

**School of Social Work Diversity and Inclusion Report**  
**May 2019**  
**Submitted by Director of the SSW, Professor Stephanie Robert**

**What are the demographics of the school?**

The profession of social work is predominantly women, and our School reflects this. Indeed, we may be one of the few schools/departments that is eager to have more men. Our students, staff, and faculty are relatively diverse with regards to people who identify as LGBTQ. However, our racial and ethnic diversity is not where we would like it to be in any of our constituent groups. I report below our diversity in terms of race/ethnicity, as this is the focus of much of our recruitment.

Group Fall 2018	N	% minority	% white	Notes and recent trends
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%	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%	2 of our 4 advisors are people of color
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

# We graduate more graduate students each year than any program in the university

**Who in our School is working to think through diversity issues?**

Increasing diversity, equity, and inclusion is a responsibility of the whole school. Nevertheless, the Director of the School and the leadership team of the school has a big responsibility for leading new efforts. We also have a Committee on Diversity, made up of faculty, staff, and students. At every monthly All School Meeting (faculty and staff meeting) we discuss some aspect of our Diversity and Inclusion efforts. We have had a very strong focus on improving these efforts during the last few years and we have plans for further improvements, as you will see below. This includes working on a Diversity, equity, and inclusion strategic plan this next year, to formalize and organize our efforts more effectively.

## **Goals, accomplishments, and barriers for this year**

Below I summarize three current goals we have for diversity and inclusion, with two objectives we focused on for each goal this year. Under each objective, I summarize our accomplishments and ongoing barriers. We have other efforts that won't be captured in summarizing these six primary objectives.

### **Goal 1:**

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

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

We are 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. We are somewhat successful in **admitting** students of color into our MSW programs, but not in turning all those admittances into **attendance**. For example, with our full-time MSW program this year, we accepted 41 students who are AOF eligible (as you know, some are students of color and some are first generation students). Of these, 10 declined, 4 didn't respond, and 27 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 who can fund them.

Of this incoming class of 27 eligible for AOF (though some will drop out last minute), one just got the AOF in May (not at admissions), two will receive about \$5,000 in scholarships each from us, and four will receive our new Rosenbaum Scholars scholarship (full tuition and stipend). We need more AOFs at admission to retain the top students and more funds from donors as well. But we are making some progress...

### **Accomplishments:**

Rosenbaum Scholarship: A generous donor 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 to help us diversify our MSW programs, and to use it to cover both tuition and a stipend. This year was our first year providing this scholarship to 5 students (3 people of color). We just admitted another cohort of 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 diverse student body moving forward, but it can only do so much as this scholarship can fund about 6-8 new students per year, which is a small percentage of a large cohort (we have the largest graduate program in the university).

Ozawa Scholarship: We just gratefully received \$6.5 million to provide scholarships to MSW students (unfortunately 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 have partnered this 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 them choose our Social Welfare or Social Work majors! We will work with Madison College to communicate this opportunity to their students.

While not part of the above objective of increasing admissions, we have made other fundraising efforts to improve retention and inclusion.

Student Emergency Fund: We started a Student Emergency Fund for our graduate students, where we will provide about \$500 in grants (up to \$1,000 in special circumstances – these are not loans) to students who are having a financial crisis that might derail their progress. We have partnered with the financial aid office and the Dean of Students office to develop this. The School of Social Work is paying for it, but the Dean of Students office is implementing it (so we don't have to make hard decisions ourselves about who is deserving of these funds). We just started it this semester, so we'll see how it goes. The most complicated part was making sure the appropriate mechanism is in place so it can be available to DACA and international students.

Increasing funds for diversity and inclusion efforts: This year, we strategically used a matching fund campaign to increase funds to some of our School's priority funds: We added \$42,000 to our Tamara Grigsby Memorial Fund for Diversity and Inclusion, \$100,000 to our Maureen Pelton Hartwell Fund for Women's Rights, and started 5 new scholarships and funds. With the match, we brought in a total of \$500,000 in new funds.

Barriers:

- More funding for AOFs would be so very appreciated. We are always able to use the AOF lines that are "left over" after other departments don't use theirs. But we would LOVE to have more AOF lines dedicated to our School rather than only one (which we "lost" this year as the doctoral student we offered it to didn't come) and to use them at the point of admissions, ideally.
- We don't have staff who are dedicated to recruitment activities, so we scramble to have many faculty and staff take smaller roles for this, on top of their other duties.

