

**UW-Madison Sandra Rosenbaum School of Social Work**  
**Diversity, Equity, and Inclusion Strategic Plan**  
**8/3/20**

Social justice, cultural humility, and anti-oppressive practice are values central to the social work profession and the Sandra Rosenbaum School of Social Work (SSW). We strive to promote diversity in race, ethnicity, national origin, sex, sexual orientation, gender identity and expression, age, income, marital status, class, political beliefs, religion, immigration, and mental and physical ability. We aim to recognize and celebrate the importance of individuals' intersecting identities. We seek to enhance human well-being and promote human rights as well as social and economic justice to achieve an equitable, healthy, and productive society. We aim to create a SSW community where every person feels welcome, valued, and well equipped to work to overcome historical injustices as part of their personal and professional development.

To do so requires understanding and dismantling both personal biases (unconscious and conscious) and systemic injustices within our society and school. This work must happen through efforts large and small, day-in and day-out, and is not the responsibility of any one group at the school -- it is the responsibility of all members of our community. Nevertheless, particular responsibility lies with staff, faculty, and school administrators, positioned to suggest, initiate, and/or lead structural changes within the school that challenge and undo systemic oppression and promote environments conducive to change and growth.

Students, faculty, and staff in the school have undertaken a number of efforts to improve diversity, equity and inclusion with special attention to: the curriculum; school climate; recruitment and retention of a diverse student body, faculty, and staff; and diversity and inclusion training of staff, faculty, community partners, and students with particular attention to addressing diversity from an intersectional lens. To build upon this work and take advantage of recent improvements in donor funding to the school, we are creating this **Strategic Plan for Diversity, Equity, and Inclusion (DE&I)**, the content and direction of which was informed by numerous sources of input (see Appendix A). The **objective** of this strategic plan process is to scrutinize current efforts and provide a road map for ongoing and new efforts in the SSW around diversity, equity, and inclusion. The **goal** is to have a strategic plan that can be discussed by our SSW community and stakeholders on an ongoing basis, so that we can coordinate short- and long-term efforts to ensure that each member of our community can contribute ideas and actions to meet our current and future diversity, equity, and inclusion goals. By having a strategic plan, we can also hold ourselves accountable to making change and assessing the outcomes.

**The attached draft is intended as one of many working drafts that will be shared and revised through feedback from various stakeholders.** The aim is to have a finalized version that will be shared widely and will guide the Sandra Rosenbaum School of Social Work's diversity, equity, and inclusion action beginning in the fall 2020 academic year. A faculty and staff retreat is planned for August 21, 2020 to begin developing implementation plans as the next step.

## Strategic Plan Priority Goals

Given the current state of diversity, equity, and inclusion (DE&I) in the Sandra Rosenbaum School of Social Work, as assessed through various modes of data collection and feedback from students, staff, faculty, and other stakeholders over recent years, the following are three DE&I priority goals for the School, focusing on diversity, inclusion, and leadership.

### **Goal 1: Increase the diversity of our students, staff, faculty, and other governing bodies.**

**Justification:** The Sandra Rosenbaum School of Social Work strives to promote diversity in race, ethnicity, national origin, sex, sexual orientation, gender identity and expression, age, income, marital status, class, political beliefs, religion, immigration, and mental and physical ability. We aim to recognize and celebrate the importance of individuals' intersecting identities. Having a diverse student body is important to training the next generation of social workers who will be able to address complicated social problems because of their ability to anticipate, value, and integrate multiple perspectives in their work. Having a diverse student body is critical to forming such knowledge, perspective, and skill. Having a diverse staff, faculty, and other governing bodies is similarly important to encouraging dynamic, critical discourse and learning in our school community, and additionally provides role models for our students from underrepresented groups.

### **Goal 2: Improve a sense of inclusion for our students, staff, and faculty.**

**Justification:** We aim to create a school community where every person feels welcome, valued, heard, and well equipped to work to overcome historical injustices as part of their personal and professional development. While we aspire to have a diverse SSW community, diversity in itself does not ensure equity and inclusion. As such, we aim to provide an environment that promotes optimal learning, support, and growth for all our students, staff, and faculty, particularly those who hold identities that are typically marginalized in our society.

### **Goal 3: Equip our students, staff, faculty, alumni, and social work community partners to be social justice leaders who can address diversity, equity, and inclusion in their lives and careers.**

**Justification:** We seek to enhance human well-being and promote human rights as well as social, economic, and environmental justice to achieve an equitable, healthy, and productive society. We must constantly work to affirm our values of social justice, cultural humility, and anti-oppressive practice by continuing to produce and incorporate the newest knowledge, perspectives, and skills to do so. This means updating the knowledge, perspectives, and skills of not only our students, but also our staff, faculty, and community partners. Students, staff, faculty, alumni, and community partners of the SSW should be equipped, supported, and motivated to be social justice leaders on our campus and in our communities.

