

### Focal Area 3: Student-Centered Teaching and Learning

| Goal 1: Prepare BSW, MSW, and PhD students for anti-oppressive practice at macro and micro levels.  | 23-24 Accomplishments   | 24-25 Plans   |
|---|---|---|
| Ensure that a global, human rights and intersectional anti-oppression lens runs throughout the curriculum   | <ul style="list-style-type: none"> <li>Academic Affairs collected all master syllabi</li> </ul>   | <ul style="list-style-type: none"> <li>Implement rubric for primary syllabus update process (AA/faculty)</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>A rubric for primary syllabus update process was developed by EPC with emphasis on anti-oppression/ADEI</li> </ul>   | <ul style="list-style-type: none"> <li>Implement course lead process</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>Academic Affairs Team created new implicit curriculum survey for graduating MSW students (disseminate in April)</li> </ul>   | <ul style="list-style-type: none"> <li>Assess implicit curriculum survey results and refine survey; consult with new ADEI structure (AA/ADEI)</li> </ul>  |
| Support faculty and adjuncts, staff, and field instructors to prepare students for anti-oppressive practice through classroom teaching, advising, professional development and field instruction. | <ul style="list-style-type: none"> <li>Provided presentations and trainings to faculty, adjuncts, field instructors, and advisors.</li> </ul> <p>Examples include workshop on anti-racist/social justice supervision; presentation on multidimensionality of social identities and intersectional engagement; workshop on centering Black contributions to social work and mutual aid; presentation on fostering mental well-being in LGBTQIA+ youth and emerging adults; workshop on antiracism and social work pedagogy; workshop on "decolonizing syllabi"; workshop on trans policy and advocacy; presentation on promoting a long, healthy, and productive life for everyone; Annual field diversity seminar</p> | <ul style="list-style-type: none"> <li>AA will provide ongoing trainings, including annual field diversity seminar; will consult with new ADEI structure on recommendations (AA/ADEI)</li> <li>MSW Director will implement monthly teaching circles (AA); need for microaggression training has been identified.</li> </ul> |
| Create curricular cohesion across coursework, field, and implicit curricular activities, and across methods, allowing for dynamic interplay between micro, mezzo, and macro social work.          | <ul style="list-style-type: none"> <li>Creation of course lead process and rubric for primary syllabus update process to ensure continuity of horizontal and vertical integration</li> </ul>  | <ul style="list-style-type: none"> <li>Implementation of course lead process and rubric for primary syllabus update process (AA/EPC/faculty)</li> </ul>   |
|   |   | <ul style="list-style-type: none"> <li>Hold faculty curriculum retreat focused on 2022 EPAS and integration of AR competency (AA/EPC/faculty)</li> </ul>  |
|   |   | <ul style="list-style-type: none"> <li>Review vertical and horizontal integration of courses in concentration meetings (EPC/faculty)</li> </ul>   |