We are aiming this year to find a way to hire a new staff person who has some responsibility in this domain so that we can increase targeted efforts for recruitment in our MSW and PhD programs, and recruitment into our two majors in our undergraduate programs.

- Along with hiring someone to do more around recruitment, we need a recruitment plan and better recruitment materials that highlight our admissions scholarships. Time and resources has been an issue here.

*Objective 2 this year: Make all efforts to diversify during faculty/staff hiring and other appointments.*

#### Accomplishments:

Tenure track faculty hiring efforts: We made offers to three women – two women of color and one white. The two women of color turned us down. Very disappointing. We still may get one of them (our TOP program candidate) in a couple years, as she is eager to come when her personal circumstances change.

Cluster hire proposals: This year we contributed to submitting two cluster hire proposals, both of which had promise for diversifying the faculty. One of them was funded and so we will participate in recruitment and hiring in this cluster this next year.

Staff hiring efforts: We continue to have struggles diversifying our staff in terms of race and ethnicity, though this year we hired two new advisors, with one being a woman of color. Two of our four advisors are now women of color.

Board of Visitors: For the last two years we have been working to diversify our Board of Visitors as board members transition off. We now have 5 out of 11 members who are people of color (45%).

Professional Consultative Committee: This committee of community social workers who advise us, primarily regarding our field practicum, has been intentionally diversified this year with 6 out of 12 members (50%) being people of color.

We successfully implemented equity raises for two junior faculty of color and one retention package for a senior faculty of color.

#### Barriers:

- We rarely get people of color applying for our staff positions.
- The pool of people to teach as short-term lecturers in our programs is not as diverse as it might be, though we are trying hard to reach out to people to apply. If we graduate more students of color, we will have more professional social workers of color in our community to call on for teaching!

Facilitators:

- The TOP program is marvelous and reduced a previous barrier. Please keep this program going! We still may get our TOP candidate in a couple years, if permitted to re-offer.
- The retention funds from the Diversity Initiative were important in retaining our senior faculty member of color, and in providing strong packages to the two tenure track people of color who we made offers to.

## **Goal 2:**

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

*Objective 3 this year: Continue to train and engage teaching faculty to improve approaches to equity and inclusion in the classroom.*

It is important that we have ongoing efforts to improve our teaching staff's ability to engage in difficult conversations and to use up-to-date teaching pedagogy for inclusive learning.

Accomplishments:

Paid for the YWCA to conduct a three-day training on racial justice for our teaching faculty in August 2018 right before classes started (with free CEUs to our practitioner faculty).

Sent various faculty to on-campus opportunities like the Discussion Project, diversity in hiring training, other D&I workshops.

Our Committee on Diversity sponsored three **Diversity in Teaching Lunch & Learns** for teaching faculty (topics such as creating a more diverse and inclusive syllabus, discussions of articles on race and LGBTQ in the classroom, intersectionality).

We conducted a fall training for tenure track faculty around mentorship of doctoral students, with an emphasis on impact for diversity and inclusion (conducted one for doctoral students too, about mentoring up and about how to be strong mentors themselves, both now and moving forward).

We held a daylong training for our faculty who run our field seminars and for all the professional social workers that supervise our BSW and MSW students in their agencies. The national speaker was Edward May, MSW, LCSW, from Portland State University, speaking on "Centering Intersectional Identity in Supervision" (free CEUs to professional social workers).

We invited an expert on diversity and inclusion in teaching, Dr. Marcia Chatelain, Georgetown University, to conduct a spring seminar for our faculty titled: "Seven Habits to Help Faculty Make a Difference in the Classroom". She also conducted a session with our doctoral students.

We provided faculty free attendance at our daylong Social Workers Confronting Racial Injustice conference (see description below), and very cheap registration rate for our community partners (along with CEUs).

We also encouraged our faculty to attend our other events with speakers who addressed diversity and inclusion (see next sections)

Barriers:

- We employ many short- and long-term lecturers who have other jobs, so it is more difficult to get them to attend all of our opportunities for improving their knowledge and skills.
- Turnover of teaching staff contributes to inconsistent training and updating of skills.

