ANNUAL PRODUCTIVITY SUMMARY

Given the challenges that the pandemic presented, the past year has been demanding for the University and the School of Social Work (SSW). Nevertheless, the SSW was well prepared to address these challenges – including working remotely while continuing to provide high-quality services and instruction to our students.

This attributed to several steps we took during and before the pandemic, including:

- Replacing desktop computers with laptops during a computer refresh cycle.
- Providing “Microsoft Teams” training to faculty and staff, so they had the knowledge and tools for working remote.
- Holding virtual meetings to ensure we connected to our faculty and staff and provided them with requested support.
- Implementing a return-to-campus plan, while balancing best practices learned through the pandemic.

Now, we have achieved an ongoing hybrid work environment as appropriate for most staff. This helps support the best work-life balance, while not compromising our commitment to student success and Tier 1 excellence.

This report highlights strategic initiatives implemented during the past year to increase the level of support and connectedness with our students, faculty, and staff. Also highlighted are notable accomplishments for each of the SSW’s respective operational areas.

SCHOOL OF SOCIAL WORK

The School of Social Work staff and faculty recently ratified a new Strategic Plan. Through a collaborative and thoughtful process, we developed a strategic plan that will help guide the SSW into the future. The collective objectives and strategies align with UTA’s Strategic Themes and guiding aspirations and aims to achieve excellence in:

- Student Access & Success
- Research & Creative Works
- Inclusive Excellence
- Engagement & Community Outreach

With approval from Central Administration, the SSW recently implemented a Distance Education Fee to help build and support the infrastructure for our online students. The funding will help in our efforts to market our BSSUT, BSW and MSW programs to out-of-state students.

The capital project to build the new School of Social Work and Smart Hospital Building is planned to be completed late December 2022 with a planned move-in of Spring 2023. The building will be a state-of-the-art facility with a GSF of 156,581 and a cost of $78.4M.
 Much of the work in this unit focuses on building capacity and facilitating connections and engagement of students, faculty, and adjunct instructors to promote retention and student success.

The unit consists of the following offices:

- Undergraduate Program
- Graduate Program
- Academic Support
- Advising and Student Success
- Advising and Field Education
Our most notable recent accomplishment within the SSW was the implementation of a second undergraduate degree, the Bachelor of Science in Substance Use and Treatment (BSSUT), which launched in Fall 2021.

The BSSUT is the first of its kind in Texas and offers a pathway to a degree and licensure as a licensed chemical dependency counselor.

As part of the new degree development process, we created and implemented a first-year experience course and developed a BSSUT Honors pathway for students in the Honors College.

Press coverage following the launch of the BSSUT program has been notable, as indicated below, and we are looking forward to the continued growth of the major in the Fall 2022 semester.

The implementation of the BSSUT program has introduced opportunities for new community college partnerships for both BSSUT and BSW students. Highlights of these efforts include:

- Updating how transfer student transcripts are evaluated, including a process for transferring in courses from other CSWE programs and adding new key courses that count toward the Substance Use Treatment Minor.
- Establishing a transfer pathway through a new MOU with McLennan Community College.
- Revise the transfer course list for Tarrant County Community College, Weatherford College, and Dallas County Community College to ensure a clear path from these institutions to the BSW.
- In 2021, the BSW and BSSUT programs began offering online courses to out-of-state students. We are currently building our infrastructure to support enrollment growth across online programs.
- Continuing to build enrollment in our minors:
  - Diversity Studies and Certificate
  - Substance Use Treatment
  - Social Justice & Social Welfare

Programs

Undergraduate Program

Partnerships

Academic & Student Affairs

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs

Partnerships

Programs
At the MSW level, several exciting new developments launched in 2021 have provided new opportunities for program expansion and impact.

The expansion of the MSW degree online beyond the state of Texas for each of our five unique degree options/specializations:

1. COMMUNITY ADMINISTRATIVE PRACTICE (MACRO PRACTICE)
2. DIRECT PRACTICE IN MENTAL HEALTH & SUBSTANCE MISUSE
3. DIRECT PRACTICE IN AGING
4. DIRECT PRACTICE IN HEALTH CARE
5. DIRECT PRACTICE WITH CHILDREN & FAMILIES

The development and implementation of new graduate certificates for military communities and environments. The Military Social Work Certificate as a clinical focus, while the Military, Veteran, and Social Care Certificate as a community focus.

These newest certificates expand the number of certificate program offerings in the MSW program to six:

1. ADMINISTRATIVE LEADERSHIP CERTIFICATE
2. COMMUNITY LEADERSHIP CERTIFICATE
3. ORGANIZATION LEADERSHIP CERTIFICATE
4. POLICY LEADERSHIP CERTIFICATE
5. MILITARY AND SOCIAL WORK
6. MILITARY, VETERAN, FAMILY CARE CERTIFICATE

The development and launch of a new dual degree, which pairs the MSW with the Master of Educational Leadership and Policy Studies. We now offer a total of ten dual degree opportunities:

1. MASTERS OF BUSINESS ADMINISTRATION ADVANCED STANDING STUDENT (CAP)
2. MASTER OF BUSINESS ADMINISTRATION
3. MASTER OF PUBLIC HEALTH
4. MASTERS OF ART IN CRIMINOLOGY AND CRIMINAL JUSTICE
5. MASTERS IN SOCIOLoGY
6. MASTER OF ARTS IN URBAN AFFAIRS
7. MASTER OF PUBLIC ADMINISTRATION
8. MASTER OF BUSINESS ADMINISTRATION TRADITIONAL STUDENTS (CAP)
9. MASTER OF BUSINESS ADMINISTRATION TRADITIONAL STUDENT DIRECT PRACTICE
10. MASTER OF EDUCATION LEADERSHIP AND POLICY STUDIES WITH HIGHER EDUCATION ADMINISTRATION EMPHASIS (MED)
Ensure that instructors are able to educate our students with engaging and innovative teaching techniques that incorporate skill development, experiential learning, and a high-quality curriculum. Highlighted below are key initiatives that support high quality instruction in the SSW.

### Sweep Series
The Social Work Educators Engaging Peers (Sweep) Series combines professional development with an opportunity for interactive discussion and problem-solving among faculty and adjunct instructors within the SSW.

### Quality Matters
The Quality Matters (QM) program provides a nationally-recognized high-standard certification for online course development and instruction. In collaboration with Instructional Designers, we have redesigned MSW courses to meet QM standards. The QM project has resulted in:

- **27 Participating Faculty**
- **12 Certified Courses**
- **6 Courses in Final Review**
- **12 Courses in Development**

### Simple Syllabus
Launched in Summer 2021, Simple Syllabus is an integrated syllabus management database that allows the development and monitoring of course syllabi that are based on course master syllabi, enhancing program quality and cohesion across courses.

