncts, staff, and students and explore topics that effect different aspects of social work practice that audience may or may not be aware of.

Since April 2024, we have received a total of 162 visitors to the following blog posts:

- What is Social Work?
- What do Gerontology Social Workers do?
- Juneteenth in Texas, Social Work values

These blog posts educate our community, while also improving our Search Engine Optimization through strategic keyword-oriented content and regular updates to the website.

COURTYARD CONVERSATIONS

In October 2023, the School of Social Work relaunched our Courtyard Conversations Talk Show from 2021. Courtyard Conversations looks at social work research and evidence-based practice through the eyes of our faculty, adjuncts, and professional community members.

We have released a total of six episodes with almost 500 views. Our conversations have so far included:

- Nancy Salinas - Hispanic Heritage Month
- Dr. Rachel Voth Schrag – Domestic Violence Awareness
- Dr. Genevieve Graaf – Mental Wellness
- Aundraea Brown – Mental Health Inequities in Black Communities
- Dr. Jandel Crutchfield – Women’s History Month
- Dr. De’An O. Roper – Mental Health and LGBTQIA+

The School of Social Work will be releasing season three of Courtyard Conversations in September 2024, and intend to release monthly episodes incorporating a blend of faculty, adjuncts, and more professional community members.

DEAN’S WEEKLY ROUNDUP

Starting on Feb. 16, 2024, the Communication’s Team has released weekly announcements from all offices and individuals within our School of Social Work community. These announcements include kudos to colleagues, important details on upcoming events, research opportunities, article submissions, and all upcoming events.

These announcements go out to our over 180 community members have received up to 70% open rates and a 10% click thru rate.



NEWS ARTICLES

Over FY 23-24 we have released over 30 news articles representing a 10% increase from the following year. The School of Social Work news articles explore an array of topics from within the School of Social Work, including, but not limited to:

- Student Success
- Faculty Accomplishments
- Social Work Research
- Special Events
- Adjunct Activities

NEWSLETTERS

The School of Social Work summarizes all newsletters for our community in a monthly newsletter that goes out to over 15,000 individuals in our School of Social Work, UTA Leadership, and members of our social work community.

These newsletters have received upwards of 30% open rates (over 4300 individuals) and up to 6% click thru rate.

VIDEO NEWS UPDATES

Every monthly newsletter is accompanied by a monthly News Update as well, where our Communications Assistant, Douglas Gutierrez summarizes this monthly news and events into an interactive and accessible video.

In total, the News Updates have over 1,330 views.

VIDEO PRODUCTS

Along with our video news updates we have also launched several (6) specialty video news packages and other products. These videos have garnered close to 800 views.

PRINT MARKETING BROCHURES

At the beginning of Fall 2023, the School of Social Work Marketing Team completed a months long project to create six program brochures for our different programs. The brochures provide an overview of vital information for prospective students that would like to learn more about Social Work. These brochures are displayed at recruitment events, student-facing events, and within reception areas in Suite 203. These brochures cover:

- Bachelor of Social Work
- Bachelor of Science in Substance Use & Treatment
- Minors
- Master of Social Work
- Specialties
- PhD in Social Work

CREATIVE SERVICES

The primary purpose of the School of Social Work's Marketing Office is to assist in recruitment efforts and maintain a brand standard for all creative and communications going out to our UTA community and extended community. These efforts include assisting in the creation and editing of the event, program information, and general flyers that will be presented at all levels of our organization. During FY 23-24, we have assisted in the creation of over 65 flyers to ensure UTA and School of Social Work branding standards.

To further assist our community in understanding our brand standards and make the editing process easier the Marketing Office has released a Branding Guidelines deck that can be accessed in the School of Social Work SharePoint site.

GIVEAWAYS

In an effort to increase UTA School of Social Work branding across our communities the Marketing office has purchased approximate 37,000 units in various branded social work giveaway materials. These give aways are presented to alumni, faculty, staff, students, and more as a opportunity to showcase their UTA School of Social Work pride. Giveaways fall into these major categories:

- Office Supplies
- Stickers & Magnets
- Apparel & Accessories
- Seasonal
- Storage
- Drink & Beverage
- Automobiles

POSTCARD CAMPAIGNS

Every semester the Marketing Office in the School of Social Work launches an assertive recruitment campaign to our prospective students. These [2-3] campaigns go out to over 20,000 students each semester across our Undergraduate and Graduate prospective student audiences. During this campaign time we have seen a 25% increase in Direct traffic to our website and upwards of five events triggered per users for approximately two weeks after postcards hit in-home.

Note: Events are actions taken on the website that reflect engagement, i.e. – scrolls, buttons clicked, etc.