*Objective 4 this year: Hold events that promote a sense of community and inclusion for students, faculty, and staff.*

Every spring we collect climate data from our BSW and MSW students. We discuss the results at an All School meeting in the fall and use the data to inform changes. This year our Doctoral Program also conducted a climate survey of our current doctoral students, with follow-up discussion sessions with doctoral students to debrief the results. We have not conducted our own climate survey of faculty and staff. But we know we need to keep improving a sense of community and inclusion among all our constituents.

Accomplishments:

Our Committee on Diversity hosted two **Creating Spaces** events 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. The fall event was a potluck at a faculty member's house. The spring event was held at the terrace.

We hosted our first ever All School Picnic in September at a park, for all students, faculty, and staff.

For the first time, we offered a class on social work with US service members, veterans and military families. This allowed military-connected individuals within the SSW and beyond to see themselves represented in our curriculum. Student veterans who participated in the class and local service members, veterans, and providers of services to the military community have said that it was meaningful for them to see this class offered.

We provided financial support for three student organizations to organize their own events to improve a sense of community: Social Work Student Union, Radical Social Work Group, Phi Alpha Honors Society (BSW students).

We offered four graduation celebrations beyond what the university offers. 1) We held a celebration for our BSW and Social Welfare majors at WID (Bucky in attendance) right after the stadium event. This allowed each student to be recognized and for us to have student speakers (about 270 in attendance). 2) We held a luncheon for our Child Welfare Title IV-E trainees (about 120 in attendance). 3) We held a celebration for our full-time MSW students and PhD students at Gordon Commons on Sunday morning (about 900 in attendance) with speakers and individual hooding, 4) We held a celebration for our part-time MSW students at Gordon Commons on Sunday afternoon (about 750 in attendance) with speakers and individual hooding. These are special events that we spend a lot of time planning, including working with graduating students to choose speakers and find ways to make the events special.

Our Committee on Diversity sponsored our first School of **Social Work Community Read**. We purchased and handed out to faculty, staff, and students, 500 copies of “So you want to talk about race” by Ijeoma Oluo. This book was selected by vote of faculty, staff, and students. We encouraged faculty to integrate the book in their classes. At orientation for new students, we assigned the first two chapters and had small discussion tables with faculty over lunch. The Committee on Diversity held two cultural dialog events in both Madison and Eau Claire, providing an opportunity to discuss the book further.

FYI – we just secured Michelle Alexander as our keynote speaker for our Social Workers Confronting Racial Injustice conference next January, and so will be using her book, “The New Jim Crow”, as our Community Read next year, in preparation for interacting with her in January.

We have a student group for students of color, which one of our faculty members, Amanda Ngola, is the faculty liaison for. We have an LGBTQ+ and allies group, with faculty member liaisons Audrey Conn and Lynette Studer. We also have a Christian Social Workers group, with faculty member Dan Meyer as the liaison. These student groups aim to facilitate a sense of community among students.

Held luncheons for our students of color in the Doctoral Program.

A couple years ago we designated one of our offices as a family room for nursing mothers and others; this year we registered it also as a room where people can come to worship.

We held a doctoral luncheon for all doctoral students and faculty, with a presentation from a faculty member, and presented doctoral student awards. This was held on visit day for our doctoral program so that prospective students could be a part of this positive event.

We held events for our BSW and MSW students to present posters on their field change agent projects, and invited community supervisors to attend and interact. (We also provided a public talk for these supervisors with free CEUs.)

At the suggestion of students, the Committee on Diversity purchased a large discussion board for the student lounge. It was installed at the beginning of the school year and was periodically monitored by committee members. The board was well utilized by students who responded to discussion questions and advertised school and community events. The purpose of the board was to create one more avenue for connection and community and it seems to be meeting that goal.

### **Goal 3:**

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

*Objective 5 this year: Create and support opportunities for students to develop experiences and leadership outside of classroom activities.*

#### **Accomplishments:**

This spring, our Title IV-E Child Welfare Training Program started a **Child Welfare Diversity and Inclusion Committee**. The tentative mission statement (which the committee still has to vote on) is *Holding policies, leaders and committees accountable for earnest diversity efforts, while creating and building upon inclusion initiatives to support students of color in UW-Madison's School of Social Work and workers of color in partnering agencies*. The group meets every other month on Saturdays from 2-4 and includes current students, incoming students and alumni.