### Decolonization of the Curriculum
We launched the initial phase of our curriculum decolonization efforts, where faculty assessed and evaluated the inclusivity of courses in our programs. These efforts are ongoing and seek to ensure that diverse representation is reflected in course descriptions, readings, and assignments.

### Support for Adjunct Faculty
Adjunct faculty are an essential component of the SSW’s commitment to community engagement and serve an important function in ensuring that our curriculum is responsive to the evolving nature of social work practice. We have made considerable progress in developing an infrastructure to support and develop the instructional capacity of our contingent faculty.

**These Efforts 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 hosting of bi-monthly meetings with all active adjunct faculty to provide University and School policy updates and to address instructional needs and challenges.
- The development of a comprehensive module-based instructor training course within Canvas that provides an interactive orientation experience for new instructors in the SSW and serves as an ongoing resource for continuing instructors.
- The implementation of 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 to identify needs and opportunities for support and engagement.
- The use of Teams to connect full-time faculty and adjunct faculty teaching courses in the same specialty area to encourage information exchange and bridge connections between faculty and adjuncts.
Within the Office of Advising and Student Success, we continue efforts to support student success. These efforts include academic support, student engagement support, relationship building, and career preparation through field internships and community involvement.

We embrace strategies to connect and promote accessibility with online and campus-based students. Some of these strategies include:

- **Drop-In Days**: Each Wednesday, our advisors are available for drop-in appointments, promoting flexibility and availability for students with urgent advising needs.
- **Power Hours**: Academic and Field Advisors host a virtual group meeting for students to ask questions about registration and field placement opportunities.
- **Canvas Course**: A module-based course for students that provides resources and information on the SSW and UTA community.
- **Group Advising**: An option for new students to ease initial advising and registration. During the 2020-21 Academic Year, 449 students participated in a group advising session.

**COMMUNITY & CONNECTIONS**

Student success and retention also includes building a sense of community and facilitating connections among students and the SSW.

To this end, we have implemented several initiatives to support student success, including:

**Drinks and Dialogue Series**

A student-focused workshop series centered around the Council on Social Work Education’s nine competencies. Faculty and adjunct instructors lead students in discussions about social work practice and community engagement in a Q&A format.

Launched in Spring 2021, the virtual sessions include 20-30 student participants, and recordings are available online afterwards.

**Connections Tutoring Lab**

Launched in Fall 2021, the Connections Tutoring Lab is a virtual tutoring center staffed by Advanced MSW students who provide individual and group-based tutoring sessions for other Social Work students.

To date, the lab has provided academic support to over 100 SSW students in the areas of research, writing, and community assessment.

91% of students who attended a tutoring session said they felt better prepared for their coursework after receiving help from a tutor.

**Interprofessional Education and Experiential Learning**

There are many opportunities for students to engage in experiential learning through simulations, service learning, and interprofessional education within their undergrad-uate and graduate program. These activities provide rich “hands-on” experience with other students outside the field of social work, promoting career preparation and critical thinking skills.
Graduate and Undergraduate Student Leader Programs

Launched in Fall 2019, our Student Leader Programs have become a central component of student support efforts within the SSW. This peer-mentoring program pairs students with a student leader to improve relationship-building within the SSW.

A team of 40-50 GSLs and USLs received training on advocacy, leadership, and communication, and provide support to their constituents. Enhancing communication and facilitating connections among students.

Student Organizations

We continue to support and engage students through the development and maintenance of nine student organizations, which are available to both online and campus-based students within the SSW.

- GO-GERONTOLOGY ORGANIZATION
- HEALTH WITH HEARTS
- MAVS FOR MENTAL HEALTH AWARENESS
- AFRICAN AMERICAN STUDENTS SOCIAL WORK ALLIANCE
- SPIRITUALITY AND SOCIAL WORK

Celebration of Excellence

Each semester, we host a recognition ceremony to highlight the academic and service achievements of students in the SSW. This ceremony provides an opportunity to celebrate our students, and build connections between students and faculty.

Civitas Outreach

Our program directors and advisors use Civitas to reach out to students who have demonstrated academic success, as well as those who have struggled, to offer support and resources on a regular basis.

Professional Standards

For students who need additional support, our Professional Standards committee provides resource referrals, a faculty mentor, and access to additional support such as Therapy Assisted Online (TAO) modules and other university and community-based assistance.

Promoting Student Access and Success

In 2021, a total of 784 SOCW students received scholarships totaling $2.5M.

The SSW supported 24 PhD students and spent, via stipends and fellowships, over $350K.

SSW STUDENTS

784 | $2.5M SCHOLARSHIPS

PhD STUDENTS

24 | $350K STIPENDS & FELLOWSHIPS

FIELD EDUCATION

The Office of Field Education continues to support student success through our signature pedagogy. Highlights include:

- Established 200 new affiliations with agencies across the state, resulting in a 20% increase in placement opportunities. We are now affiliated with 1,180 agencies.
- Through a collaboration with the Division of Student Success, we developed a unique virtual field placement experience for over 500 social work student interns focused on direct outreach to UTA undergraduate students.
- Over 2300 students received internships during the 2020-21 academic year, and 96% completed their internships each semester.
- The development of a comprehensive, module-based field orientation course in Canvas that serves as a guide for students entering Field.
- Looking ahead, we anticipate the development of a custom-designed robust field database system to support the future growth and expansion of the Field Placement program.
In-person vs. Online: Online activities were experiential learning up to new groups of students, and facilitated ongoing instruction during COVID and presenting students are diverse in terms of age, gender, ethnic identity, and academic discipline. Many are parents or hold full-time jobs.

Synchronous vs. asynchronous: Debunking what can benefit from synchronous components, however we found success with asynchronous debriefing discussions as well. Completing the majority of the interventions asynchronously provides major benefits to students:

- COVID safe learning and IPE innovation
- Advantages of online IPE events
- No schedule conflicts—students can participate based on their schedule and needs
- No capacity issues; we can add as many students as we are interested in participating and have seen a significant increase in interest because of this.

Collaborative Leadership:

- Timeline for collaboration is crucial for a successful online IPE
- There are many stakeholders
- Diversity of professions is increased with an online IPE
- Lack of face time is a challenge, so they can’t be counted in this work
- Activities that involve all professions are desired
- Activities: 1) Identifying signs and strategies for helping, 2) Identifying challenges and online IPE platform
- Grants and resources are available to support this work.