| Create a curriculum that is flexible, responsive to student and community needs, and addresses needs of, and innovations in, the field.   | <ul style="list-style-type: none"> <li>• Used the Dean’s community outreach efforts, Dean’s Advisory Committee, Alumni Board of Champions, state partners, and others to gather input on practice and workforce needs.</li> </ul> | <ul style="list-style-type: none"> <li>• Review and implement alumni survey to gather input from recent graduates about their preparedness for professional practice (Alumni Relations and AA)</li> </ul>                             |   |                              |                    |  |  |   |   |  |   |  |   |  |  |  |  |  |   |  |
|---|---|---|---|------------------------------|--------------------|--|--|---|---|--|---|--|---|--|--|--|--|--|---|--|
|   | <ul style="list-style-type: none"> <li>• Developed online MSW program</li> </ul>  | <ul style="list-style-type: none"> <li>• Evaluate focused areas of study (EPC)</li> </ul>   |   |                              |                    |  |  |   |   |  |   |  |   |  |  |  |  |  |   |  |
|   | <ul style="list-style-type: none"> <li>• Offered Advanced Standing part-time program</li> </ul>   | <ul style="list-style-type: none"> <li>• Explore international educational opportunities (CISWS &amp; Practicum Ed)</li> </ul>  |   |                              |                    |  |  |   |   |  |   |  |   |  |  |  |  |  |   |  |
|   | <ul style="list-style-type: none"> <li>• Increased online course offerings</li> </ul>   | <ul style="list-style-type: none"> <li>• Hold workshop for practice skills before students enter practicum (Practicum Ed)</li> </ul>  |   |                              |                    |  |  |   |   |  |   |  |   |  |  |  |  |  |   |  |
| <table border="1"> <thead> <tr> <th data-bbox="40 562 646 709"><b>Goal 2: Ensure access for underrepresented groups and others by increasing the flexibility of SSW course offerings, field guidelines and guidelines, and degree options.</b></th> <th data-bbox="646 562 1107 604"><b>23-24 Accomplishments</b></th> <th data-bbox="1107 562 1565 604"><b>24-25 Plans</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="40 709 646 840">Create an intentional plan to develop and implement flexible programming (e.g. online/hybrid, evening/weekend courses, flexible field options, and continuing education programming)</td> <td data-bbox="646 709 1107 940"> <ul style="list-style-type: none"> <li>• Developed online program</li> </ul> </td> <td data-bbox="1107 709 1565 940"> <ul style="list-style-type: none"> <li>• Explore development of hybrid/weekend MSW program in Stamford (Dean's office and SP)</li> </ul> </td> </tr> <tr> <td></td> <td data-bbox="646 940 1107 1003"> <ul style="list-style-type: none"> <li>• Offered advanced standing part-time program</li> </ul> </td> <td data-bbox="1107 940 1565 1318" rowspan="4"> <ul style="list-style-type: none"> <li>• Develop 2000 level BSW classes (BSW committee/faculty)</li> </ul> </td> </tr> <tr> <td></td> <td data-bbox="646 1003 1107 1045"> <ul style="list-style-type: none"> <li>• Increased online course offerings</li> </ul> </td> </tr> <tr> <td></td> <td data-bbox="646 1045 1107 1213"> <ul style="list-style-type: none"> <li>• See Practicum Education section for updates to practicum</li> </ul> </td> </tr> <tr> <td></td> <td data-bbox="646 1213 1107 1318"> <ul style="list-style-type: none"> <li>• Planned development of 2000 level undergraduate class with Human Rights open to non-majors</li> </ul> </td> </tr> <tr> <td></td> <td data-bbox="646 1318 1107 1360"> <ul style="list-style-type: none"> <li>• Planned development of 3000 to 2000 level BSW SW intro class open to non-majors</li> </ul> </td> <td></td> </tr> </tbody> </table> |   |   | <b>Goal 2: Ensure access for underrepresented groups and others by increasing the flexibility of SSW course offerings, field guidelines and guidelines, and degree options.</b>   | <b>23-24 Accomplishments</b> | <b>24-25 Plans</b> | Create an intentional plan to develop and implement flexible programming (e.g. online/hybrid, evening/weekend courses, flexible field options, and continuing education programming) | <ul style="list-style-type: none"> <li>• Developed online program</li> </ul>   | <ul style="list-style-type: none"> <li>• Explore development of hybrid/weekend MSW program in Stamford (Dean's office and SP)</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Offered advanced standing part-time program</li> </ul>  | <ul style="list-style-type: none"> <li>• Develop 2000 level BSW classes (BSW committee/faculty)</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Increased online course offerings</li> </ul> |  | <ul style="list-style-type: none"> <li>• See Practicum Education section for updates to practicum</li> </ul> |  | <ul style="list-style-type: none"> <li>• Planned development of 2000 level undergraduate class with Human Rights open to non-majors</li> </ul> |  | <ul style="list-style-type: none"> <li>• Planned development of 3000 to 2000 level BSW SW intro class open to non-majors</li> </ul> |  |
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|  | <ul style="list-style-type: none"> <li>• Provide weekly open office hour consultation with adjuncts (MSW Director) to address student and adjunct needs and support student success</li> </ul> | <ul style="list-style-type: none"> <li>• Increase collaboration with Center for Career Development and other UConn student resources (OSAS)</li> </ul>   |
|  |  | <ul style="list-style-type: none"> <li>• Explore and pilot additional student programming focused on work-life topics such as time management, financial literacy, parenting, etc. (OSAS/AA/MSW Director)</li> </ul> |
|  |  | <ul style="list-style-type: none"> <li>• Explore/pilot alumni mentoring program (AR/OSAS)</li> </ul>   |
|  |  | <ul style="list-style-type: none"> <li>• Explore reactivation of student affinity groups or affinity events (OSAS)</li> </ul>  |
|  |  | <ul style="list-style-type: none"> <li>• Review use of open source text books (lead teachers/faculty) and consider/implement use when possible</li> </ul>  |
| Optimize students' access to implicit curricular activities. | <ul style="list-style-type: none"> <li>• Developing calendar coordination and dedicated time blocks for student events (in process)</li> </ul>   | <ul style="list-style-type: none"> <li>• Implement new student/community event communication system with CQI process (OSAS/AA/Dean's office)</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>• Developing stronger system/coordination for communication of student and community events (in process)</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Review and update policy on field hour credits for co-curricular participation (Practicum Ed)</li> </ul>  |