## Goals and Objectives

To obtain each of our three goals, a range of different objectives could be pursued. These objectives could vary from year to year, based on priorities, resources, and opportunities that present themselves (e.g. special funding, other initiatives on campus). Below, for each of the three goals, we list examples of recent efforts toward this goal, and then provide *examples* of objectives that could be the focus of ongoing and new efforts to achieve the goal.

### **Goal 1: Increase the diversity of our students, staff, faculty, and other governing bodies**

The Sandra Rosenbaum School of Social Work strives to promote diversity in race, ethnicity, national origin, sex, sexual orientation, gender identity and expression, age, income, marital status, class, political beliefs, religion, immigration, and mental and physical ability. We aim to recognize and celebrate the importance of individuals’ intersecting identities. Having a diverse student body is important to training the next generation of social workers who will be able to address complicated social problems because of their ability to anticipate, value, and integrate multiple perspectives in their work. Having a diverse student body is critical to forming such knowledge, perspective, and skill. Having a diverse staff, faculty, and other governing bodies is similarly important to encouraging dynamic, critical discourse and learning in our school community, and additionally provides role models for our students from underrepresented groups.

Measurement: In order to track progress toward this goal, it is important to measure where we are so that we can track changes over time; yet we lack good data about many aspects of diversity among our students, staff, faculty, and other governing bodies. One area that we have prioritized for diversity efforts has been increasing the racial/ethnic diversity of our SSW. Below is a grid that represents our best estimates of where we were at the beginning of last year, and how that generally compared to recent years. Moving forward, in order to measure progress on this goal, we need to have quality data on the diversity of our constituent groups along a whole range of identities. This necessitates a critical review of our current data collection efforts and discussion of ethical issues around data collection and use.

#### **2018/19 Racial/ethnic diversity of the Sandra Rosenbaum School of Social Work**

<b>Group Fall 2018</b>	<b>N</b>	<b>% people of color</b>	<b>% white</b>	<b>Notes and recent trends</b>
Undergraduate majors *	136	30.9%	67.6%	Slight improvement (includes 36% minority in our BSW major)
MSW students *	387	14.2%	84.5%	Stable trend
Doctoral students *	30	16.7%	60%	Plus 20% International; stable trend
Tenure track faculty	17	29.4%	70.6%	Some improvement
Clinical faculty	5	20%	80%	Some improvement
Long-term-lecturers	26	12%	88%	Some short-term lecturers of color in the pipeline for potential LTL
Non-teaching staff	20	10%	90%	Slight increase

Board of Visitors	11	45%	55%	Purposeful improvement
Professional Consultative Committee	12	50%	50%	Purposeful improvement

\*Not all % add up to 100% because there are some students with no race/ethnicity reported

Table 1 lists some of our recent efforts that can be seen as contributing to Goal 1. Moving forward, we may consider their previous, current, or ongoing effectiveness as we develop and prioritize new objectives towards Goal 1.

**Table 1. Examples of recent efforts to increase the diversity of our students, staff, faculty, and other governing bodies**

Recent effort	Primarily responsible for effort
<i>Increasing Diversity of Students</i>	
Raised funds for scholarships, particularly recruitment scholarships	Director, Communications and Development Specialist, Director of Alumni Relations, Director of Development (WFAA)
Created a position for and hired a Recruitment and Awards Coordinator (who has created a new strategic plan for recruitment)	Director, Administrative Team, Executive Committee, Committee on Diversity and Inclusion
Visit day or other outreach for incoming MSW students from underrepresented groups	Committee on Diversity and Inclusion
Offering social welfare core classes in the freshman year that previously were not offered until sophomore year to recruit undergrad students earlier; incoming cohorts of undergraduates have been increasingly more diverse	Administrative Team, Curriculum Committee
Started offering SW100 ( <i>So you want to change the world</i> ) more frequently, to attract freshmen, and to reach this more diverse group of students early on	Administrative team, Curriculum Committee
Spoke in undergrad classes and events about our Social Welfare major and our BSW and MSW programs	Faculty, Advisors
Held a recruitment visit and paid for travel for admitted students from underrepresented groups in the doctoral program	Doctoral Director and Doctoral Committee
<i>Increasing Diversity of Staff, Faculty, and Other Governing Bodies</i>	
Sent faculty and staff to trainings on how to diversify during hiring	Administrative Team
Promoted/advertised open faculty and staff positions in varied venues to reach many audiences	Administrative Team, Hiring Committees

Prioritized diversity in appointments to the Professional Consultative Committee (see grid earlier)	Director of Field Education
Prioritized diversity in nominating and electing members of the Board of Visitors (see grid earlier)	Director, Director of Alumni Relations, Board of Visitors
Applied for special university funding to diversify faculty (TOP program)	Executive Committee
2 out of 3 faculty offers in 2019 were made to persons from underrepresented identities	Executive Committee, faculty
Participated in funded and unfunded cluster hire proposals and hires	Executive Committee, faculty
Created a plan for developing a more diverse lecturer pipeline	Administrative team

Note: This list is not exhaustive.