Next Steps:

- Continuing to offer the In Her Shoes simulation to: refresh current point-persons, ensure the simulation is updated, and ensure ongoing safety planning and awareness.

Contact Us:

- RESEARCH & FACULTY AFFAIRS
  - Research Services Office: 817-272-6774
  - Faculty Affairs Office: 817-272-8900
  - Student Affairs Office: 817-272-8000
  - Office of Sponsored Programs: 817-272-8011
  - Office of the Provost: 817-272-8000
  - Office of the Vice President for Administration and Planning: 817-272-8000
  - Office of the Vice President for Research: 817-272-8000
  - Office of the Vice President for Student Affairs: 817-272-8000
  - Office of the Vice President for University Advancement: 817-272-8000
  - Office of the Vice President for Diversity, Equity, and Inclusion: 817-272-8000
  - Office of the Vice President for University Communications: 817-272-8000
  - Office of the Vice President for University Operations: 817-272-8000
  - Office of the Vice President for University Marketing: 817-272-8000
  - Office of the Vice President for University Information Technology: 817-272-8000
  - Office of the Vice President for Institutional Administration: 817-272-8000
  - Office of the Vice President for University Advancement: 817-272-8000
  - Office of the Vice President for Diversity, Equity, and Inclusion: 817-272-8000
  - Office of the Vice President for University Communications: 817-272-8000
  - Office of the Vice President for University Operations: 817-272-8000
  - Office of the Vice President for University Marketing: 817-272-8000
  - Office of the Vice President for University Information Technology: 817-272-8000
  - Office of the Vice President for Institutional Administration: 817-272-8000
  - Office of the Vice President for University Advancement: 817-272-8000
  - Office of the Vice President for Diversity, Equity, and Inclusion: 817-272-8000
  - Office of the Vice President for University Communications: 817-272-8000
  - Office of the Vice President for University Operations: 817-272-8000
  - Office of the Vice President for University Marketing: 817-272-8000
  - Office of the Vice President for University Information Technology: 817-272-8000
  - Office of the Vice President for Institutional Administration: 817-272-8000

References:

We are taking several steps to increase our national prominence in social work research, beginning with setting ambitious objectives for increasing the scope of our community partnership research.

Over the last two academic years we have made strategic hires that expand the expertise of the SSW in the areas of Veterans’ Affairs, Post-traumatic event interventions, Minority Health and Health Disparities, Drug Abuse Clinical Trials, and Alzheimer’s interventions.

Our existing Centers on Addiction and Recovery Services (CARS) and Center for Child Welfare (CCW) have ambitious goals for increasing faculty and graduate student engagement. They have created a business plan to optimize their impact and remain financially self-sufficient. Additionally, they plan to increase research productivity via publications and collaborative grant writing.

We have plans for a new Center on Aging Innovation and Center on Social Connections, which will pursue interdisciplinary collaboration and development of projects across the university and build on the strengths of university faculty. These model centers will serve as a nexus for supporting faculty research in a core domain and will form a replicable structure for other important challenges facing our field.

The Office of Research and Faculty Affairs assist with more than 70 grant applications each year, guiding faculty towards new funding opportunities, collaborations, supporting colloquiaums, symposiums, special interest synergy group meetings and projects. These assists also reduced administrative effort in the pre- and post-award process.

**GRANT AWARDS**

46

**EXTERNALLY FUNDED PROJECTS**

24 PhD STUDENTS
08 TEACHING GTA’s
04 STEM GRA’s
12 EXTERNALLY FUNDED GRA’S
In 2021, the SSW applied for 77 grants totaling more than $49.6 million, with $33.2 million in applications led by our faculty. In addition:

- $3.4M budgeted in 38 active research grants, and $1.9M annual funds in 7 service grants.
- In Spring, the SSW applied for 30 grants with a budget of $27.2M, and one of our faculty was a principle investigator (PI) for $21.3M of the budget.
- In Summer, the SSW applied for 9 grants, with a budget of $6.3M, and a SSW PI led 100% of the proposals.
- In Fall, the SSW applied for 28 grants with a budget of $16.0M of which faculty led $13.9M.

Since 2014, SSW faculty have applied for 290 grant, with more grants each year with increasing ambitious total amounts, via partnerships with the other UTA colleges and outside collaborators. Success rate of awarded grant proposals reduced slightly to 34% vs. 39.5% prior year.

The faculty published 131 peer-reviewed articles in 2021, with 26 papers including PhD student co-authors, 5 included 2 students, and each one with 3 and 4 student co-authors. The PhD students presented 28 conference paper presentations, 6 including two student authors, and one involving 3 student co-authors.

Between January 2021 and January 2022, the SSW faculty were collectively cited 2,822 times and have an average h-index score of 12.6. We are proud of our ambitious and young faculty for achieving these numbers.
OFFICE OF COMMUNICATIONS & COMMUNITY OUTREACH

This office integrates communications (marketing/advertising) and community outreach (recruiting/admissions and special events) within one office.

• Each area is able to leverage off the others with tools and expertise in one integrated office.
• Allows recruiting, communications, and marketing to synchronize and executive strategic goals and objectives for enrollment numbers.
• Extremely successful integrated office structure other academic units on campus are beginning to replicate all or portions of our structure, which has been successful for the SSW in meeting our recruitment goals and getting our communications messages out to our audiences/public.

“PROMOTING YOUR FUTURE”
COMMUNICATIONS & COMMUNITY OUTREACH

MARKETING & ADVERTISING

Master of Social Work Program

University of Texas at Arlington

SCHOOL OF SOCIAL WORK
Celebrating 50 years of Social Work Education

Join one of the fastest growing career fields in the country and help make a difference!

Specialized advanced curriculum in:
- Mental Health and Substance Use
- Children and Families
- Aging
- Health
- Community and Administration

Today's learners, tomorrow's leaders. Be the change!

Online, Hybrid, or Campus Locations in Arlington
Accredited • Affordable • Top Ranked Program • Faculty

MICHAEL BROWN, M.Ed.
Admissions Coordinator

SCHOOL OF SOCIAL WORK
UNIVERSITY OF TEXAS AT ARLINGTON
1301 Cooper Street
Building 8 Room 115
Arlington, TX 76019-0139
T 817-272-5414
F 817-272-3923
michael.brown@uta.edu
http://www.ssw.uta.edu
PhD program - targeted recruiting and marketing for a new cohort of 6 to 10 students starting every Fall semester

Expanding advertising and marketing for Non-Resident Online Distance Education (NRODE) students for all programs offered online

Created a state-of-the-art Video Production and Digital Media Studio

Produced 90+ videos recognizing student, faculty, staff, and alumni achievements

Produced 50+ news stories/news releases

Created and purchased new recruiting displays, table skirts, and tent

Increased content, posting, and engagement on social media pages.