## Focal Area 2: Inclusive and Impactful Research and Scholarship

| Goal 1: Intensify and expand the School's investment in faculty research development  | 23-24 Accomplishments  | 24-25 Plans  |
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| Develop faculty capacity through training to conduct cutting edge research, including but not limited to methodological and substantive trainings.  | <ul style="list-style-type: none"> <li>Held external and internal speaker series that focused on critical methodologies, developing a grant trajectory, and advancing ADEI in research and scholarship.</li> </ul>                               | <ul style="list-style-type: none"> <li>Work with RDPC to create priority training areas.</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>Offered expanded options for internal seed funding.</li> </ul>  | <ul style="list-style-type: none"> <li>Continue offering expanded funding.</li> </ul>  |
| Create structured opportunities and support for grant writing (e.g. seed funding opportunities; internal writing bootcamp; explore hiring external grant writing trainers such as Hanover or other private grant writing training consultants)  | <ul style="list-style-type: none"> <li>Offered funding support for external grant consultants.</li> </ul>  | <ul style="list-style-type: none"> <li>Work with RDPC to develop ideas for an internal grant writing bootcamp or workshop.</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>Connect faculty to writing bootcamp opportunities.</li> </ul>   |  |
| Structure in regular writing retreats to enhance faculty capacity and interdisciplinary connections to apply for grants and publish work addressing structural oppression.  | <ul style="list-style-type: none"> <li>Held weekly 14-Day Writing Challenge with the NCFDD in Fall 2023 and sponsored weekly Mindful Writing Group sessions in Spring 2024.</li> </ul>   | <ul style="list-style-type: none"> <li>Continue with weekly writing sessions.</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>Developed a list of grant writers, editors, and statistical consultants.</li> </ul>   | <ul style="list-style-type: none"> <li>Sponsor a half-day writing retreat.</li> </ul>  |
| Enhance relationship with UConn foundation: familiarize their staff with UConn faculty research to facilitate expanded funding opportunities.   | <ul style="list-style-type: none"> <li>In collaboration with the Dean's office, organized a session with UConn Foundation to learn about opportunities for private and foundation funding and support offered through the Foundation.</li> </ul> | <ul style="list-style-type: none"> <li>Connect faculty to UConn Foundation.</li> </ul>   |
| Create a database of examples of grant applications including budgets   | <ul style="list-style-type: none"> <li>Provided grant examples and budget templates to PIs.</li> </ul>   | <ul style="list-style-type: none"> <li>Solicit examples from faculty.</li> </ul>   |
|   |  | <ul style="list-style-type: none"> <li>Develop resource library.</li> </ul>  |
| Schedule regular trainings and workshops, and create mentorship structures, that build faculty grant writing capacities and support junior faculty moving to associate and associate faculty moving to full   | <ul style="list-style-type: none"> <li>Coordinated opportunities for early scholars to network with external speakers.</li> </ul>  | <ul style="list-style-type: none"> <li>Create opportunities for pre-tenure faculty to meet as a group to discuss research development opportunities and mentorship.</li> </ul> |
| <p>More effectively integrate scholarship into the wide range of existing funding activities.</p> <ul style="list-style-type: none"> <li>Supplement training grants with pilot funding to faculty to develop and expand research activities</li> <li>Provide workload standards adjustments for supervising students and teaching within training grants (often the teaching, curriculum development, recruitment, supervision, is done in-kind)</li> </ul> | <ul style="list-style-type: none"> <li>Developed a seed funding opportunity in collaboration with the Scholars in Aging training program.</li> </ul>   | <ul style="list-style-type: none"> <li>Develop a list of pre- and post-doctoral funding opportunities.</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>Facilitated MSW field placement opportunities at DMHAS Research Division in collaboration with the SSW Field Office.</li> </ul>   |  |