### Developing Objectives to Achieve Goal 1

Moving forward, we will develop specific objectives for meeting Goal 1. Ten *examples* of general objectives that could be the focus of specific efforts to achieve Goal 1 during any given time period include:

- 1) Increase funding to attract more students from underrepresented groups to the MSW program during admissions. (This example will be discussed in more detail below).
- 2) Prioritize diversity during any new faculty/staff hiring and other appointments.
- 3) Offer new undergraduate courses that are likely to draw a more diverse group of students to introduce to social work.
- 4) Target student recruitment efforts to Historically Black Colleges and Universities (HBCUs) and to local service organizations that have diverse workers who may want to return for advanced degrees.
- 5) Offer a summer research experience on campus that recruits undergraduates from underrepresented groups and exposes them to opportunities at UW-Madison.
- 6) Implement practices to prepare community social workers from underrepresented groups to be interested and able to serve as lecturers in the School (e.g., invitations to guest lecture, serve as preceptors).
- 7) Reassess whether all our admissions processes appropriately capture and value diverse experiences in admitting incoming students.
- 8) Proactively create a network of potential faculty from underrepresented groups, including inviting scholars to campus, taking advantage of funding opportunities to do so, networking at conferences, and considering visiting scholar programs.
- 9) Articulate a data plan to capture more meaningful data that considers different forms of diversity, while attending to ethical issues regarding data collection and use.

- 10) Increase the diversity of speakers at SSW events, workshops, and courses.

Those *examples* are meant to spur ideas among individuals, committees, and groups (e.g., student groups, Board of Visitors, alumni groups, staff and faculty subgroups) in the SSW, as we develop and prioritize objectives in both the short- and long-term to achieve Goal 1.

Each committee or group in the SSW should develop or choose one or more objectives they can work on towards achieving one or more of the priority goals. See the Appendix titled “Template for developing/choosing a priority objective to work towards one of the SSW priority goals”. In developing/choosing an objective to work on, a group/committee should: justify why the objective was chosen, note any recent efforts or accomplishments, describe barriers and assets, and outline a plan that includes the responsible actors, time line, and assessment strategy.

During the last few years, Objective 1 above was one particular focus of efforts in the SSW. Below we apply the template to this objective to justify the choice of objective, discuss recent accomplishments toward this objective, and describe ongoing assets and barriers. This is provided as an *example* of how a committee/group might develop an objective and assess options for achieving it, in order to make progress toward Goal 1.

***Objective 1: Increase funding for diversifying the MSW program during admissions.***

Justification for this objective

The SSW is trying to move from a scholarship system for our MSW programs that primarily supports those already in the program, to one that is more useful in recruiting a more diverse student body into the program. For example, with regards to race/ethnicity, we are somewhat successful in admitting students of color into our MSW programs, but not in turning all those admittances into matriculation. For example, with our full-time MSW program last year, we accepted 41 students who are AOF<sup>1</sup> eligible (some are students of color and some are first generation students). Of these, 14 declined, 4 didn’t respond, and 23 (56%) accepted. What is most disappointing is that those who declined tended to be our top ranked students using our holistic admissions rating process. Informal feedback suggests we lose them to our competitor schools that can provide scholarships.

Of that incoming class of 23 eligible for an AOF, one received the AOF in May (not at admissions), two received about \$5,000 in scholarships each from us, one received the Helen I Clarke Scholarship (full tuition), and four received our new Rosenbaum Scholars scholarship (full tuition and stipend).

Recent accomplishments toward this objective

Rosenbaum Scholarship: A generous donor, Joel Berman, provided us \$4 million for MSW scholarships to be provided based on financial need and great promise for the social work profession. We decided to use this scholarship as an admissions scholarship, providing both

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<sup>1</sup>AOF is the Advanced Opportunity Fund provided by the university to a small group of graduate students who are either from underrepresented racial/ethnic groups or who are first generation college students.

tuition and a stipend, to help us reduce the financial barrier to obtaining an MSW for applicants with financial need. In the first year of the scholarship being offered, it was awarded to 5 students with financial need and great promise, 3 of whom were students of color. In the second year, it was awarded to 6 MSW students, 5 of whom are students of color. We know that this financial package was important in their decision to attend our school. We are hoping that this scholarship will help us recruit a more economically and racially diverse student body moving forward, but it can only do so much because this scholarship can fund about 6-8 new students per year, which is a small percentage of a large cohort of incoming students.

**Ozawa Scholarship:** We recently gratefully received \$6.5 million to provide full tuition scholarships to MSW students (it was stipulated that it should be based only on merit and no other criteria). We have decided to use this as a recruitment scholarship and hope that it will help us retain some of the admitted students who are top scorers in our holistic admissions process.

**Madison College human services pipeline:** The university has a partnership with Madison College and has some strong financial packages for students who transfer here. However, the current arrangement with the university transfers few credits from courses in Madison College's Human Services Associate (HAS) program. We partnered last year with HAS faculty to make the transfer smoother for HAS students. We have determined a way to count some of the Madison College human services courses as equivalent to social welfare courses, in hopes of easing the transition to UW-Madison... and also hopefully having some of these transfer students choose our Social Welfare or Social Work majors, and eventually our MSW program. We will work with Madison College to communicate this opportunity to their students.