RECRUITMENT DISPLAYS

In August 2023, the School of Social Work Marketing finalized design for several recruitment display updates. These recruitment display updates refreshed our image during recruitment events and conferences across the nation. These recruitment display updates include:

- 9 - 36" Retractable Banners
- 8 - Table Throws
- 2 - Table Runners
- 1 - Tent
- 1 - Counter Kit with Sleeve
- 1 - Photo Backdrop
- 1 - Floor Display

MARKETING & COMMUNICATIONS

DIGITAL MARKETING GOOGLE ADVERTISING

During the Spring of 2023 the Marketing Department consolidated all Google Advertising under one advertising agency, JSJD Media, who administers Display and Search Marketing services on our behalf. Google Advertising tracks specific keywords that individuals might put into Google Search Engine that align with our values and feeds these individuals our ads. Google Advertising is our strongest top of funnel recruitment effort to build brand awareness and turn prospectives into inquiries.

Overall, our Google Advertising efforts have received:



Google is split between Search Engine Marketing and Display marketing, where each of those have over a 11% and 1.9% click thru rate, respectively.

Industry benchmarks on these initiatives estimate that general Search click-thru-rate is around 3.75%, and general Display click-thru-rate is .53%. These numbers showcase that the School of Social Work's Google Advertising strategy is exceptional and is 4X as effective as the industry average.

Program	Type	Impressions	Clicks
School of Social Work	Search	151,702	15,708
School of Social Work	Display	1,656,848	26,247
BSW	Search	708,775	61,840
BSW	Display	2,796,803	54,286
BSSUT	Search	506,701	39,325
BSSUT	Display	1,881,294	33,706
MSW	Search	347,016	62,709
MSW	Display	2,670,804	61,150
PHD	Search	200,928	20,776
PHD	Display	1,287,884	24,457

MARKETING & COMMUNICATIONS

ONLINE NEWSLETTER MARKETING

The School of Social Work Marketing Office is partnered with Mutiview, a digital advertising company with partnerships across multiple Social Work organizations. Through this partnership we have placements on several website banners and newsletters, like CSWE, NASW, and SPSP. Over AY 23-24, and across these three channels, we have received over 1 million impressions, and 1.2 thousand clicks over a total of 30 deployments.

Association	Impressions	Clicks	CTR	#Deployments
CSWE Newsletter	60,772	584	.096%	10
NASW-Website	130,703	13	.01%	5
NASW-Website	854,619	288	.03%	13
SPSP	58,668	366	.62%	15
TOTAL	1,104,762	1,251	.11%	30

ORGANIC SOCIAL MEDIA

The School of Social Work regularly posts to our four organic social media profiles on a variety of topics, like:

- Important Dates
- Events
- Social Work Issues
- Important Announcements
- Faculty and Adjunct Spotlights
- Promoting Communication Products

Over the course of this past year we have completed the following across our four networks:



Our Social Media Platforms:



As of July 2024, the School of Social Work has ceased posting on X (formerly known as Twitter) due to company policies that go against our code of ethics. All posts that are normally posted to X can now be found on Threads.

MARKETING & COMMUNICATIONS

PAID SOCIAL MEDIA

The School of Social Work continuously invests in social media advertising via Meta platforms (Facebook and Instagram), these top of funnel marketing efforts work in conjunction with our other digital advertising in effort to build brand awareness around the School of Social Work and our various programs. During the FY 23-24 year, we published:



- Impressions = Number of Times Our Ad was on Screen
- Reach = Number of Unique Individuals Reached
- Frequency = Average Number of Times Our Ad was Seen by an Individual

PROGRAMMATIC ADVERTISING

Along with our Google Advertising, JSJD also manages our Behavioral, Programmatic, Retargeting, and LinkedIn campaigns. These campaigns analyze specific behaviors of individuals across the web, and targets individuals that programming bots believe best fit our program, based on learning-models, AI and engagement rates.

Overall, Programmatic Advertising efforts across all our programs have received:



RECRUITMENT EMAILS

To further boost our postcard marketing efforts, we also send all postcard recipients a 3 to 4 email campaign over a two-week timespan that covers a multitude of facts about the School of Social Work programs, benefits of the programs, financial aid information and how to apply. This multiprong approach allows us to hit our perspective students in more than one way, increase our visibility and their opportunity to engage with us.

In total, for FY 23-24, we have:

- Sent 35 Recruitment and Marketing Emails
- Over 190 Thousand Emails Sent
- Over 63 Thousand Emails Uniquely Opened
- Over 1.9 Thousand Emails Uniquely Clicked

WEBSITE DEVELOPMENT

During FY 23-24, the Marketing department has made incremental improvements to our website to improve user experience, optimize for search engine optimization, and improve any editing processes. We have partnered with Offices across our organization to update sections such as:

- Field Education
- Advising
- Office of Research

These efforts have resulted in:



To summarize these results, we had over half a million new users visit our website, approximately 24,000 of them returned to the website at least a second time, and on average every total visit triggered 1.2 sessions.

Furthermore, we also intend to make improvements to pages for Admissions, Academic Programs, and the Center for Addiction and Recovery Studies to help improvement retention of information regarding our programs and how to join us.