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| Request set aside money from VPR to foster pilot study research that is a high priority for Connecticut, that addresses issues of intersectional oppression that encourages innovative, impactful collaborative research teams and that has a high potential for extramural funding. The topics of focus should be informed by the ADR advisory committee in consultation with the Dean and ADR.       | <ul style="list-style-type: none"> <li>• Developed DIA-Small Grant Fund for developing research teams</li> </ul>  | <ul style="list-style-type: none"> <li>• Developed DIA-Small Grant Fund for developing research teams.</li> </ul>  |
| Continue to work cooperatively with communication staff to familiarize them with faculty research and scholarship so they can be proactive about connecting faculty with appropriate media outlets. Work collaboratively with the communications staff and the UConn Office of Public Engagement to raise the profile of SSW scholarship and community collaborations within the university community. | <ul style="list-style-type: none"> <li>• Hold monthly ORS-Communications meetings to share news and work collaboratively on the promotional materials (Research Newsletter, Website)</li> </ul> | <ul style="list-style-type: none"> <li>• ORS and Communications meet monthly to share news and work collaboratively on the promotional materials (Research Newsletter, Website)</li> </ul>           |
| Work collaboratively with relevant centers at UConn (e.g., InCHIP, Center for Applied Research on Human Development, Center on Aging) to facilitate seed funding, external grant submissions, and support for grants management for interdisciplinary and community engaged projects.  | <ul style="list-style-type: none"> <li>• Met with OVPR, InCHIP, and Center on Aging Directors to discuss opportunities for collaboration, funding initiatives.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Continue facilitation around collaborative and grant/seed funding opportunities with centers and departments across campus and with UConn Health</li> </ul> |
| Continue to work with faculty and support staff in the IRB to help familiarize them with the type of community engaged research and scholarship being carried out by SSW.  | <ul style="list-style-type: none"> <li>• Assisted with problem-solving and negotiating IRB-related issues with IRB staff.</li> </ul>  | <ul style="list-style-type: none"> <li>• Continue to build relationships and serve as a liaison between faculty, PhD students, and the IRB.</li> </ul>   |
| <b>Goal 2: Adopt structural reorganization at our School that supports collaboration and generation of knowledge around topical areas</b>  | <b>23-24 Accomplishments</b>  | <b>24-25 Plans</b>   |
| Foster and build internal faculty collaborative teams to enhance capacity to apply for grants and increase scholarly productivity. In order to create the room for deeper collaboration across faculty   | <ul style="list-style-type: none"> <li>• Co-sponsored an early scholars networking event with UConn Hartford and Department of Public Policy.</li> </ul>  | <ul style="list-style-type: none"> <li>• Create opportunities for state agency partners, faculty, staff, and students to share their work and potential collaborative opportunities.</li> </ul>      |
|  | <ul style="list-style-type: none"> <li>• Co-sponsored faculty-PhD student networking event with PhD program and DSO.</li> </ul>   | <ul style="list-style-type: none"> <li>• Provide ongoing support and consultation to Centers and Groups on research and training grant opportunities.</li> </ul>                                     |
|  | <ul style="list-style-type: none"> <li>• Organized research cluster networking event with SSW and Innovations faculty.</li> </ul>   | <ul style="list-style-type: none"> <li>• Prioritize collaborative and engagement opportunities with the RDPC.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Sponsored workshop on State administrative data by Dr. Hsiu-Ju Lin.</li> </ul>   |  |
|  | <ul style="list-style-type: none"> <li>• Assisted the Dean's Office and Communications in creating substantive areas to display on the website.</li> </ul>                                      |  |
| Strategic interdisciplinarity: Strategically consider cross university collaborations ensuring that our contributions are  | <ul style="list-style-type: none"> <li>• PTR adjusted policy by omitting sole authorship requirement.</li> </ul>  | <ul style="list-style-type: none"> <li>• Provide input to the VPR via the Research Dean's Council on high priority</li> </ul>  |