We paid for 28 students to attend the fall **YWCA Racial Justice Summit**.

We helped sponsor the spring 4-W **Summit on Women, Gender and Well-being**, which allowed us to send our students to the two-day conference for free.

One of our students started the Madison chapter of the National Association of Black Social Workers last year, and we helped the group this year by paying for all of the chapter memberships of our students who wanted membership.

We sent 2 staff members and 10 students to the Black Women's Leadership Conference a few weeks ago.

We are co-sponsoring (with the YWCA) three of our students to attend the Rwanda Global Mental Health Conference.

We paid for 4 of our students to attend a YWCA event with Fania Davis about restorative justice.

We sent three students to the Latino Social Workers Organization conference in Chicago.



We sent a student to the Commission on the Status of Women Meeting at the United Nations.

We gave our students and faculty free attendance (and low fee for community social workers) to our annual Social Workers Confronting Racial Injustice conference.

We are sending 4 students this summer to a 3-day social work political boot camp where social workers learn skills in communications around policy and running for office.

We held a Prisoner Re-entry Simulation for about 100 of our students, bringing in the Madison Urban Ministry to run this effective and powerful simulation.

#### Barriers:

Staff and faculty time – not enough time to do everything we want to do, as planning and organizing and funding and 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.

*Objective 6 this year: Create opportunities for our students, faculty, staff, and community partners to engage with diverse speakers and increase skills around equity and inclusion.*

#### Accomplishments:

Beyond the events already mentioned that we hosted or sent students or faculty to, we held the events listed below. We gave free CEUs to our community partners for all of the below events. Almost all of the speakers listed below have minoritized identities.

Professor Martell Teasley, Dean at the University of Utah School of Social Work, and chair of the National Association of Deans and Directors of Schools of Social Work gave the Dorothy Pearson Lecture on Equity and Social Justice (public lecture, free CEUs for professional social workers)

We 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)

Our faculty member, Pajarita Charles gave a talk for our field faculty and community social work partners titled: "Connecting Incarcerated and Criminal Justice-Involved Fathers with Parenting Services: Toward a Model that Works" (free CEUs for professional social workers)

Our Title IV-E child welfare training program brought in international expert Prof. Claudia Bernard, Professor of Social Work, Goldsmiths, University of London, to give a public talk titled "Safeguarding Black Children: Good Practice in Child Protection" and to consult with

the Wisconsin Division of Children and Families (public talk; free CEUs for professional social workers).

Debra Beebe Memorial Lecture, “Police Interactions with Individuals with Mental Health Illnesses” Dr. Amy Watson, University of Illinois Chicago, including a consultation with the Madison police (public talk; free CEUs for professional social workers).

Our Title IV-E child welfare training program brought in “In Whose Best Interests? How the Policies and Practices of the Child Welfare System Affect Child Wellbeing”, Dr. Sarah Font, Assistant Professor, Pennsylvania State University, with consultation with the Wisconsin Department of Children and Families (public lecture; free CEUs for professional social workers).

Every year we organize a conference titled “Social Workers Confront Racial Injustice”, aimed at 500 social work students, faculty, and community practitioners. It filled on the first day of registration and we had a long waiting list. This event provides knowledge and training on a variety of issues pertaining to diversity, equity, and inclusion. It takes a lot of faculty and staff time to put this event on. For the last two years we have been able to get big national speaker, and this year we will get Michelle Alexander. See this year’s program attached at the end of this report.

Barriers:

Staff and faculty time – not enough time to do everything we want to do, as planning and organizing and funding and 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.

## **OUTREACH EFFORTS**

Throughout this report, I have highlighted that we provide public talks to our community social workers, and provide them free CEU credits. They usually have to pay for CEU credits in other venues. This is a service we provide to support the social work community, including the hundreds of social workers who serve each year as supervisors for our professional students in agencies. Our Social Workers Confronting Racial Injustice conference is always a big hit with the community.

We work closely with almost every human service organization and agency in town (and many others throughout the state) to provide the hundreds of supervised field placement opportunities for our students. We have a field office and field faculty who interact regularly with all of these organizations – organizations usually made up of our graduates. Our faculty also provide presentations for many of these organizations and serve on many boards.

Every year we have a number of alumni events to connect to our social work alumni. This year we had a very successful one in Milwaukee and one in San Francisco.