RECRUITMENT & ADMISSIONS

RECRUITMENT

During the course of AY 23-24, the recruitment team has diligently recruited throughout Texas and nationwide. These recruitment efforts include:

- 3 National-Level Conferences
- 5 Feeder School & other 4-Year College Visits
- 6 Education Expos and Career Fairs
- 10 Stand-Alone Recruitment Events
- 17 Information Sessions
- 18 Agency Visits
- 19 Community College Visits
- 69 Walk-Ins
- 300+ Text Messages
- 1,180 Office/Virtual Appointments
- 10,880 Initial Email Inquiries
- 12,700+ Phone Calls
- 15,320 Follow-Up Emails
- Over 76,000 Prospective Students and Contacts

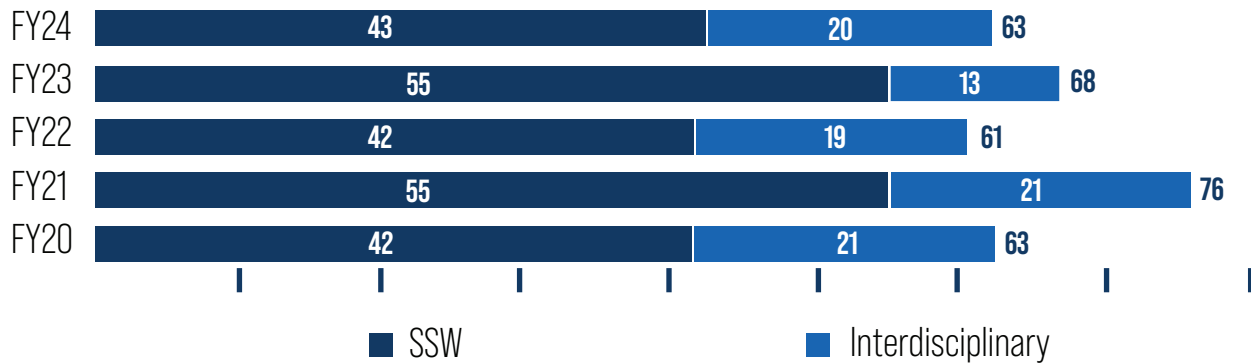
APPLICATIONS & ADMISSIONS

FALL 2023		SPRING 2024		SUMMER 2024		TOTAL AY 23-24	
Applied	Admitted	Applied	Admitted	Applied	Admitted	Applied	Admitted
1,721	1,127	785	543	441	266	2,947	1,936

RESEARCH

GRANTS SUBMITTED

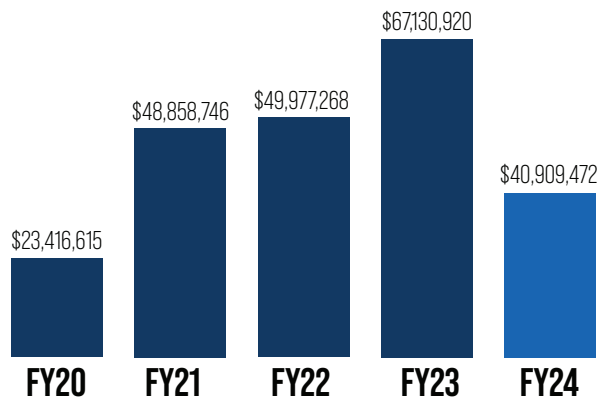
SSW researchers submitted a total of 63 grants in FY24 (September 1, 2023-August 30, 2024). Of the 63 grant submissions, 43 were SSW submissions, the other 20 submissions were interdisciplinary and listed another colleague from UTA as PI.



Source: Mentis, 2024

The total dollar amount of SSW grants submitted has steadily risen over the past four years. UTA's Research Administration has not yet published the Annual Report for FY24. However, preliminary calculations from Mentis indicate that SSW submissions for FY24 are over \$40 million.

SSW GRANTS SUBMITTED FY20-24

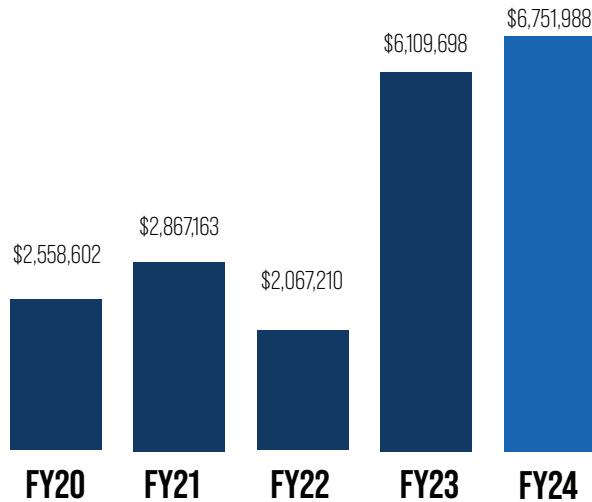


Source: UTA Research Administration, Annual Report & Mentis, 2020-2024

GRANTS AWARDED

Grants awarded during FY24 totaled over \$6.7 million, making it the highest in the five-year span. This suggests a strong upward trend in grant funding from FY22 to FY24, indicating an increase in successful grant applications and larger grant amounts being awarded.