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| appropriately recognized, rewarded, and counted.  | <ul style="list-style-type: none"> <li>• ADR is a member of a new University committee on Inclusive Team Science.</li> </ul>   | areas to foster pilot study research.  |
|   | <ul style="list-style-type: none"> <li>• Ongoing coordination with Communications to ensure accomplishments are posted on social media platforms, the Weekly Alerts, the Research Newsletter, and Annual Reports.</li> </ul> |  |
| <b>Goal 3: Foster the development of student training and support in ways that more directly foster research and scholarship in areas that are a priority for the school</b>                            | <b>23-24 Accomplishments</b>   | <b>24-25 Plans</b>   |
| Create an environment that more directly fosters teaching about research and scholarship in all our programmatic areas (BSW, MSW, PhD)  | <ul style="list-style-type: none"> <li>• Recruited PhD students to participate in RDPC</li> </ul>  | <ul style="list-style-type: none"> <li>• Discuss ongoing opportunities for engagement with RDPC.</li> </ul>  |
| Wherever possible and feasible, foster and encourage MSW student engagement in research experiences within field settings.  | <ul style="list-style-type: none"> <li>• Creating an MSW Research Assistant Opportunity to be launched AY2024-2025.</li> </ul>   | <ul style="list-style-type: none"> <li>• Initiate new MSW Research Assistant Opportunity.</li> </ul>   |
| Continue to foster more intensive research mentorship of PhD students within the context of their GA research experiences; continue to provide students with systemic guidance around these experiences | <ul style="list-style-type: none"> <li>• ADR is ex-officio member of Doctoral Program Committee and regularly meets with PhD students on grant opportunities, IRB queries, and statistical consultation needs.</li> </ul>    | <ul style="list-style-type: none"> <li>• Continue working with the Doctoral Program Directors and Committee to enhance GA research experiences.</li> <li>• ADR to continue to meet with students around research experiences (e.g., IRB) and funding opportunities.</li> </ul> |
| Continue to advocate for more funding for PhD student GAships   | <ul style="list-style-type: none"> <li>• Creating an MSW Research Assistant Opportunity to be launched AY2024-2025.</li> </ul>   | <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>   |

### Focal Area 4: Flexible and Forward-Looking Field Education

| <b>Goal 1: Revamp field education to actualize/implement DEI/AR practice in all aspects of field education, such as placement selection, advising, instruction, and student training and support.</b>   | <b>23-24 Accomplishments</b>  | <b>24-25 Plans</b>   |
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| Collaborate with field education stakeholders to articulate a vision of what DEI/AR practice looks like within our SSW's field education.   | <ul style="list-style-type: none"> <li>• Ongoing assessment and evaluation of implementation of DEI/AR into overall training in Field Education</li> <li>• Continuing Education CEU DEI/AR training for field instructors</li> <li>• Collaboration with UConn Center for Students with Disabilities regarding student support services and identification of a disability support staff for SSW students</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to strengthen Faculty Advisor training</li> </ul>  |
| Identify barriers and the status of current practice. Proposing revisions to field education policy/practices and reflect.  | <ul style="list-style-type: none"> <li>• Twice a semester Field instructor drop ins for feedback and support</li> <li>• Post-seminar Faculty Advisor training and support sessions</li> </ul>   | <ul style="list-style-type: none"> <li>• Continue to evaluate implementation of DEI/AR in all aspects of Field Education</li> <li>• Continue to provide information to support revision of SSW Educational Review Committee processes and policies.</li> </ul> |
| Develop feasible implementation plan that respects staff/faculty time. Begin implementing some practice/policy changes, according to implementation plan.   | <ul style="list-style-type: none"> <li>• Mental Health Resource workshop for students</li> <li>• Revised placement form to allow more areas for students to discuss special needs/accommodations and interests</li> </ul>   | <ul style="list-style-type: none"> <li>• Continue to evaluate and implement more person centered approaches into department processes.</li> </ul>  |
| <b>Goal Two: To promote equity and inclusion of our MSW and BSW student body, identify school and agency barriers to offering more flexible field placement options, and develop strategies to increase flexibility in field placement options while maintaining high-quality field assignments and supervision.</b>  | <b>23-24 Accomplishments</b>  | <b>24-25 Plans</b>   |
| Gather information from peer and aspirant institutions about placement flexibility models via North American Network of Field Educators & Directors and New England Consortium of Graduate Social Work Field Education Directors while collaborating with Field Representatives and Advisory Committees to collect data from students, field advisors, and field agencies about placement flexibility needs and preferences (e.g., survey, focus groups)to analyze and address SSW school and agency barriers to increasing flexibility | <ul style="list-style-type: none"> <li>• Practicum Education team facilitating meeting with NECON, Field Representative Committee, Advisory Committee, students, field advisors, and field</li> </ul>   | <ul style="list-style-type: none"> <li>• Continuing to work on incorporating 2022 CSWE EPAs</li> </ul>   |