#### Ongoing barriers/challenges to meeting this objective

- Providing adequate recruitment scholarships is expensive.
- More campus funding for AOFs would be appreciated, as the school receives one each year that is ear-marked for a doctoral student and MSW students are only eligible if the doctoral program does not use it. A ranking of the top AOF newly-accepted MSW students is provided by the Admissions Committee Chair for AOF consideration. If other departments do not use their single allotted AOF, then the eligible MSW students are considered. We admit many AOF-eligible MSW students. More campus funding of AOFs would improve our recruitment efforts, as would more donor funds provided for use during recruitment of students.
- In our part-time MSW program, we rely on donor funds to provide scholarships since our options for funding students through means like teaching or research positions are limited by UW rules. Part-time MSW students are not eligible for an AOF.
- We need to determine how to best communicate the new scholarship opportunities to a diverse group of potential applicants.
- While we are making progress in targeting admissions scholarships to recruit more students of color, students who are first generation students, and students with financial hardship, we have not targeted admissions efforts to diversify along the whole range of intersectional identities. Doing so will require some additional

discussion, including discussion of ethical and legal issues related to such data collection and use.

- We don't have consistent information about why students choose not to attend. There are many reasons beyond financial that a student may choose not to attend.

#### Ongoing assets supporting this objective

- We have a committed Board of Visitors who both donate to the School and help us increase donations for scholarships and other funds.
- We have a new recruitment coordinator who can devote time to publicizing our new scholarships to a diverse group of potential students.
- Our new recruitment coordinator will design a new student recruitment strategic plan for the School.
- The incoming freshmen classes are more diverse than in previous years, so we might target recruitment of more diverse students from the UW-Madison undergraduate pool into our majors and graduate programs.
- We are increasing our social media presence and can take advantage of this in promoting our scholarships and recruitment efforts.
- We have entered a new recruitment partnership with the Division of Continuing Studies that should improve our ability to reach out to and follow up with potential MSW students for both the part- and full-time MSW programs.
- We have dedicated group of alumni who are interested in helping to promote a more diverse student body.
- Community partners recognize the need for a more diverse work force, and may be tapped more effectively to help recruit and possibly fund students.

### **Goal 2: Improve a sense of inclusion for our students, faculty, and staff**

We aim to create a school community where every person feels welcome, valued, and well equipped to work to overcome historical injustices as part of their personal and professional development. While we aspire to have a diverse SSW community, diversity in itself does not ensure equity and inclusion. As such, we aim to provide an environment that promotes optimal learning, support, and growth for all our students, staff, and faculty, particularly those who hold identities that are typically marginalized in our society.

Measurement: For BSW and MSW students, the Outcomes and Assessment Committee collects annual data in the spring regarding student opinions on various aspects of the SSW environment, curriculum, etc. These data are presented at committee meetings and at an All School Meeting each fall, so that we can use the data to inform change. Course evaluations are also a place where we often see student comments about feelings of inclusion, in and beyond the classroom. Student organizations and individual students also offer suggestions and feedback throughout the year. The doctoral program conducted a climate survey in 2019 to inform changes in the doctoral program and SSW. We have not conducted a formal climate survey for faculty and staff. To date, feedback from faculty and staff has been provided in a number of ways such as through



employee annual reviews, exit interviews, proactive feedback to leadership, discussions in All School Meetings, discussions in faculty and staff meetings and retreats, and via on-line comments about strengths and opportunities for the SSW collected when choosing a new Director of the SSW. Beyond participating in university-wide climate surveys for faculty and staff, we could consider conducting our own.

Table 2 lists some of our recent efforts relevant to Goal 2, so that we may consider their previous, current, or ongoing effectiveness as we develop and prioritize objectives towards Goal 2 moving forward.

**Table 2. Examples of recent efforts to improve a sense of inclusion for our students, faculty, and staff**

<b>Recent effort</b>	<b>Primarily responsible for effort</b>
Raised the minimum wage for student workers to \$15/hour	Budget Committee
Funded more equity and merit raises and bonuses for faculty and staff in recent years	College of L&S, Executive Committee
Gave out an Outstanding Staff Member award each year	Department Administrator
Nominated staff, faculty, and students for awards	Faculty and staff, Director, Doctoral Committee, Tenure track merit and awards committee
Implemented Workday Improvement Plan for staff (providing each staff member a tablet or other item to improve work)	Department Administrator, Executive Committee
Held an annual staff retreat – half content and half community building	Department Administrator
Placed a community board for communication in the student lunch room	Committee on Diversity and Inclusion, students
Installed a video screen at the building entrance to announce events and accomplishments	Building Committee
Initiated an annual Community Read with a diversity, equity, and inclusion topic; held events around the read	Committee on Diversity and Inclusion
Held an All School Welcome Picnic for all staff, faculty, and students in the fall	Department Administrator
Created an Emergency Fund for MSW students	Administrative Team
Initiated the Tamara Grigsby Fund for Diversity and Inclusion, to be spent on efforts on this topic	Director, Donors
Initiated the Maureen Pelton Hartwell Fund for Women’s Rights, to be spent on efforts on this topic	Director, Donors