SSW GRANTS AWARDED FY20-24

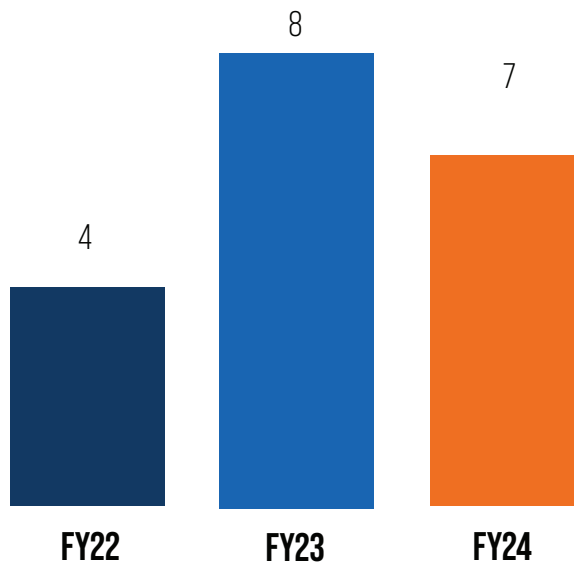


Source: FY24 YTD-JUL Sponsored Activity and Productivity

RESEARCH SUPPLEMENT AWARDS

Faculty may receive a Research Supplemental Award (RSA) in recognition of the budgetary savings realized for their department and their success in receiving sponsored funds. An RSA may be paid as a taxable supplement to the faculty member who generated it or provided to the faculty member as a research support fund. Research support funds may be used at the discretion of the PI or Co-I in support of his or her research agenda (Office of the Provost, 2021).

RESEARCH SUPPLEMENT AWARDS

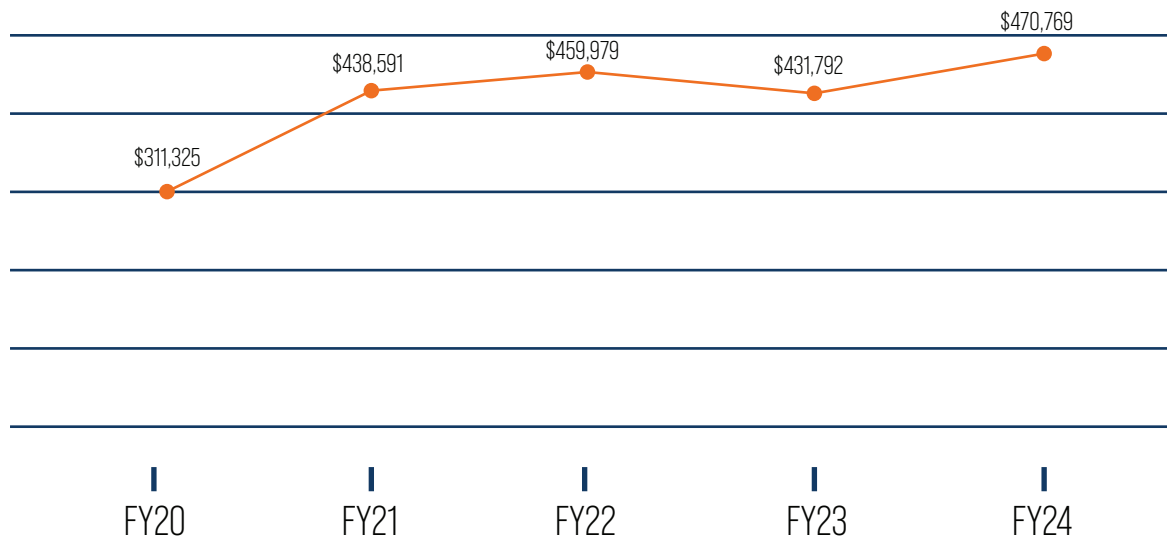


Source: SSW Grant Accounting, 2024

INDIRECT COST RECOVERY

Indirect Cost Recovery is intended to promote an environment of scholarly productivity by incentivizing UTA researchers. Specifically, it is intended to reward Principal Investigators, their departments, and colleges for playing a lead role in the acquisition of externally funded grants and contracts for the UTA. Indirect Cost Recovery is on the rise in the School of Social Work.