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| <p>Develop proposals for policy and protocol changes to increase flexibility in field placement options while maintaining high-quality field assignments and supervision</p> | <ul style="list-style-type: none"> <li>• Updated the Employed Social Work (ESW) field placement policy to create greater ease for students to use relevant work experience/work sites as their designated field placement and extended the ESW policy to include BSW and Advanced Standing/Advanced year students</li> </ul> | <ul style="list-style-type: none"> <li>• Establishing new partnerships with non-traditional Social Work agencies</li> </ul>                               |
| <p>Develop proposals for policy and protocol changes to increase flexibility in field placement options while maintaining high-quality field assignments and supervision</p> | <ul style="list-style-type: none"> <li>• Removed the current SSW policy requiring eight hours of field placements to be completed during “normal” business hours of 8:00 am-6:00 pm</li> </ul>   | <ul style="list-style-type: none"> <li>• Renegotiating with current partnerships to explore the possibility of more flexible placement options</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Reduced the total required field placement hours for MSW students from 1,120 hours to 960 hours</li> </ul>  | <ul style="list-style-type: none"> <li>• Not Applicable - Completed</li> </ul>  |



## Focal Area 5: Emerging Areas of Excellence in Social Work - Communications

| <b>Goal 1: Enhance the profile of the School of Social Work as a center for excellence in social work education, research, and community-engaged practice.</b>   | <b>23-24 Accomplishments</b>   | <b>24-25 Plans</b>  |
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| Identify key thematic foci for enhancement (e.g., anti-racist, anti-oppressive social work practice, trauma-informed approaches to social work practice, macro approaches to social work practice, etc.) and “pilot” focal areas (e.g., child welfare, aging, health, etc.). | <ul style="list-style-type: none"> <li>Published regular blog posts and UConn Today stories about research and partnerships in pilot areas, (child welfare, mental health, aging), and anti-racist/anti-oppressive practice areas (justice involved youth, LGBTQ+, refugees)</li> </ul>      | <ul style="list-style-type: none"> <li>Continue to share news about anti-racist/anti-oppressive work including strategic plan updates, change to “practicum education,” and other ADEI work of the School. Focus on marketing macro SW (Humphreys, policy)</li> </ul> |
| Strengthen branding and communication to support SSW strengths and emerging areas of focus, including a focus on student, faculty and alumni achievements, community-based initiatives, etc.   | <ul style="list-style-type: none"> <li>Updated SSW site homepage with a new slide and section highlighting Research News. Published regular posts about faculty research, including community-based research.</li> </ul>   | <ul style="list-style-type: none"> <li>Continue to make website enhancements to strengthen brand, with emphasis on marketing the PhD program and students, as well as faculty achievements in macro SW (Humphreys, policy)</li> </ul>                                 |
| Support dissemination of research findings, teaching and practice innovations in diverse outlets to reach varied public audiences/stakeholders   | <ul style="list-style-type: none"> <li>Disseminated recent research findings via our website, UConn Today, biannual digital newsletter and social media; media reports highlighted teaching/practice innovations.</li> </ul>   | <ul style="list-style-type: none"> <li>Disseminate research findings and teaching innovations via revamped digital newsletter (Fall '24) focusing on academic programs &amp; research.</li> </ul>   |
| Highlight priorities of strategic planning initiatives in communications via social media, newsletters, website presence, and promotional materials for recruitment, fundraising/development, etc.   | <ul style="list-style-type: none"> <li>Highlighted student-centered teaching (CT Adelante, Online MSW, Advanced Standing, School Social Work) via all platforms; and emerging areas (LGBTQ, system-impacted youth, immigrants/refugees) via website, newsletter and social media.</li> </ul> | <ul style="list-style-type: none"> <li>With SSW leadership, UComms and Alumni Relations, develop new SSW digital “magazine” with broad focus on faculty, student and alumni stories.</li> </ul>   |
| Develop capacity among communications team in the SSW to assist in raising the visibility of signature and emerging strengths.   | <ul style="list-style-type: none"> <li>Continued to engage in internal and external professional development. Hired student intern to increase capacity to raise visibility of SSW strengths with social media and photography.</li> </ul>   | <ul style="list-style-type: none"> <li>Attend professional development conferences/webinars focused on social media. Ongoing hire student interns (and vendors if budget allows) to support communications capacity in social media and publications.</li> </ul>      |