Our Board of Visitors gave out our Distinguished Alumni Award to Lynn Green, on the occasion of her retirement being Director of Dane County Human Services. We had approximately 250 social workers at this event to celebrate her.

We send our advisors to different events to try to recruit students into our undergrad and grad programs, but we are hoping to do more if we can hire a new staff person. We held a recruitment event for our doctoral program in Milwaukee. We also reached out to McNair scholars around the US who were graduating with a BSW regarding our doctoral program.

I highlighted earlier some of our other outreach efforts, such as our work with Madison College, and our support of the Madison chapter of the National Association of Black Social Workers.

### **GREATEST CHALLENGES SUMMARY**

One of our greatest challenges is faculty and staff time. Our tenure track and clinical faculty are responsible for most of our efforts, and there are only 20 of us total, many with outside administrative responsibilities. We do an amazing amount of work for the size of our faculty, but we can only do so much.

We are at the breaking point with our staffing. We may need to get more staff to do all the work we need to do, including the work we do not mentioned in this report.

Pipeline for diverse staff is not as strong as we would like it.

We need more recruitment scholarships to get students into our MSW program. (more AOFs and more donor funds).

We do not do the best job communicating what we are doing. Students are always surprised when they find out what we are doing to address diversity and inclusion, and so we need better ways of communicating our efforts and opportunities.

### **FUTURE PLANS SUMMARY**

We are currently determining how we might get funds to hire a new staff member who would have partial duties related to recruitment and retention.

This year we aim to develop a strategic plan around diversity, equity, and inclusion. The administrative leadership team will start work this summer, and then discussions will go next to our faculty retreat in August.

While we have many ideas about where we may go next, I don't want to outline them here, as they will depend partly on whether we get a new staff member and what comes out of the new strategic plan. But there will be some more of the same efforts we refer to above, and some new ones. Stay tuned!

**Social Workers Confronting Racial Injustice Conference**  
**Sponsored by the School of Social Work**  
**January 2019 – Union South**

- 500 students, faculty, and community members in attendance (and a long waiting list; registration filled in a few hours)
- Free to students and faculty; modest \$25 registration plus a full day of CEU credits for community social workers

**SCHEDULE**

8:00-8:30	Registration: Enjoy coffee, tea, juice, and water
8:30-8:45	Welcome! Jenny Braunginn, Field Faculty/Instructor; Chair of Conference Committee; Stephanie Robert, Professor and Director
8:45-9:45	Keynote by Janaya Kahn: <i><b>Demanding Social Transformation, Justice, and Equality for All</b></i>
9:45-10:00	Break
10:00-11:30	<a href="#">Morning Workshops</a>
11:30-12:15	Lunch (provided)
12:15-1:00	Youth Advisory Panel: Foster Care Experiences and System Challenges
1:00-1:15	Break
1:15-2:45	<a href="#">Afternoon Workshops</a>
2:45-3:00	Break
3:00-3:45	Closing by Fabiola Hamdan, Immigration Affairs Specialist, Dane County Department of Human Services
3:45-4:00	CEUs & Evaluations

**MORNING WORKSHOPS (10-11:30AM):**

**A: Why We Need a Future Beyond Binaries**

[Janaya Khan](#)

Binaries encompass so much of how we understand the world and how the world understands us. Binaries like male or female and privileged or oppressed are great when talking about theories, but begin to fall short when it comes to capturing the experiences of everyday people. From conversations to campaigns, this workshop will explore how binaries are limiting the radical imagination needed to win and how to move beyond them.

**B: Social Workers as Disruptors**

[Stephanie Muñoz](#) and [Erica Nelson](#)

Can social workers impact policy? This session will explore the role social workers have

played in policy historically and the role they can and should play today. Often times the scope of a social workers job description can be so micro and mezzo focused that we can lose sight of the connection between our clients and local, state and federal policy. In many cases, our day-to-day work can reinforce structural racial inequities. This session will help you explore the connection between your client's lives and policy as well as how to participate/disrupt systems.