Supported Website Modernization Campaign in synchronization with UTA
  • Added more dynamic content to SSW website.
  • Re-designed 200+ SSW webpages.

Published e-monthly video news updates to alumni, faculty, students, stakeholders, and prospective students

Produced webinars and podcasts featuring faculty research, community outreach, professional and clinical practice, etc

Recorded lectures in the studio and in classrooms for use by online students
  • Beginning this Spring we will be able to conduct real-time livestreaming of lectures, events, conferences, and simulation Social Work practice training for required courses. Helped faculty with facilitating in-person and online classes together synchronously in real-time teaching and training for practice courses and guest speakers.

Created Special Topic Webinars/Video Presentations
  • Three-part series on Race, Diversity, Health Disparities, and COVID-19.
  • LGBTQ+ identities in the time of COVID-19 co-sponsored with LGBTQ+ program and Pride Peers.
  • Juneteenth Education Webinar.
Community Outreach

- Developed strategic recruiting trips and campaigns for HBCU and HSI institutions and initiatives throughout the state.
- Visited more than two dozen field agencies to recruit and give presentations.

<table>
<thead>
<tr>
<th>10,000+</th>
<th>Messages Sent</th>
</tr>
</thead>
<tbody>
<tr>
<td>8,000+</td>
<td>Phone Calls</td>
</tr>
<tr>
<td>1,500+</td>
<td>Graduate Files Processed</td>
</tr>
<tr>
<td>700+</td>
<td>Appointments</td>
</tr>
<tr>
<td>24+</td>
<td>Admission Informationals</td>
</tr>
<tr>
<td>30+</td>
<td>College &amp; Career Fairs</td>
</tr>
<tr>
<td>24+</td>
<td>Community Colleges</td>
</tr>
<tr>
<td>15+</td>
<td>Feeder Colleges</td>
</tr>
<tr>
<td>12+</td>
<td>High Schools</td>
</tr>
</tbody>
</table>

Hold yearly receptions at the national Council for Social Work Education (CSWE) and Society for Social Work Research (SSWR) conferences for alumni, faculty, prospective faculty and PhD students.

- Host a Homecoming Alumni/Student Outdoor Party in SSW’s Courtyard before women’s and men’s Homecoming basketball games.
- Fall and Spring Career Day Panel discussions for students and prospective students.
- Hold at least four co-sponsoring events with community organizations (non-profits/agencies) each year.
- Every March, hold a Field Agency/Job Fair, Research Display Contest, Keynote Speaker and breakout sessions with specific theme topics.
- Support monthly cultural, morale improvement, and diversity events, such as DEI events, Culture Trainings, Wellness Days, Luncheons, Parties and other monthly themed events.
- New Student enrollment increased 7.1% to 1,221 vs. prior year 1,139.

- Started an annual Alumni Breakfast and State of the School event to alumni, donors, and community stakeholders.
- Co-Sponsored and funded keynote speakers for the UTA Center for African American Studies (CAAS) Annual Conferences.
- SSW Admissions connected with more than 2,953 prospective applicants — an increase of 9.5% versus prior year. Respectively, our Applied to Enrolled Yield decreased moderately by .9% from the prior year.
- Hosted a 7-part national webinar series on Eliminating Racism with more than 2,100 views, and following the death of George Floyd the SSW organized a march supporting Black Lives Matter and protesting against police misconduct/abuse.
- Our faculty and staff have been hard at work addressing top social work issues and disseminating them through virtual webinar series and social media campaigns.

- The School of Social Work hosted its 2nd Annual Fall Harvest/Food Giveaway and Trunk or Treat event, benefiting hundreds of Arlington families who live near the campus.

  The Harvest event featured a free food giveaway. Each family received approximately 40 pounds of pantry staples. More than 300 families received approximately 12,000 pounds of food.

  The Trunk or Treat event featured nearly two dozen decorated vehicles and kid-friendly, costumed volunteers who handed out candy and treats to hundreds of families.

  Both events were free and open to the entire community.
The Office of Administration and Business Operations encompasses Infrastructure Management, Human Resources, Information Technology, Crisis Management, and Commencement.

**INFRASTRUCTURE MANAGEMENT**

As part of the infrastructure management, we:

- Moved over 15 offices within the complex buildings to increase work efficiency for the SSW.
- Replaced five multi-function copiers with updated ones.
- Supplied hundreds of face masks and shields.
- Provided over 30 office laptops for new hires.
- Completed the inventory assessment for over 100 office and classroom spaces.

**BUSINESS OPERATIONS**

- Processed over 100 bi-weekly timesheets.
- Managed 260 room reservations.
- Coordinated the new ePerformance staff review process.
- Oversaw the SSW Compliance, and ensured that faculty and staff complete the online training and understand relevant compliance issues.
- Posted staff job openings, conducted criminal background checks and processed offer letters.
- Processed all full-time and part-time staff hires.
- Oversaw the GEM Staff Award Going the Extra Mile and gave four staff GEM Awards.

**ADMINISTRATIVE SUPPORT**

We provided administrative support for the New Building Advisory Group. This support includes:

- Coordinating surplus pickups of furniture during moves.
- Cleaning offices and moved computer equipment.
- Creating online maintenance request(s) form.
- Creating a new online Parking Request Form.
- Completing the fixed seating distancing capacities in classrooms and meeting rooms.
- Obtaining and distributing cleaning supplies per COVID protocols.
- Creating an electronic Emergency Faculty and Staff Contact Information spreadsheet.

**ADMINISTRATION RESOURCES**

As we aspire to have best practices and policies, we created the Administration Resource Page along with the School of Social Work HOP. We updated the vacation and sick leave request with e-signature. We created FAQs for the Office of Administration and Business Operations.

**EMERGENCY & CRISIS**

Directed and coordinated the Business Continuity planning an essential element of emergency preparedness. Gathered and created business contingency plans (BCP) for the SSW to include a Crisis Management plan.

As part of preparation for unexpected disruptions, we provide video clips for active aggressors on campus, where to go in an evacuation, or what to do when you need to shelter-in-place. Provided fire drills and other emergency preparedness presentations.

**INFORMATION TECHNOLOGY**

We converted conference rooms to support Microsoft Teams by adding laptops, microphones, webcams, and mobile carts for video conferencing.

We managed the Microsoft End Point Security project for all faculty and staff. We also setup two faculty listservs and user guidelines.

We provided laptop repairs and battery replacements to over 25 systems.