Held Cultural Dialogues for staff, faculty, and students	Committee on Diversity and Inclusion
Initiated a Social Workers of Color Student Coalition	Faculty
Supported (and often funded) student organizations: Students for Social Welfare, Social Work Student Union, Christian Social Workers group, LGBTQ student group, Radial Social Workers group	Director, Faculty liaisons
Put up this memorial quote by alumna Tamara Grigsby over the SSW entrance: “I just ask that you will join me in changing the world. We have a human, a moral, and a professional responsibility to do no less.” There is also a plaque there in Tamara’s honor.	Development Committee, Building Committee
Held an annual <i>Social Workers Confronting Racial Injustice Conference</i> , which is attended by over 500 community members, students, faculty, and staff (free to students and faculty; reduced fee for community members)	SWCRIC Committee, Director
Held a student symposium where students present their year-long Change Agent Projects to community partners, faculty, agency supervisors, and other students, highlighting the work students contribute to making a difference in their field placements and community. Many of these projects focus on more inclusive practices and addressing disparities within client systems.	Field Education Director and Associate Director; field faculty
Supported <i>Upstage Stigma</i> , an arts event aimed to address the stigma related to the intersectionality of various identities and mental health challenges	Director, faculty, students
Held Creating Spaces events at different times in the year designed to build community within our school, particularly for students who identify as people of color, LGBTQ+, immigrants, having different abilities, and/or additional marginalized identities	Committee on Diversity and Inclusion
Organized and sponsored a Phi Alpha Honor Society for BSW students, celebrating the accomplishments of top BSW students and	Director, faculty, doctoral students

fostering a sense of community and commitment to the profession	
Ran elaborate graduation celebrations for: 1) full-time MSW graduates and doctoral graduates, 2) part-time MSW graduates, 3) undergraduates, and 4) Title IV-E Child Welfare Training Program Graduates	Faculty and staff
Initiated the Title IV-E Child Welfare Diversity Committee to improve diversity, equity, and inclusion in the child welfare field	PI of Title IV-E Training Program; Training Coordinator
Held Title IV-E training program events (e.g., Dinner with the Director, Dialog events)	PI of the Title IV-E Training Program; Training Coordinator
Sponsored luncheons for our doctoral students of color to meet	Doctoral Committee
Held a yearly doctoral luncheon where a faculty member presents and doctoral awards are presented	Doctoral Committee
Held beginning and end of the year picnics for doctoral students and faculty	Doctoral Committee
Designed (with PhD student input) and implemented a survey about the climate of our PhD program	Doctoral Committee
Created a family and worship room for members of the community to have privacy for pumping, nursing, or worshipping	Building Committee
Selected an annual Distinguished Alumni to receive an award and to celebrate them and social work more generally at an event	Board of Visitors
Increased our social media presence with attention to more diverse content	Communications and Development Specialist
Increased funding and opportunities for professional development opportunities for staff	Director, Executive Committee

Note: This list is not exhaustive.

### Developing Objectives to Achieve Goal 2

Moving forward, we will develop specific objectives for meeting Goal 2. Ten *examples* of general objectives that could be the focus of specific efforts to achieve Goal 2 during any given time period include:

- 1) Sponsor events that promote a sense of community and belonging for students, faculty, and staff.
- 2) Raise funds to support events to foster a sense of inclusion.

- 3) Celebrate staff, faculty, and student accomplishments through events, social media, and awards.
- 4) Provide fair compensation to staff, faculty, and students, including pay increases, and attention to addressing pay equity issues.
- 5) Foster an environment that demonstrates appreciation among faculty and staff, using multiple forms of demonstrating appreciation.
- 6) Create a physical space in the SSW that promotes diversity, equity, and inclusion, by promoting community building, creativity, and collaboration among faculty, students and staff.
- 7) Implement communication plans that highlight and celebrate diversity and inclusion in the SSW, with alumni, and with community partners.
- 8) Increase the diversity of speakers for events, workshops, and guest speakers.
- 9) Support SSW student groups in their efforts to hold events or initiatives that will improve inclusion.
- 10) Implement a climate survey for faculty and staff in the school.

Those *examples* are meant to spur ideas among individuals, committees, and groups in the SSW, as we develop and prioritize objectives in both the short- and long-term to achieve Goal 2.

Each committee or group in the SSW should develop or choose one or more objectives they can work on towards achieving one or more of the priority goals. See the Appendix titled “Template for developing/choosing a priority objective to work towards one of the SSW priority goals”. In developing/choosing an objective to work on, a group/committee should: justify the objective they have chosen, note any recent accomplishments, describe barriers and assets, describe a plan that includes the responsible actors and a time line, and describe the assessment plan.