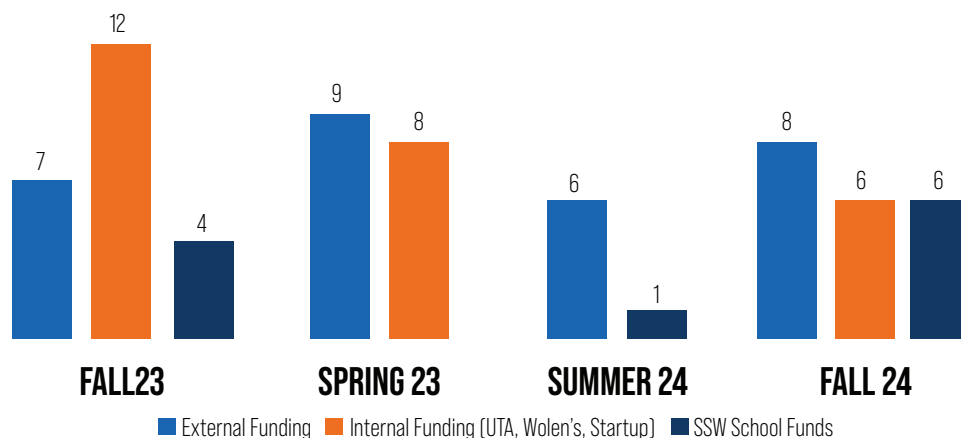
INDIRECT COST RECOVERY



Source: Mentis, YTD IDC Recovery Reports, 2020-2024

PHD STUDENT SUPPORT

We are committed to providing high-quality and accessible PhD education to emerging leaders in social work and social welfare research. It is and continues to be the expectation that grants and contracts include PhD students first, and then consider MSW student funding. It is important to our ongoing educational and research mission that we continue to increase the percentage of PhD students who are funded by external grants and contracts. It is expected that grant and contract budgets will include PhD student stipend and fringe at the increased rate as practicable. Where tuition is allowable and feasible within the budget, it should also be included (Foster, 2024). We still have some distance to go in securing enough external grants to cover 50% of our PhD program funding.



Source: PhD Director, 2023-2024



STUDENT AFFAIRS

ACADEMIC ADVISING

Academic Advising and Student Retention significantly influence student success in the social work department. Quality advising contributes substantially to student success by assisting students in understanding and navigating the institution, establishing connections between academics and future objectives, and fostering a sense of connection to the institution. Advisors have adopted a collaborative approach to student-centered advising to increase student retention by combining their acquired expertise with university resources.

In AY 2023- 2024, three academic advisors (George Jauss, Kyleigh Easter and Brittany Latcher) were nominated at the university level for the Advisor Excellence Awards.

INFRASTRUCTURE

Office of Academic Advising and Student Retention Organizational Structure

The Office of Academic Advising and Student Retention has expanded over the past year. The unit currently consists of a Director of Advising and Field Education, a Manager of Academic Advising and Student Retention, an administrative assistant and 7 Academic advisors. We are in the process of hiring an additional advisor to serve as our same day appointment advisor.

All academic advisors in the School of Social Work are full-time staff. All advisors provide advisement through an assigned student caseload offering guidance and information to supplement and enhance the academic experience, student retention and completion. Although advisors are all assigned to a specific program (BSW/BSSUT vs MSW), to provide exemplary customer service each advisor is cross trained to provide advising to all SSW students on same-day appointment days or as needed. Same-day appointment day is both virtual and face-to-face. All academic advisors assist with the administration and coordination of at least one essential academic advising program or initiative as well as assisting with the training and onboarding of new academic advisors.

QUALITY IMPROVEMENT

Extended Advising Options

During same-day sessions, students with pressing questions or concerns can meet with an academic advisor in real-time. This eliminates the need for students to send an email and wait for a response, frequently ensuring that their needs are met immediately. Regular same-day sessions are available on Wednesdays; however, additional same-day sessions are offered a week before registration and two weeks after registration opens. This same method of same-day advising was extended the week fall courses started and a week after courses started. During AY 2023-2024, three hundred seventy-six students attended drop-in academic advising sessions.

In addition to the same-day sessions, each academic advisors work one late day out of the week from 10:00am -7:00pm. During AY 2023-2024 academic advisors answered 20,733 emails and completed 3,027 advising appointments with students.

Power Hours With Academic Advisors and Field

Power Hours were designed to allow students to drop in during an advisor's designated time to pose general questions about the social work program. During this time, advisors can also assist students with navigating Mymav and finding campus resources. During AY 2023-2024, we also conducted special power hours with our field specialist. This collaboration has allowed students to ask questions about the program for field and academic advising. During AY 2023 - 2024, 95 students participated in the power hour.

Advisor and Faculty Collaboration

Academic advisors have been assigned as committee members on faculty specialty meetings to enhance collaboration between faculty and advisors. This collaboration has allowed advisors to share with faculty if there are specific courses that students no longer seem to be interested in taking as well as if there are specific topics that constantly have waiting lists.

Group Advising

We arranged 35 dates for group advising for our students in the program. Group advising offers students to be advised in a large group setting to answer questions about registration, enrollment, releasing holds on student's accounts and providing them with their selected degree plan for the program. Students are encouraged to ask any lingering questions they may have regarding their plan and the program. During 2023-2024, 122 students participated in group advising.