Successfully scanned 420+ devices (laptops, desktops, iPads, and tablets), and verified 98.8% of them. We completed over 50+ device configuration forms for equipment to be encrypted and delivered in a timely manner.

**WEBSITE ENHANCEMENTS**

We added the Electronic and Information Resources (EIR) Accessibility, to ensure that the webpages are accessible to those who are visually impaired.

We redesigned the following webpages within the School of Social Work website: Admissions, Programs, BSW & MSW Newsletters and Dean’s List.

Other accomplishments included the creation of several new webpages within the School of Social Work website: Community and Administrative Practice, Experiential Learning, SPEAK, Wind Therapy Study, and MSW Specialty Areas.

**LOGISTICS**

Led and handled all the logistics for the in-person commencement and virtual ceremonies for the SSW. We updated the commencement website to reflect new information and deadlines for the students.
MOST RECENT FEEDBACK

School of Social Work respondents rated the following aspects of their major department as Excellent or Good:

94.7% STUDENTS WOULD RECOMMEND SSW TO FRIENDS, FAMILY, AND ASSOCIATES.

90.6% RECENT GRADS WOULD CHOOSE SCHOOL OF SOCIAL WORK AT UTA AGAIN.

82.8% HOW WOULD YOU RATE THE OVERALL QUALITY OF FACULTY?

82.3% HOW WOULD YOU RATE THE OVERALL QUALITY OF ASSISTANCE PROVIDED BY THE DEPARTMENT?

78.4% HOW WOULD YOU RATE THE OPPORTUNITIES FOR INTERACTION WITH FACULTY?

71.4% HOW WOULD YOU RATE THE OVERALL QUALITY OF ADVISING?

STUDENT COURSE SATISFACTION SURVEY
FEEDBACK RATINGS BY FACULTY TITLE

<table>
<thead>
<tr>
<th>Title</th>
<th>Academic Year 2018-2019</th>
<th>Academic Year 2019-2020</th>
<th>Academic Year 2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assoc. Professor</td>
<td>4.52 4.47 4.50</td>
<td>4.59 4.63 4.61</td>
<td>4.52 4.55 4.53</td>
</tr>
<tr>
<td>Assoc. Prof. of Practice</td>
<td>4.76 4.63 4.70</td>
<td>4.48 4.53 4.50</td>
<td>4.47 4.73 4.56</td>
</tr>
<tr>
<td>Asst. Prof.</td>
<td>4.52 4.44 4.48</td>
<td>4.64 4.63 4.64</td>
<td>4.65 4.69 4.67</td>
</tr>
<tr>
<td>Asst. Prof. in Practice</td>
<td>4.56 4.65 4.61</td>
<td>4.59 4.53 4.55</td>
<td>4.57 4.55 4.56</td>
</tr>
<tr>
<td>Prof.</td>
<td>4.32 4.33 4.32</td>
<td>4.14 4.29 4.21</td>
<td>4.32 4.84 4.44</td>
</tr>
<tr>
<td>Total</td>
<td>4.56 4.57 4.57</td>
<td>4.55 4.55 4.55</td>
<td>4.54 4.60 4.57</td>
</tr>
</tbody>
</table>

QUESTIONS

1. Instructor clearly defined/explained objectives.
2. Instructor was prepared for each activity.
3. Instructor communicated effectively.
4. Instructor encouraged students to take active role in their learning.
5. Instructor was available to students electronically or in person.

RECENT GRADS WOULD CHOOSE SCHOOL OF SOCIAL WORK AT UTA AGAIN.
### Key Performance Indicators

#### Enrollment Headcount (Distinct)

<table>
<thead>
<tr>
<th>Category</th>
<th>AY19-20</th>
<th>AY20-21</th>
<th>% Chg vs. PY</th>
<th>FA21-SP22</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGRD</td>
<td>2509</td>
<td>2558</td>
<td>0.02</td>
<td>2478</td>
</tr>
<tr>
<td>GRAD</td>
<td>920</td>
<td>900</td>
<td>-0.022</td>
<td>778</td>
</tr>
<tr>
<td>FTE Enrollment (Cumulative)</td>
<td>1589</td>
<td>1658</td>
<td>0.043</td>
<td>1700</td>
</tr>
<tr>
<td>UGRD</td>
<td>5056</td>
<td>5065</td>
<td>0.002</td>
<td>3786</td>
</tr>
<tr>
<td>GRAD</td>
<td>1610</td>
<td>1546</td>
<td>-0.04</td>
<td>1144</td>
</tr>
<tr>
<td>FTE Enrollment (Cumulative)</td>
<td>3446</td>
<td>3519</td>
<td>0.021</td>
<td>2642</td>
</tr>
</tbody>
</table>

#### Student FT/PT Ratio

<table>
<thead>
<tr>
<th>Category</th>
<th>AY19-20</th>
<th>AY20-21</th>
<th>% Chg vs. PY</th>
<th>FA21-SP22</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGRD</td>
<td>0.689</td>
<td>0.709</td>
<td>0.02</td>
<td>0.675</td>
</tr>
<tr>
<td>GRAD</td>
<td>0.668</td>
<td>0.759</td>
<td>0.091</td>
<td>0.713</td>
</tr>
<tr>
<td>New UG Students to UTA</td>
<td>0.314</td>
<td>0.282</td>
<td>-0.102</td>
<td>0.252</td>
</tr>
<tr>
<td>New FTIC</td>
<td>0.36</td>
<td>0.39</td>
<td>0.083</td>
<td>0.48</td>
</tr>
<tr>
<td>New Transfers</td>
<td>0.278</td>
<td>0.243</td>
<td>-0.126</td>
<td>0.204</td>
</tr>
<tr>
<td>New GR Students to UTA</td>
<td>0.825</td>
<td>0.939</td>
<td>0.138</td>
<td>0.889</td>
</tr>
</tbody>
</table>

#### Admissions Yield Rates

<table>
<thead>
<tr>
<th>Category</th>
<th>AY19-20</th>
<th>AY20-21</th>
<th>% Chg vs. PY</th>
<th>FA21-SP22</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG Applied to Enrolled</td>
<td>0.3</td>
<td>0.265</td>
<td>-0.034</td>
<td>0.272</td>
</tr>
<tr>
<td>GR Applied to Enrolled</td>
<td>0.5</td>
<td>0.497</td>
<td>-0.003</td>
<td>0.457</td>
</tr>
</tbody>
</table>