### **C: Your DNA and Trauma: A Case Study in Assessment and Treatment**

[Dr. Algernon Felice](#)

In class they taught me about Trauma and Trauma Therapies: Desensitization, Exposure Therapy. They taught me the Physical symptoms: Insomnia, difficulty holding relationships, emotional outbursts, nausea, IBS. They even taught me some of the Psychological Disorders: PTSD, Depression, Anxiety. But how does Trauma show itself? And where does it begin? So I do a bio-psycho-social – what does it all mean? What does Normalized Trauma mean? Might there be a neurological thread that demonstrates itself in behaviors like hoarding, gambling, and drug abuse? What are the physiological correlates to trauma? This presentation talks about the DNA and Trauma, and brings it to life in a case study.

### **D: At Home, But Not Welcome: Frameworks to Use When Working With Undocumented LatinX Clients & Families**

[Martha Saucedo](#)

When a LatinX client is affected by the prevailing immigration environment, they struggle with more than legal issues. Cultural issues are significant, including distrust of the medical and educational system, community supports, and ultimately the client-provider relationship. These issues can leave LatinX clients feeling isolated and traumatized. This session will focus on working with clients, their families, and other agencies to provide comprehensive treatment approaches in integrated and non-integrated settings.

### **E: The Have's and the Have-not's**

[Jeanne Ferguson](#)

What is it like to “have” when others around you do not? What is it like to “not have” when others around you do? This facilitated workshop will offer an experiential exploration of the effects of this dichotomy on relationships and society and our own intrinsic awareness of privilege in ourselves or in others. Please join us in this exercise that will open our eyes to perceptions we didn't know we had, and how those perceptions can change us irrevocably.

### **F: Intro to Community Organizing**

[Leland Pan](#)

Many social workers understand systemic oppression, but there are few avenues in the social work profession to think about what challenging power looks like. Through role playing a rudimentary community organizing strategy meeting where we pick a hypothetical campaign and identify targets and tactics, we will get a better sense of what influencing powerful figures, such as politicians and corporate leaders, looks like.

## **G: The Power of Music and Performing Arts to Disrupt Health Inequities and Promote Positive Youth Development**

[Dr. Jasmine Zapata](#)

According to the Interagency Working Group on Youth Programs, Positive Youth Development (PYD) is defined as “an intentional , pro-social approach that engages youth within their communities, schools, organizations, peer groups and families in a manner that is productive and constructive; recognizes, utilizes and enhances young peoples strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.” Join Dr. Zapata in this dynamic and engaging workshop to learn more about how music and performing arts can be utilized as a powerful positive youth development tool for disruption and social change! She will discuss how she has personally incorporated this strategy into her public health work locally and internationally and how you can too.

## **H: Understanding Intergenerational Trauma in Tribal Communities**

[Tania Cornelius](#) and [Stephanie Lozano](#)

This workshop will discuss the history of U.S. Federal policy, including the use of boarding schools and child welfare practices that led to the enactment of the Indian Child Welfare Act (ICWA). Participants will gain an understanding of the pre-ICWA removal practices as a source of disruption and cause of intergenerational trauma for Native American families and communities and the impact this history continues to have on current society. The workshop will provide participants with examples of current practices and resources that are culturally sensitive to individuals that they may interact with in their social work practice.

## **AFTERNOON WORKSHOPS (1:15-2:45PM)**

### **I: Scholars Taking Action for Families (STAFF): Using Our Research to Support Organizations Working With Migrant Children & Families**

[Dr. Tova Walsh](#)

Scholars Taking Action for Families (STAFF) was established in June 2018 in response to U.S. immigration practices and policies to forcibly separate children and parents at the border, hold families in immigration detention, and remove asylum protections for victims of domestic and gang violence. This working group of the Center for Immigration & Child Welfare ([www.cimmcw.org](http://www.cimmcw.org)) brings together scholars from across disciplines and around the country to work together, in partnership with immigration advocates, to apply our research skills and substantive expertise to promote the wellbeing of asylum-seeking children and families. In an area where ‘on the ground’ needs and information change almost daily, STAFF is working to generate and translate social science knowledge that is relevant to the specific issues on the ground, and to facilitate effective, rapid response advocacy efforts. In this workshop, co-founder Dr. Tova Walsh will describe STAFF activities, lessons learned, and future directions.