New Advisor Positions

The academic advising department hired a new member of advising to serve our CAP, Aging and Health students. We are in the process of extending an offer for an additional advisor whose focus will be on drop-in advising to assist us in meeting the urgent needs of our students. This advisor can also serve as a back-up advisor when the team is down an advisor. Thus, limiting the lag time in students being advised during an advisor's absence.

In House Professional Development

The Director of Advising & Field Education and the Manager of Advising & Student Retention led in-house professional development sessions, including email communication strategies and mock advising appointment training, to enhance our team's student advising skills.

Process Improvement

The Academic Advising Team is collaborating with the University Process Improvement Team (PIT) to evaluate and enhance advising processes. The PIT is conducting assessments to identify gaps and develop solutions that improve the efficiency and effectiveness of advising, ensuring students' needs are met in a timely manner.

During AY 2023-2024, the Director of Advising & Field Education and the Manager of Advising & Student Retention assisted with completing the academic advising portion of the self-study for the program's reaccreditation process.

FIELD EDUCATION

Field Education is considered the signature pedagogy of social work. Given the size and complexity of our undergraduate and graduate programs, the Office of Field Education represents a significant component of the student experience and requires collaboration and communication across multiple constituency groups, including students, staff, faculty, adjunct faculty, and agency-based field instructors.

During AY 2023-24, an average of 640 students were enrolled in a Field Placement during at least one semester. An average of 30 Adjunct faculty served as Field Liaisons, and 7 faculty and staff served as Field Instructors for students completing placements at agencies without a Field Instructor on site or embedded in research and Academic Affairs initiatives.

During AY 2023-24, we obtained 207 new or renewed field affiliations. Of those new agreements, 66 are located in the DFW metroplex, 141 are located out of area.

During AY 2023-24, 84 students (4%) received a stipend, scholarship, or payment associated with their internship, and 315 students (16%) completed their field internship at their Place of Employment (POE).

SATISFACTION

General satisfaction with the Field Program is high among Field Instructors, Field Liaisons, and students. Field students completed 1,922 satisfaction surveys. The following are the results:

- 95% of students reported they strongly agree or agree when asked if they received agency orientation;
- 96% reported they strongly agree or agree when asked if their Field Instructor created Learning Contract with them;
- 95% of students reported they strongly agree or agree when asked if they felt the agency is professional & supportive;
- 94% students reported they strongly agree or agree when asked if the agency provided resources;
- 95% of students reported they strongly agree or agree when asked if their Field Instructor assigned relevant tasks;
- 95% of students reported they strongly agree or agree when asked if the agency applied UTA SSW program work;
- 96% of students reported they strongly agree or agree when asked if their Field Instructor helped develop skills/values;
- 96% of students reported they strongly agree or agree when asked if their Field Instructor helped develop them professionally;
- 97% of students reported they strongly agree or agree when asked if their Field Instructor provided weekly supervision;
- 96% of students reported they strongly agree or agree when asked if their Field Instructor provided timely feedback,
- 93% of students reported they strongly agree or agree when asked if they would recommend the agency;
- 94% of students reported they strongly agree or agree when asked if would they recommend Field Instructor;
- 94% of students reported they strongly agree or agree when asked if their Liaison was responsive;
- 92% of students reported they strongly agree or agree when asked if their Liaison provided tools;
- 87% of students reported they strongly agree or agree when asked if they were satisfied with SSW instruction;
- 85% of students reported they strongly agree or agree when asked if they would recommend SSW to others.

INFRASTRUCTURE

The field office has maintained the same number of staff over the past year. We currently have a Director of Advising and Field Education, Manager of Field Education, five Field Education Specialists, a Field Education Coordinator, a Field Education Administrative Assistant, and a Field Education Community Coordinator. The Director, Manager of Field Education, the Field Education Specialists and the Field Community Coordinator consists of staff that all have a MSW degree. The Specialists' caseloads are divided amongst specialties.

The Manager of Field Education responsibilities include streamlining day-to-day functions of the Field office. This position reports directly to the Director of Academic Advising and Field Education. This person also supervises Field Education Specialists and Field Liaisons.

The Field Education specialists bring a wealth of Social Work knowledge and experience to our team. They provide invaluable advisement to students about to start Field up until they start their Field placement. Then most of our Specialist also act as Field Liaisons every semester, increasing their interaction with Field students.

The Field Education Coordinator is the system administrator for our placing system Tevera. He provides a high quality of service to our students, agencies, and liaisons. He also handles the affiliation agreements between UTA Legal and the placement locations. And writes attestation letters for students who need these, mostly students in health settings for their placement.

The Field Education Administrative Assistant does an efficient job at the being the face of the Field Office for students and assists with what they need or guides them to the appropriate person. She also assists the Field Coordinator with many of those tasks.