#### Full-Time Faculty

<table>
<thead>
<tr>
<th>Category</th>
<th>AY19-20</th>
<th>AY20-21</th>
<th>% Chg vs. PY</th>
<th>FA21-SP22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure</td>
<td>0.48</td>
<td>0.54</td>
<td>0.125</td>
<td>0.50</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>0.15</td>
<td>0.18</td>
<td>0.2</td>
<td>0.15</td>
</tr>
<tr>
<td>Non-Tenure Track</td>
<td>0.16</td>
<td>0.17</td>
<td>0.063</td>
<td>0.18</td>
</tr>
<tr>
<td>Non-Tenure Track</td>
<td>0.17</td>
<td>0.19</td>
<td>0.118</td>
<td>0.17</td>
</tr>
</tbody>
</table>

#### Student Credit Hour Measures

<table>
<thead>
<tr>
<th>Category</th>
<th>AY19-20</th>
<th>AY20-21</th>
<th>% Chg vs. PY</th>
<th>FA21-SP22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total SCH</td>
<td>54027</td>
<td>54204</td>
<td>0.003</td>
<td>42971</td>
</tr>
<tr>
<td>UGRD SCH</td>
<td>18763</td>
<td>18816</td>
<td>0.003</td>
<td>13865</td>
</tr>
<tr>
<td>GRAD SCH</td>
<td>35264</td>
<td>35388</td>
<td>0.004</td>
<td>29106</td>
</tr>
<tr>
<td>UGRD SCH/FTE Enrollment</td>
<td>11.65</td>
<td>12.17</td>
<td>0.044</td>
<td>12.12</td>
</tr>
<tr>
<td>GRAD SCH/FTE Enrollment</td>
<td>10.23</td>
<td>10.06</td>
<td>-0.017</td>
<td>11.02</td>
</tr>
<tr>
<td>SCH/FT FACULTY</td>
<td>1126</td>
<td>1004</td>
<td>-0.108</td>
<td>859</td>
</tr>
<tr>
<td>UGRD Student/Faculty Ratio (CSWE)</td>
<td>19.2</td>
<td>19.4</td>
<td>0.009</td>
<td>17.8</td>
</tr>
<tr>
<td>GRAD Student/Faculty Ratio (CSWE)</td>
<td>13</td>
<td>12.8</td>
<td>-0.018</td>
<td>11.2</td>
</tr>
</tbody>
</table>
# Key Performance Indicators

## Key Performances Indicators - Academic

### UNDERGRADUATE - Graduation Rates

<table>
<thead>
<tr>
<th></th>
<th>AY19-20</th>
<th>AY20-21</th>
<th>%CHG. VS PY</th>
<th>FA21-SP22</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW FTIC - 4 YEAR</td>
<td>35.3%</td>
<td>40.9%</td>
<td>15.9%</td>
<td>-</td>
</tr>
<tr>
<td>NEW FTIC - 6 YEAR</td>
<td>48.3%</td>
<td>52.2%</td>
<td>8.1%</td>
<td>-</td>
</tr>
<tr>
<td>NEW TRANSFER - 2 YEAR</td>
<td>43.6%</td>
<td>52.2%</td>
<td>19.7%</td>
<td>-</td>
</tr>
<tr>
<td>NEW TRANSFER - 4 YEAR</td>
<td>69.9%</td>
<td>70.3%</td>
<td>0.6%</td>
<td>-</td>
</tr>
</tbody>
</table>

### Persistence Rate

<table>
<thead>
<tr>
<th></th>
<th>AY19-20</th>
<th>AY20-21</th>
<th>%CHG. VS PY</th>
<th>FA21-SP22</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDERGRADUATE</td>
<td>69.5%</td>
<td>65.0%</td>
<td>-6.5%</td>
<td>-</td>
</tr>
<tr>
<td>SPRING TO SUMMER</td>
<td>94.7%</td>
<td>92.7%</td>
<td>-2.1%</td>
<td>-</td>
</tr>
<tr>
<td>SUMMER TO FALL</td>
<td>90.7%</td>
<td>92.2%</td>
<td>1.7%</td>
<td>87.9%</td>
</tr>
<tr>
<td>FALL TO SPRING</td>
<td>86.7%</td>
<td>85.0%</td>
<td>-1.9%</td>
<td>-</td>
</tr>
<tr>
<td>GRADUATE</td>
<td>95.9%</td>
<td>95.0%</td>
<td>-0.9%</td>
<td>-</td>
</tr>
<tr>
<td>SPRING TO SUMMER</td>
<td>93.0%</td>
<td>91.9%</td>
<td>-1.2%</td>
<td>91.5%</td>
</tr>
<tr>
<td>SUMMER TO FALL</td>
<td>903</td>
<td>1,002</td>
<td>11.0%</td>
<td>240</td>
</tr>
<tr>
<td>FALL TO SPRING</td>
<td>250</td>
<td>315</td>
<td>26.0%</td>
<td>65</td>
</tr>
<tr>
<td>DEGREES AWARDED</td>
<td>653</td>
<td>687</td>
<td>5.2%</td>
<td>175</td>
</tr>
<tr>
<td>BACHELOR DEGREE</td>
<td>2.92</td>
<td>3.12</td>
<td>6.8%</td>
<td></td>
</tr>
<tr>
<td>MASTER'S DEGREE</td>
<td>1.91</td>
<td>1.86</td>
<td>-2.6%</td>
<td></td>
</tr>
</tbody>
</table>

### Time to Degree

<table>
<thead>
<tr>
<th></th>
<th>AY19-20</th>
<th>AY20-21</th>
<th>%CHG. VS PY</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACHELOR DEGREE</td>
<td>3.1%</td>
<td>3.1%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>MASTER'S DEGREE</td>
<td>28.6%</td>
<td>29.2%</td>
<td>2.1%</td>
</tr>
<tr>
<td></td>
<td>31.3%</td>
<td>32.5%</td>
<td>3.7%</td>
</tr>
<tr>
<td></td>
<td>1.0%</td>
<td>0.6%</td>
<td>-39.2%</td>
</tr>
<tr>
<td></td>
<td>2.0%</td>
<td>2.1%</td>
<td>2.8%</td>
</tr>
<tr>
<td></td>
<td>34.0%</td>
<td>32.5%</td>
<td>-4.2%</td>
</tr>
<tr>
<td>ASIAN</td>
<td>3.8%</td>
<td>3.8%</td>
<td>-</td>
</tr>
<tr>
<td>BLACK/AFRICAN AMERICAN</td>
<td>28.2%</td>
<td>28.2%</td>
<td>-</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>32.7%</td>
<td>32.7%</td>
<td>-</td>
</tr>
<tr>
<td>INTERNATIONAL</td>
<td>0.9%</td>
<td>0.9%</td>
<td>-</td>
</tr>
<tr>
<td>WHITE</td>
<td>1.7%</td>
<td>1.7%</td>
<td>-</td>
</tr>
<tr>
<td>OTHER</td>
<td>32.7%</td>
<td>32.7%</td>
<td>-</td>
</tr>
</tbody>
</table>