**Focal Area 5: Emerging Areas of Excellence in Social Work - Continuing Education**

| <b>Goal 2: Enhance continuing education to support workforce needs with a particular aim on addressing anti-racism, anti-oppressive practices, and diversity, equity, and inclusion (DEI/AR).</b>       | <b>23-24 Accomplishments</b>   | <b>24-25 Plans</b>  |
|---|--|---|
| Recruit qualified trainers and develop new programs   | <ul style="list-style-type: none"> <li>The Center for CE/PD scheduled 10 trainings addressing anti-racism, anti-oppressive practices and DEI. Three of the programs were first time offerings.</li> </ul>  | <ul style="list-style-type: none"> <li>CE/PD will recruit additional trainers with an expertise in anti-racism, anti-oppressive practices and DEI to offer new trainings addressing those content areas.</li> </ul>                           |
| Expand Continuing Education Advisory Committee members to ensure different voices are represented.  | <ul style="list-style-type: none"> <li>The CE Advisory Committee expanded in 23-24 to include members representing the diversity of social work practice and practitioners, as well as their clients.</li> </ul>   | <ul style="list-style-type: none"> <li>The CE Advisory Committee is a dynamic group and will respond to changes in social work practice and trends, as needed.</li> </ul>   |
| Conduct a needs assessment with targeted agencies to identify workforce training needs.   | <ul style="list-style-type: none"> <li>Held listening sessions with participants who previously attended SSW CE programs.</li> </ul>   | <ul style="list-style-type: none"> <li>Will consult with Associate Dean for Research to conduct a needs assessment with targeted agencies to identify workforce needs.</li> </ul>   |
| Integrate findings of the needs assessment to identify 2-4 key priorities for training.   | <ul style="list-style-type: none"> <li>Not Applicable</li> </ul>   | <ul style="list-style-type: none"> <li>Based on the outcome of the needs assessment, will partner with a community agency to address identified CE needs. Explore developing additional contract trainings for community agencies.</li> </ul> |
| In partnership with a community agency, implement a Continuing Education pilot training project designed for agency with a particular aim of addressing anti-racism, anti-oppressive practices and DEI. | <ul style="list-style-type: none"> <li>Coordinated a training for the Consolidated School District of New Britain for the district's school social workers and other student support staff. The training addressed social justice and anti-oppression issues.</li> </ul> | <ul style="list-style-type: none"> <li>Identify a community agency and implement pilot training program to address anti-racism, anti-oppressive practices, and DEI issues.</li> </ul>   |

**Focal Area 5: Emerging Areas of Excellence in Social Work - Strategic Initiatives**

| <b>Goal 3: Collaborate with community partners to develop innovative opportunities to address workforce needs with a particular emphasis on addressing anti-racism, anti-oppressive practices, and diversity, equity, and inclusion (DEI/AR).</b> | <b>23-24 Accomplishments</b>   | <b>24-25 Plans</b>   |
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| Engage with current state and community partners to identify key areas to promote workforce development   | <ul style="list-style-type: none"> <li>• Met with key community partners to discuss/develop workforce pipeline opportunities for students in CT Adelante</li> <li>• Continue to collaborate with DCF to prepare BSW Spanish Speaking students for child welfare workforce pipeline and to professionalize their current workforce with obtaining MSW degrees</li> <li>• Used the Dean’s community outreach efforts, Alumni Board of Champions, state partners, and others to gather input on practice and workforce needs</li> </ul> | <ul style="list-style-type: none"> <li>• Work with school units to increase student recruitment into DCF partner programs (BSW, MSW stipend program).</li> <li>• Revive Dean's Advisory committee as a Dean's Advisory committee on Community Engagement and Workforce Development. Relaunch in Fall 2024</li> <li>• Seek funding opportunities to support student training and professional development in child and youth behavioral health (high need identified workforce area).</li> <li>• Work to develop integrated Alcohol and Drug counselor certification curriculum/process in SSW</li> <li>• Seek funding to support student and workforce training in additional areas identified by partners.</li> </ul> |
| Identify new partners to identify key areas in workforce development  | <ul style="list-style-type: none"> <li>• Used the Dean’s community outreach efforts, Dean’s Advisory Committee, Alumni Board of Champions, state partners, and others to gather input on practice and workforce needs.</li> <li>• Submitted training grant applications for additional school social work training supports with new grant partners.</li> </ul>  | <ul style="list-style-type: none"> <li>• Revive Dean's Advisory committee as a Dean's Advisory committee on Community Engagement and Workforce Development. Relaunch in Fall 2024 and use as vehicle to develop new partnerships.</li> <li>• Seek funding to support student and workforce training in additional areas identified by new partners.</li> <li>• With new Dean, engage in strategic introductory visits/meet and greets with community agencies</li> </ul>   |