UTA/SSW field students include not only many students that are out of the DFW area, but now several out of state students. We have a well-established relationship with placement locations within the DFW area but want to improve and expand our working relationships with placement locations that are out of the DFW area and out of state. These student numbers have increased for the last several semesters. As a result of this increase the Field Education Community Coordinator position was created. The Field Education Community Coordinator represents the UTA Field office by continuing to build the working relationships with placement locations, help recruit new placement locations, hold meetups with out of area students so they can connect with each other, and help monitor agencies performance and compliance. During the AY 2023-24 semester the Field Education Community Coordinator conducted site visits with agencies in the Houston, TX area and the Austin, TX area. The coordinator also had a meet and greet with UTA students in both the Houston and Austin areas. The Field Education Community Coordinator has also been conducting visits with local agencies and following up with agencies that we have questions or concerns about.

RE-ACCREDITATION

The Director of Advising and Field Education and the Manager of Field Education were involved over a few months in assisting with the writing of the self-study that was submitted by UTA for re-accreditation with CSWE.

NEW FIELD PLACEMENT MANAGEMENT SYSTEM LAUNCH

The Field department launched its use of Tevera, a field placement management system, in the fall of 2023. Tevera has been a more user-friendly system for each type of user, the students, the Field Instructors, the agencies, the Field Specialists, and the Field Liaisons. The ease of use of this system has saved time, especially for our Field Education Specialists as they process Field applications and assign students to placement locations. We received positive feedback from students, Field Instructors, and liaisons after Tevera's first year of use.

QUALITY IMPROVEMENT

Field Instructor Academy

We require all new Field Instructors to attend Field Instructor Academy prior to supervising students. Current Field Instructors are required to attend every 3 years. This training is led by the staff of the Field office. It is an informative training for Field Instructors where they learn the requirements of being a Field Instructor for UTA Social Work students. This includes the expectations of our students and themselves, how to use Tevera, and who they should contact for questions or concerns. Field Instructor Academy is held twice a year. Once in the Fall and once in the Spring. During AY 2023-24 there were 226 instructors in attendance at the Field instructor academy. The sessions are also recorded and posted on our website so that new and current Field Instructors who attended would go back to review as needed. This also allowed new Field Instructors who missed the session to view training until they can attend the next live session. We plan to continue to host the Field Instructor Academy once in the Fall and once in the Spring semesters.

Field Liaison Academy

Field Liaison Academy is like Field Instructor Academy, but it is held for Field Liaisons. They are instructors of record for UTA for the Field courses. They are trained on the expectations of students and themselves are, how to handle concerns if presented by the student or Field Instructor, how to best support students in their placements, and what is required for the Field courses. This more formal training was created last year. The Field Liaison Academy is offered at the start of each semester.

Enhanced Communication with Field Instructors

During AY 2023-2024 the Field Education Office plans to implement and or keep several measures to improve our services. To increase communication between Field Liaison and Field Instructors an introduction email template has been provided to the Field Liaisons to share with the Field Instructors. This email includes important dates and any updates in the Field office. Another similar email was sent at mid-term by the Liaisons and these items were also discussed during the mid-term call. An end of semester email template was also shared with Field Liaisons to send to Field Instructors thanking them for providing supervision to our students and with end of semester updates.

In addition to the Field Liaisons communicating with the Field Instructors, the field team will continue to seek input from both the Field Instructors and Field liaisons by requesting their input using the satisfaction survey. These surveys will help the field office determine if adjustments need to be made.

Embedded Field Internship Program

During AY 2023-2024, interns were assigned to Field Education department. Our Field Education Internship Program has proven to be an excellent addition to our department. The interns have gained practical knowledge of the day-to-day responsibilities of the field team. They participate in special initiatives to improve their research, communication, teamwork, and professionalism skills. The interns frequently contribute ideas, allowing the field team to see things from a student's perspective and generate solutions to assist our student body better. Interns working in the field office also began to view situations through the eyes of the field team, enabling them to act as a buffer when reaching out to students and agencies with questions or concerns that need to be addressed, thereby enhancing both the student's educational experience and the field team's professional experience.

During Fall 2023, we had two students assigned as Field interns. These interns assisted our Field Coordinator and Admin Assistant with an audit of affiliation agreements. They also helped communicate to students about Field information and due dates for Spring Field 2024.

Field Orientation Course

An online field orientation course was created in Canvas to help students find helpful information and resources to prepare them for a successful field experience. Here students can find answers to many questions related to field including languages used in field, how to prepare for field, the application process, responsibilities during field, and other resources. This course was updated during the Fall 2023 semester.

First Day of Field Orientation

In Spring 2024 we started the required First Day of Field Orientation. It was also conducted in Summer 2024, and we plan to keep offering this each semester to new Field students. This was conducted virtually by the Field office staff. Students were told about procedures while in Field, how to use Tevera, a lesson on how to complete the Learning Contract by an UTA adjunct assistant professor and professionalism in Field by an UTA faculty member.