#### Ongoing barriers/challenges to meeting this goal

- Getting attendance at events is difficult. Students, faculty, and staff are busy, and it is hard to hold events at times that many are free. If there are too many events, commitment to attend is spread too thin.
- Our lack of diversity among staff, faculty, and students is a barrier to inclusion. Although having a diverse SSW does not ensure that there will be a sense of inclusion, it is also true that without diversity it is difficult to promote a full sense of inclusion for everyone.
- Sometimes campus doesn’t provide enough financial resources to deal fully with pay equity and fair compensation issues.
- Our current physical space at the SSW does not allow us to create any common areas for promoting community. For example, there is no lobby or place where students hang out or faculty and students share informally. The space is less welcoming.
- Beyond being busy with schoolwork, many students need to work and have family and personal commitments, leaving less time to attend events.
- We are a large SSW with multiple programs and student turnover, making it hard to achieve a consistent sense of inclusion.

### Ongoing assets for meeting this goal

- We have faculty and staff who are committed to improving a sense of inclusion for students.
- We have strong students, many of whom are eager to contribute to a sense of inclusion.
- We have received better financial support from the university for salary and raises in recent years.
- We have better social media presence, with attention to more diverse content
- We have diversity among our alumni and community partners who we can invite to participate in and speak at events, mentor students, etc.
- Willingness to improve and make changes based on feedback and stakeholder input

### **Goal 3: Equip our students, staff, faculty, alumni, and social work community partners to be social justice leaders who can address diversity, equity, and inclusion in their lives and careers**

We seek to enhance human well-being and promote human rights as well as social and economic justice to achieve an equitable, healthy, and productive society. We must constantly work to affirm our values of social justice, cultural humility, and anti-oppressive practice by continuing to produce and incorporate the newest knowledge, perspectives, and skills to do so. This means updating the knowledge, perspectives, and skills of not only our students, but also our staff, faculty, alumni, and community partners. Students, staff, faculty, alumni, and community partners of the SSW should be equipped and motivated to be social justice leaders on our campus and in our communities.

Measurement: For students, measurement includes surveys of their competencies each year and perceptions of preparedness. It could include surveys after they have been in the field (as with IV-E graduates and occasional other surveys). For faculty, measurement includes student evaluations of the inclusion of DE&I content in classes, assessment of syllabi, assessment of DE&I leadership, scholarship, and service. For alumni and community partners, assessment includes student and field program assessment of DE&I environments in field placement agencies. It could include self-assessment of knowledge, skills, and leadership, including at trainings we offer. For non-instructional staff, related items assessed on annual reviews include: “Commitment to fostering a respectful, effective, and collegial work environment” and “Commitment to the mission of the University and work unit.”

Table 3 lists some of our recent efforts, so that we may consider their previous, current, or ongoing effectiveness as we prioritize objectives towards Goal 3 moving forward.

**Table 3. Equip our students, staff, faculty, alumni, and social work community partners to be social justice leaders who can address diversity, equity, and inclusion in their lives and careers.**

<b>Recent effort</b>	<b>Primarily responsible for effort</b>
Offered public lectures with diverse speakers on topics related to diversity, equity and inclusion (e.g., <i>Dorothy Pearson Lecture in Equity and Social Justice, Title IV-E Dialogs</i> )	Administrative Team, Faculty, Committee on Diversity and Inclusion
Organized the spring colloquium and presentation of Change Agent Projects for BSW and MSW students	Director of Field Education, Associate Director of Field Education, field faculty
Offered fall orientation and training for Agency Supervisors, including topics related to DE&I (e.g., cultural humility, intersectionality, and strengthening supervisory relationships with students)	Director and Associate Director of Field Education
At the New Student Orientation (FTP) we partnered with Caitlyn LoMonte, Assistant Director, Social Justice Programs Multicultural Student Center for a presentation on creating “A welcoming Environment”	Director of Field Education and Advisors
Paid for students to attend training and conferences, such as the Annual YWCA Racial Justice Summit, 4W Conference on Women, Gender & Well-Being, National Association of Black Social Workers Annual Conference, Latino Social Workers Annual Conference, etc.	Director, Director of Field Education
Offered training to faculty on DE&I multiple times a year, such as a 3-day YWCA training just for our faculty in August 2018, and full day retreats each of the last 5 years	Director, Administrative Team
Sent faculty to on-campus DE&I training, such as the Discussion Project, the Diversity in Hiring training, and other on-campus workshops	Director, Faculty
Held Diversity and Inclusion Lunch & Learns for teaching faculty (topics such as creating a more diverse and inclusive syllabus, discussions of articles on race and LGBTQ)	Committee on Diversity and Inclusion
Offered free CEUs for current field supervisors; cheap for alumni and others, for workshops and talks	Administrative team
Offered training for faculty on mentoring	Director; Doctoral Program Committee