### **J: Making the Familiar Strange: How Social Workers Talk About Race and Racism**

[Cherie Bridges Patrick](#)

This workshop is intended for all social workers who wish to disrupt the “every-day-ness”

of racism. We will explore everyday experiences of racism through examining the work-related narratives of social workers collected from published research. We will investigate how racism (power abuse) is produced, reproduced and maintained through everyday talk and text. By confronting the 'elephant in the room' we will face the fear that often accompanies racial dialogue, see how we are all impacted by racism, and begin to see our own complicity. Participants will: explore the ways in which racism is produced and reproduced through everyday talk and text; illuminate how power abuse is maintained in day-to-day discourse; and examine how efforts toward the social justice mission of social work is compromised through avoiding the topic of race.

If you are ready to hear, see and talk about race and racism differently, this workshop is for you.

### **K: From Ally to Co-conspirator: The Roles Radical Social Workers Can Play to Eradicate Racial Injustice**

[Radical Social Work Group](#)

All too often the burden of combating racism falls on communities of color, rather than on the perpetrators of oppression (both systemic and interpersonal). As social workers, we have a responsibility to educate ourselves how to speak up, act out and challenge every day acts of racism. Learn how to move beyond allyship and become a co-conspirator.

### **L: Engaging the Most Impacted: Culturally Specific Services for Black, Hmong and Khmer Community**

[Nancy Vue Tran](#)

Freedom Inc. is a local nonprofit that has been serving Black, Hmong and Khmer women, youth and elders for 20 years. We work to end violence against people of color, women, those that non-traditionally gender identify, youth, and our elders, to promote a healthy lifestyle. We create healthy communities by campaigning against the root causes of violence, creating our own definitions of identity and resiliency, and empowering all community members as agents of change. Our culturally specific services disrupt the cycle of violence by building capacity in our people and developing leaders within our membership. We do this through a Queer and Racial Justice analysis that aims for Black and Southeast Asian liberation. This workshop will highlight how Queer and Racial analysis is essential to culturally specific services. You will hear from staff who practice this from a direct service and organizing stance.

### **M: Restorative Justice: What Do We Need to Restore?**

[Ali Treviño-Murphy](#) and [Eugenia Maria Highland Granados](#)

Restorative Justice is most commonly understood as an alternative to punishment, a way to transform conflict and repair harm. What are we restoring to when the fundamental conditions of society are unjust? What challenges and tensions do RJ practitioners face when working to implement this work in systems that uphold institutional and structural racism? In this workshop we will deepen our understanding of restorative philosophy as necessarily anti-racist work that moves beyond interpersonal conflict to take on historical, institutional and peoples to peoples harm. We will also explore how to apply restorative justice at the micro, mezzo and macro levels to disrupt to school-to-prison pipeline.



### **N: Using Racial Equity Tools to Dismantle Institutional Racism**

[Kara Kratowicz](#) and [Nancy Saiz](#)

The mission of the Racial Equity and Social Justice Initiative at the City of Madison is to establish racial equity and social justice as a core principle in all decisions, policies, and functions of the City of Madison. To do so, the City applies racial equity analysis tools to ensure equity in city operations, equity in city policies and budgets, and equity in the community. Join this session to learn how to apply the City's racial equity tools in your own organization to proactively dismantle institutional racism.

### **O: The Power of Healthy Communities: Using Public Health and Social Work Initiatives to Disrupt Racial Injustice**

[Camille Rodriguez](#)

This workshop provides strategies to positively disrupt social work approaches by joining health disparities data and the social determinants of health with best practice social work. The session provides social workers with considerations about how the social determinants of health impact a family's ability to cope and develop resilience, all while considering how their own views on ethnicity, race, and socio-economic status can impact their work with families. When public health and social work join forces to address disparities, in programming and practice and using the voice of the families, communities are healthier and more resilient.

### **P: From Surviving to Thriving: Disrupting the Cycle of Trauma in Higher Education**

[Jomarie Coloriano](#) and [Julani Bayan](#)

Trauma is personal; it is generational; it is collective. Trauma impacts how we all navigate the world, particularly in higher education. Through meaningful dialogue on the theory and scholarship of the impact of trauma from an intersectional paradigm, learn how trauma impacts higher education students, particularly minoritized students. In this session, learn to disrupt the cycle of trauma by utilizing campuses as mediums for healing and resiliency-building. This session should particularly benefit those who seek to understand the pervasive physical and psychological impacts of marginalization and techniques to dismantle and cope with insidious trauma.