PLACE OF EMPLOYMENT (POE)

The student learner's place of employment may serve as their field placement setting provided the program can ensure that the employment-based setting provides new opportunities in the field placement which are significantly different in context from the employment position duties. Programs must also ensure field education supervision of students either through a separate qualified supervisor or by the program assuming responsibility for reinforcing a social work perspective.

There are two options for completing a POE.

Option 1 – Traditional Employment-based Field

The student's proposed specialty is not the same as their current job role, but their place of employment is a social work agency and can provide opportunities for them in their proposed specialty to engage as a learner and opportunities for them to fulfill field education requirements. Their regular work hours do not count towards their field placement.

Option 2 - Student field assignments and employment tasks may be the same and counted toward required field hours.

This option is sufficient if the tasks have clear linkages to the nine social work competencies and their concomitant behaviors as well as any competencies added by the program. There should be at least one project or learning opportunity that is separate from regular employment position duties.

For each option, the COA trusts that each program will do, professionally and ethically, what is best for them and their students as they develop these contingency/continuity plans. We reiterate our support and respect for the autonomy and diligence of programs to provide accommodations and flexibility for their students in extenuating circumstances.

During AY 2023-24, 315 students (16%) completed their field internship at their Place of Employment (POE).

Attendance at specialty committee meetings

Field specialists are attending faculty specialty meetings to enhance faculty and field specialists' collaboration. This will also give Field Specialists an opportunity to seek assistance from faculty regarding possibly placement opportunities in their specialty.

STUDENT SUCCESS CARE REFERRALS

Faculty, staff, and concerned peers to refer students who are in need of additional support that is beyond academics. The referrals will help our department with student success and student retention.

A total of 130 students were reached by the Student Success Coordinator through the Care referral. These students met with the Student Success Coordinator through email or Teams and were provided with on-campus resources or off-campus resources.

ADVOCACY DAY

Empowering social work students and professionals to become advocates. At this event students have the opportunity to connect with other students, learn about the policies that impact the lives of our clients, and develop skills for advocacy.

In Spring 2023, 43 students had the opportunity to attend this event with the School of Social Work. This event allowed students to speak with state legislators, meet and be heard by state decision makers. SSW hosted a meet and greet for students in attendance for Advocacy in attempts to meet our out of area students and help build relationships with them.

In the Spring of 2024, we had a successful turnout for Advocacy Day, with a total of 45 students actively participating in the event. In addition to these on-campus attendees, we were pleased to welcome three students who joined us from out of the area. This participation reflects the commitment of our students to engaging in important advocacy efforts, regardless of their location. The diverse representation underscores the significance of the issues addressed and the dedication of our student body to making a positive impact.

CELEBRATION OF EXCELLENCE

Hosted each semester to celebrate our graduating SSW students. At this celebration family and friends are welcome to attend to celebrate the graduate. Students are recognized for special awards. In August 2023, we started a new pinning ceremony tradition for our students.

We have seen numbers increase in the attendance of Celebration of Excellence and are seeing more students, family and friends in attendance. Fall 2023 we had a total of 280 guests and 88 students.

In Spring 2024, we introduced several new initiatives to enhance our events, including a unique activity where students wrote letters to their future selves, which will be mailed to them in a year. We also hosted a cupcake decorating station and organized a job fair. The job fair featured three agencies, with one conducting on-the-spot interviews for students. The Spring 2024 event attracted 130 guests and 46 students.

In Summer 2024, we decided to expand the Celebration of Excellence by hosting separate events for undergraduate and graduate students. The undergraduate event saw a turnout of 72 guests and 34 students, while the graduate event attracted a significant attendance of 340 guests and 115 students. We also continued to support our students' career aspirations by having agencies participate in the job fair at the summer events. Job fair participation increased this semester to 4 agencies.

STUDENT ORGANIZATIONS

We encourage our students to be involved in our Social Work program and join an organization of interest. We currently host 10 student organizations in the School of Social Work:

- African American Students Social Work Alliance (AASWSA)
- Gerontology Organization
- Mavs for Mental Health Awareness (MMHA)
- Phi Alpha Social Work Honor Society
- Social Work Council, Students for Global Change
- Student Association for Macro Social Work
- Children and Families Student Organization
- Student Coalition of IPV
- Queer Social Work Association

We are expecting to have two more student orgs added this semester.

EMPOWERMENT PATHWAYS: STUDENT SUCCESS SERIES

A program designed to support Social Work students during their academic journey while promoting mental health, well-being, and balance throughout the semester. Events held will be centered around important aspects of Social Work that will equip students with resources and tools that will allow them to excel both personally and professionally. Sessions are held throughout the semester for students in person and virtually. In the 2023-2024 AY, the series covered topics such as mindfulness, physical fitness, alumni connections, student connections, student involvement, and self-care.



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

— **ACADEMIC YEAR 2023-24**