Offered training to doctoral students on teaching and mentorship, with an emphasis on DE&I (i.e., Professor Chatelain’s visit, “mentoring up” workshop)	Doctoral Program Committee
Offered students and faculty free attendance at our Annual Social Workers Confronting Racial Injustice Conference; Offered reduced rate for community members	Organizing Committee on SWCRIC, Director
Leadership and faculty engaged in national discussions/groups on improving DE&I	Faculty, Committee on Diversity & Inclusion
Title IV-E Child Welfare Training Program started a Child Welfare Diversity and Inclusion Committee	Title IV-E PI
Held a Fall Milwaukee alumni event, where our faculty member, Marah Curtis, gave a talk about her project “Housing, Health and Family Wellbeing: Healthy Housing Initiative” (lecture for alumni and current students, free CEUs for professional social workers)	Director, Communications and Development Specialist, Director of Alumni Relations, Board of Visitors

Note: This list is not exhaustive.

Developing Objectives to Achieve Goal 3

Moving forward, we will develop specific objectives for meeting Goal 3. Ten *examples* of general objectives that could be the focus of specific efforts to achieve Goal 3 during any given time period include:

- 1) Sponsor events related to diversity, equity, and inclusion for staff, faculty, students, alumni, and community members.
- 2) Engage teaching faculty in activities and trainings to improve approaches to equity and inclusion in the classroom.
- 3) Financially support students, faculty, and staff in attending outside trainings related to diversity, equity, and inclusion.
- 4) Engage faculty and staff leaders in national discussions on addressing DE&I in the classroom and in the community.
- 5) Offer continuing education credits and other DE&I training opportunities for agency supervisors and community social workers.
- 6) In all classes, include more readings and assignments that engage students in anti-oppressive ideas and practice.
- 7) Create and support opportunities for students to develop DE&I experiences and leadership outside of classroom activities.
- 8) Hold alumni events that engage alumni, along with current faculty and students, on DE&I topics.

- 9) Engage agency supervisors in DE&I climate discussions at the School regarding both school and agency DE&I issues.
- 10) Initiate intentional conversations among stakeholders about what it means to be a social justice leader in our communities.

Those *examples* are meant to spur ideas among individuals, committees, and groups in the SSW, as we develop and prioritize objectives in both the short- and long-term to achieve Goal 3.

Each committee or group in the SSW should develop or choose one or more objectives they can work on towards achieving one or more of the priority goals. See the Appendix titled “Template for developing/choosing a priority objective to work towards one of the SSW priority goals”. In developing/choosing an objective to work on, a group/committee should: justify the objective they have chosen, note any recent accomplishments, describe barriers and assets, describe a plan that includes the responsible actors and a time line, and describe the assessment plan.

Ongoing challenges/barriers to meeting this goal:

- We employ many short- and long-term lecturers who have other jobs, so it is more difficult for them to attend all of our opportunities for improving their knowledge and skills, even with the use of technology.
- Turnover of teaching staff contributes to inconsistent training and updating of skills.
- Staff and faculty time – not enough time to do everything we want to do, as planning, organizing, finding funding, and processing reimbursement all take a lot of time. We do so much with a relatively small faculty and staff, but we can’t do it all.
- Non-instructional staff come to the SSW with varied exposure to and interest in social justice, and with this being more central to some positions and not others, so support for staff towards this goal requires individualized and group approaches.
- Students have high demands on their time in and outside of our program, so they are unable to participate in all the opportunities we provide.
- It is difficult to determine what the right combination of training and opportunity will meet the needs of our students who come in with a range of knowledge, skills, and goals

Ongoing assets for meeting this goal:

- Many of our staff, faculty, and students are motivated to improve their own knowledge, skill, and leadership and to support efforts for others to improve.
- Many of our staff, faculty, and students are already providing leadership in this area.
- We have increased funds in recent years that can help create appropriate opportunities for enhanced knowledge and skill training.
- We have a strong network of alumni and community social workers to engage with in this work.



## Conclusion

The **objective** of this strategic plan process is to scrutinize current efforts and provide a road map for ongoing and new efforts in the SSW around diversity, equity, and inclusion. The **goal** is to have a strategic plan that can be discussed and embraced by our SSW community and stakeholders on an ongoing basis, so that we can coordinate short- and long-term efforts to ensure that each member of our community can contribute ideas and actions to meet our current and future diversity, equity, and inclusion goals. By having a strategic plan, we can also hold ourselves accountable to making change and assessing the outcomes.

This draft is intended as one of many working drafts that will be shared and revised through feedback from various stakeholders throughout the 2019/20 academic year. The aim is to have a finalized version that will be shared widely and will guide the Sandra Rosenbaum School of Social Work's diversity, equity, and inclusion action beginning in the fall 2020 academic year. A faculty and staff retreat is planned for August 2020 to begin developing implementation plans as the next step.