### Retention Rates (COHRT)

<table>
<thead>
<tr>
<th></th>
<th>AY19-20</th>
<th>AY20-21</th>
<th>%CHG. VS PY</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 1</td>
<td>69.6%</td>
<td>73.5%</td>
<td>54.6%</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>56.5%</td>
<td>61.8%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### Enrollment Demographics %

<table>
<thead>
<tr>
<th></th>
<th>AY19-20</th>
<th>AY20-21</th>
<th>%CHG. VS PY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIAN</td>
<td>3.1%</td>
<td>3.1%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>BLACK/AFRICAN AMERICAN</td>
<td>28.6%</td>
<td>29.2%</td>
<td>2.1%</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>31.3%</td>
<td>32.5%</td>
<td>3.7%</td>
</tr>
<tr>
<td>INTERNATIONAL</td>
<td>1.0%</td>
<td>0.6%</td>
<td>-39.2%</td>
</tr>
<tr>
<td>WHITE</td>
<td>2.0%</td>
<td>2.1%</td>
<td>2.8%</td>
</tr>
<tr>
<td>OTHER</td>
<td>34.0%</td>
<td>32.5%</td>
<td>-4.2%</td>
</tr>
<tr>
<td></td>
<td>3.8%</td>
<td>3.8%</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>28.2%</td>
<td>28.2%</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>32.7%</td>
<td>32.7%</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>0.9%</td>
<td>0.9%</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>1.7%</td>
<td>1.7%</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>32.7%</td>
<td>32.7%</td>
<td>-</td>
</tr>
</tbody>
</table>

### 2021-2022
Thank you for all you do to have our students feel cared for! I look forward to having Nelda in the group! She always has great insights.

I’m so grateful for our school and the chance to work with such amazing people.

Thanks for your communication.

Thank you for this kind note.

Thank you for your kind encouragement.
In September 2021, we officially named Dr. Jandel Crutchfield to her inaugural role as “Director of Diversity, Equity, and Inclusion” for the School of Social Work. Plans are in the works to develop a dedicated webpage for our DEI efforts and accomplishments, as well as to offer and provide DEI certificate training for our staff and faculty. Diversity, Equity, & Inclusion at the SSW will focus on the following:

**Inward** - SSW DEI efforts that target outcomes for SSW students, staff, faculty, and leadership within the school.

**Outward** - Initiatives that harness the Inward SSW efforts to engage the larger UTA campus in DEI progression.

**Beyond** - Community partnerships that promote DEI work based on Inward and Outward SSW efforts.

We strive to create a positive atmosphere for faculty, staff and students where each can succeed and achieve to his/her highest potential.
Associate Professor Dr. Anne Nordberg is principal investigator on the NITC grant “Developing Data and Solution Focused Approaches to Support Homeless Populations on Dallas Area Rapid Transit.” Co-investigators are Associate Professor of Criminology & Criminal Justice Dr. Jaya Davis and Civil Engineering Professor Dr. Steve Mattingly. Amount: $53,991. Dr. Anne Nordberg, Kiva Harper, and Dr. De’An Roper, Decolonizing Explorations Among Students of Social Work, $5,000.

Kiva Harper partnered with Alliance Child & Family Solutions to educate therapists on systemic racism in the mental health profession. ACFS received a $10,000 grant from the Fund to Advance Racial Equity at the North Texas Community Foundation. Kiva’s work is highlighted in an article appearing in The Dallas Morning News. Kiva Harper was among four presenters to examine the unique mental health challenges affecting African Americans during Black, Indigenous and People of Color Mental Health Awareness Month in July.

Dr. Kathy Lee and colleagues from bioengineering Drs. Hanli Lu and Li Wang earned an interdisciplinary research funding for her work “Digital sensing of biomarkers for Alzheimer’s Disease using non-intrusive and portable devices.” Dr. Kathy Lee was selected to participate in the Alzheimer’s Association Summer Institute where participants were taught new ways in which their existing research contributes to breakthroughs in the Alzheimer’s and dementia-related disorders field. Dr. Kathy Lee and her colleague, Dr. Kate Hyun from Civil Engineering, received a $535,000 grant from the Trustees at Communities Foundation.

Drs. Danielle Eugene and Jandel Crutchfield along with their engineering colleague at Georgia Tech earned an education grant from the Center for Transportation Equity Decisions and Dollars for their proposal entitled “Social Equity and Ecology: A Cross-system Partnership Promoting Transportation as a Transformative Tool for Client Mobility.” Amount: $77,113.

Dr. Noelle Fields, Dr. Ling Xu, and colleagues from University of Virginia and Emory University received a $75K grant to fund research on “The Faith Care Family Project: A program for dementia caregivers”.

Dr. Diane Mitschke is principal investigator on the NITC grant “Housing Choice, Transportation Equity and Access to Opportunities in Refugee and Immigrant Communities.” Co-investigators are Social Work’s Dr. Anne Nordberg and Civil Engineering Professor Dr. Steve Mattingly. Amount: $69,541.

Drs. Marie Salimbeni and Jandel Crutchfield, School of Social Work, Social Work Faculty and Student Perspectives on Best Practices for Experiential Learning that Facilitates Multiculturalism, $5,000.

Dr. Ling Xu and Dr. Noelle Fields received a $163,479 grant on their RRF Foundation for Aging, entitled “Intergenerational connections: Reminiscence and digital storytelling to improve social and emotional well-being of older adults with ADRD. Noelle and Ling are the PIs, and included a multidisciplinary team from UTA including Dr. Kathy Daniel (nursing), Daisha Cipher (nursing), and Brooke Troutman (Librarian) are the Co-Is.

Dr. Kathy Lee and her colleague, Dr. Kate Hyun from Civil Engineering, received a $535,000 grant from the Trustees at Communities Foundation of Texas to support their research titled: Motivational Technology to Increase Physical Activity. The Caruth Foundation will support this very important and timely project helping low-income older adults in DFW stay active and healthy using a mobile app.

Dr. Rebecca Mauldin and Dr. Keith Anderson received a $75K grant to support research on “Building Community and Combating Social Isolation among Assisted Living Residents”.