## Focal Area 1: Diversity, Equity, Inclusion, and Anti Racism

| <b>Goal One: Engage faculty and staff in ongoing dialogue</b>  | <b>23-24 Accomplishments</b>   | <b>24-25 Plans</b>  |
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| Hold faculty/staff dialogue discussion three times a year facilitated by a person external to UConn  | <ul style="list-style-type: none"> <li>• DEI listening session were held in March 2024 to discuss DEI needs and structure moving forward</li> </ul>  | <ul style="list-style-type: none"> <li>• Proposed permanent ADEI structure will address if external consultants needed (ADEI); ADEI dialogues will be planned/offered on various topics (AA/ADEI) in conjunction with various SSW units and external facilitators as needed (need for microaggression training has been identified).</li> </ul> |
| Create faculty/staff driven DEI/AR goals and meet to reflect on the process that has occurred to date  | NA   | <ul style="list-style-type: none"> <li>• All School Units &amp; relevant committees will develop DEI/AR goals for the 24-25 AY; Goals may be presented to proposed ADEI structure for review and recommendations; Proposed committee can recommend additional goals</li> </ul>  |
| Meet to develop common definitions of diversity, equity, inclusion, and anti-racism and what they mean to the School                               | <ul style="list-style-type: none"> <li>• Began this work in 22-23</li> </ul>   | <ul style="list-style-type: none"> <li>• Proposed ADEI committee will review need for diversity, equity, inclusion and AR definitions. If definition development needed, ADEI will develop; ADEI will consider adoption and university and/or CSWE definitions of ADEI to maintain alignment (ADEI committee)</li> </ul>                        |
|  |  | <ul style="list-style-type: none"> <li>• Ongoing work will be identified and coordinated by proposed permanent ADEI structure</li> </ul>  |
| <b>Goal Two : Foster modes of accountability and action around racial justice</b>  | <b>23-24 Accomplishments</b>   | <b>24-25 Plans</b>  |
| Determine which policies/programs warrant an environmental scan, define assessment focus and impact, create report outlining findings and monitor. | <ul style="list-style-type: none"> <li>• NA</li> </ul>   | <ul style="list-style-type: none"> <li>• Individual SSW units/committees will be asked to address this in annual ADEI goals; New ADEI structure may work with units on these reviews.</li> </ul>  |
| Define accountability for the various positions and roles within the School of Social Work   | All units hold responsibility for unit level ADEI goals; New permanent ADEI structure under consideration may consult with SSW units on their goals. | <ul style="list-style-type: none"> <li>• Appropriate units/committees may report to the Dean's office and to the new ADEI structure about progress meeting ADEI goals and efforts.</li> </ul>   |

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| <p>Offer a minimum of three interactive workshops for students to train/practice facilitation, navigation, and skills related to anti-oppression issues</p> | <ul style="list-style-type: none"> <li>• Just Community held one online solidarity hour related to global events in Israel/Palestine and a drop in social event (a hot chocolate social). Additionally, Just Community hosted a teaching circle related to supporting dialogue at the school for faculty. Just Community is considering the appropriate number and timing of events for students given low student turn out; See teaching and learning section for additional student workshops held in AY 23-24</li> </ul> | <ul style="list-style-type: none"> <li>• AA (including OAS and field) and Just Community will coordinate student events. EPC/curriculum committees/lead teachers will consider additional curriculum integration into current courses. Proposed ADEI committee may advise or support workshops.</li> </ul> |
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