This document is not meant to be comprehensive, but instead will be used as a tool to discuss, target, document, and evolve our work over time. Starting in fall 2020, each committee group in the SSW will be asked to review the DE&I Strategic Plan and identify one or more goals to focus on as part of their work for the year (the scope and term will vary by the purpose of each committee/group), develop or choose objectives to focus on to work toward the goal(s), and create an action plan. Progress will be reported in writing and summarized in All School Meetings. The Administrative Team of the SSW will work with the Committee on Diversity and Inclusion to coordinate reporting and accountability across committees/groups.

The Sandra Rosenbaum School of Social Work has never been in a better position to make strong progress on our DE&I goals. It is critical that we make the most of our excellent human and financial assets toward our DE&I goals so that we may continue to lead in achieving an equitable, healthy, and productive society.

**TEMPLATE FOR DEVELOPING/CHOOSING A PRIORITY OBJECTIVE TO WORK  
TOWARDS ONE OF THE SSW PRIORITY GOALS**

**Committee or Group:**

**Chair/leader(s):**

**Members:**

**List the priority SSW goal you are working towards and specify the objective you are considering (complete a separate template for each objective you choose). Describe your justification for this objective, recent accomplishments, barriers and assets, and specific plans (actions and measurable steps) to reach this objective.**

*Example:*

*Goal 1: Increase the diversity of our students, staff, faculty, and other governing bodies.*

*Objective: Increase funding for diversifying the MSW program during admissions.*

Priority Goal:

Objective:

Justification for this objective:

Recent accomplishments:

Ongoing barriers/challenges:

Ongoing assets:

Specific plans to meet the objective:

Assessment plan (how will you measure success of this objective?):

## **STAFF AND FACULTY RETREAT BREAKOUT GROUP DISCUSSION QUESTIONS**

You will be assigned to a small group in the retreat and asked to discuss the following questions in relation to one of your assigned committees or areas of interest. This is just to familiarize you with the questions, but you don't have to do any work on this ahead of time as you will get your small group assignments the day of the retreat.

**Select one of the three goals below to focus on in your small group discussion:**

**Goal 1: Increase the diversity of our students, staff, faculty, and other governing bodies.**

**Goal 2: Improve a sense of inclusion for our students, staff, and faculty.**

**Goal 3: Equip our students, staff, faculty, alumni, and social work community partners to be social justice leaders who can address diversity, equity, and inclusion in their lives and careers.**

In order to facilitate discussion in your group and the identification of goals and objectives, please consider and discuss the following questions in relation to your chosen goal:

1. What are the problems that continually come to your attention in the School related to your chosen goal? Are there issues related to larger discourse in our profession (i.e. anti-racist pedagogy, BLM, defunding the police, etc.) which might also inform efforts to address these problems, and how so?
2. What would success look like when you think about the goal you chose to discuss (one or two examples is fine)? What does success look like in 1 year? Success in 3 years?
3. What resources are available to help achieve successes related to this goal? What partnerships will help attain success? What are strengths of members of your committee that can help attain success?
4. What potential barriers or roadblocks could be faced in efforts to achieve successes related to this goal?

## **APPENDIX A: SOURCES OF INPUT FOR THE DEVELOPMENT OF THE STRATEGIC PLAN**

We have been collecting feedback from various constituents about how to improve the school, including feedback and ideas around DE&I, for several years, many of which we have already acted upon and implemented. The following are sources of data and ideas for the strategic plan:

- Annual surveys of BSW and MSW students (through the CAPE)
- Surveys of students regarding advising
- Surveys and focus groups of doctoral students
- Feedback from and discussions with alumni
- Feedback from and discussion with agency supervisors
- Student feedback on course evaluations
- Data on the characteristics of our faculty, staff, and students, from administrative and survey data
- Feedback from our Board of Visitors and Professional Consultative Committee
- Formal and informal content and feedback on SSW hosted events on DE&I (e.g., Dorothy Pearson Lectures on Equity and Diversity, Child Welfare Training Grant DE&I events)
- Committee on Diversity activities, discussion, and feedback (faculty, staff, students, alumni)
- Faculty, staff, and student input on DE&I issues through other committee work (i.e., Curriculum Committee, Admissions Committee, Doctoral Committee)
- DE&I discussions at All School Meetings
- Input/ideas from annual faculty DE&I retreats
- Ideas from contemporary literature on DE&I
- Feedback from attendees at the Annual Social Workers Confronting Racial Injustice Conference
- SW 639 GLBTQ+ class student survey and zine
- Annual reports on DE&I progress provided to L&S by the school
- Annual reports of committees in the school
- Examination of diversity, equity, and inclusion documents at other institutions
- Data and perspective from documents, data collection, and events sponsored by the UW-Madison Office for Equity and Diversity (Campus Climate reports, Diversity Forum, Diversity Inventory Program)

After an initial strategic plan draft was created, feedback on the document was collected and integrated based on input from faculty, staff, students, and alumni. All faculty, staff, and students were invited to comment in summer 2020; in addition, an open invitation for input was posted on our web page in summer 2020. Feedback was integrated in preparation for a fall 2020 launch.