Dr. Rachel Voth Schrag received a grant from the SSRC Rapid-Response Grants on Covid-19 and the Social Sciences for her project, “The Coronavirus Safety Project: Serving Domestic and Sexual Violence Survivors in the Context of a Pandemic.” This program was very competitive with over 1,300 applications!
Dr. Jandel Crutchfield welcomed numerous scholars from across the country to speak and present during her Eliminate Racism digital series. The 7-part series, broadcast once monthly, features experts who analyze how eliminating racism intersects with other Grand Challenges for Social Work. Dr. Crutchfield is co-chair of CSWE’s national steering committee charged with explore ways Social Workers can eliminate racism, the profession’s 13th Grand Challenge. The UTA SSW’s own Office of Communications is responsible for hosting the webinars via Zoom and Youtube.

Dr. Jandel Crutchfield was named the School of Social Work’s first director of diversity, equity and inclusion. In her new role, Dr. Crutchfield will promote inclusive excellence within the school and facilitate community partnerships that uplift DEI work.

Dr. Jandel Crutchfield spoke to Laura Harris at NBC 5-DFW about microaggressions Black women deal with in the workplace and how others may become allies by changing in their mindsets and actions. Dr. Jandel Crutchfield was guest speaker on the CAAS panel “The Impact of the Black Lives Matter Movement: Summer 2020 and Beyond.”

Dr. Jandel Crutchfield was guest speaker on the CAAS panel “The Impact of the Black Lives Matter Movement: Summer 2020 and Beyond.”

Dr. Rachel Voth Schrag earned the President’s Award for Excellence in Teaching-Untenured for 2021. Dr. VothSchrag was honored in May for her contributions to student learning.

The School of Social Work fed hundreds of working families at its first Fall Trunk or Treat event last October. The school distributed more than 1,200 face masks and hundreds of bottles of hand sanitizer during the event.

Dr. Brittanie Ash was accepted into the Diversity Scholars Network at the University of Michigan, a distinguished international research community committed to advancing understandings of historical and contemporary social issues related to identity, difference, culture, representation, power, oppression, and inequality — as they occur and affect individuals, groups, communities, and institutions.

Dr. Regina Praetorius and a colleague at the University of Hawai‘i at Manoa reported their study on suicide in the journal Social Work in Mental Health. The researchers hope that the issue of mothers with postpartum depression having suicidal thoughts is elevated to a public health concern.

Adjunct Professor Dr. Pamela Hill provided expert commentary and historical context on the Tulsa Race Massacre during a live broadcast of the national online digital program #RolandMartinUnfiltered. Dr. Hill also served as featured speaker at the Center for African American Studies Juneteenth Celebration in Brazos Park cosponsored by the School of Social Work.
Dr. Darlene Hunter along with her USA teammates received the Bronze Medal over the Labor Day weekend at Paralympic Games in Tokyo. Dr. Hunter is co-captain of the women’s wheelchair basketball team.

School of Social Work faculty, alumni and graduate students including graduate research assistant Jessica Williams made nearly 60 presentations of critical mental health research at the 25th Annual Society for Social Work and Research Conference in January.

Dean Scott Ryan was honored with the Lifetime Achievement Award and Associate Professor of Practice Kiva Harper was named Social Worker of the Year by the North Central Texas Fort Worth Area Branch of the National Association of Social Workers. The two honors are the highest Social Work recognitions given by the branch.

Dr. Noelle Fields was named the Roy E. Dulak Professor in Community Practice Research and Dr. Regina Praetorius was named the Jillian Michelle Smith Professor in Family Violence Research.

Dr. Saltanat Childress received an award on her Violence Against Women and Children (VAWC) Manuscript from the Council on the Role and Status of Women in Social Work Education for her paper “Plates and Dishes Smash; Married Couples Clash: Cultural and Social Barriers to Help-Seeking Among Women Domestic Violence Survivors in Kyrgyzstan.”

Dr. Brittanie Ash was announced as a 2021 Sexual Orientation and Gender Identity and Expression (SOGIE) scholarship awardee. Her paper “Differential Experiences of Dating Violence and Sexual Violence Among Trans/Gender Diverse Youths” was recognized by CSWE’s Council on Sexual Orientation and Gender Identity for its contribution to scholarship and knowledge about sexual orientation and gender identity and expression.

Dr. Genevieve Graaf co-authored the article “COVID-19, Social Determinants Past, Present and Future and African Americans’ Health” with Dr. Lonnie Snowden at the School of Public Health at the University of California – Berkeley. The article concludes that “both in this generation and the next, COVID-19 is likely to reinforce or increase African American’s poverty” and that “COVID-19 can entrench, or widen, African American-white health disparities.”

Dr. Micki Washburn received a Notice of Award from the NIH for her R41 grant to NIDA. This is for a project to develop portable and individually customizable VR software to be used as an adjunctive treatment for individuals with Opioid Use Disorder (OUD). They will be going through the FDA regulatory process to get the software approved as a medical device. The name of the project is Modular Adaptive Virtual Reality Intervention for Clinical Substance use disorder (MAVRICS).

Dr. Micki Washburn was selected and participated in the 2021 CHER Institute at the Center for Health Equity Research (CHER) Institute at California State University, Long Beach from June 7-12. This program is designed to enhance the readiness of early career faculty at minority-serving institutions (MSIs) to conduct community-based, social and health behavior research and to increase their representation among National Institutes of Health (NIH)-funded investigators.

Dr. Zhen Cong and her colleagues from Engineering have received a conference grant award from the National Science Foundation for the project entitled, “Build and Broaden: Conference on Social Connections to Promote Individual and Community Resilience in Post-COVID-19 Society.”
RECOGNITIONS

Faculty | Staff

Drs. Catherine LaBrenz and Philip Baiden earned interdisciplinary research funding for their project “County Built and Social Environments Associated with Substance Misuse Among Children and Parents at Risk for Maltreatment.”


Dr. De’An Roper and her colleagues wrote the article “Welcoming Transgender and Gender Non-Conforming Clients into SUD Treatment” for the publication Advances in Addiction & Recovery. Dr. Roper is co-chair for the LGBTQ+ clinical subcommittee for NAADAC, an association for addiction professionals.

Dr. Darlene Hunter along with her USA teammates received the Bronze Medal over the Labor Day weekend at Paralympic Games in Tokyo. Dr. Hunter is co-captain of the women’s wheelchair basketball team.

Dr. Brittanie Ash’s abstract “Differential Experiences of Mental Health Among Transgender and Gender Diverse Youth in Colorado” was accepted for publication in the monthly online journal Behavioral Sciences.

We Are Very Proud Of All Of Our Faculty’s Many Publications And Recognitions, And Are Aware This Is Not All Of The Many Works Produced By The SSW Faculty.