

**Updates on efforts with our DE&I Strategic Plan
Sandra Rosenbaum School of Social Work
Summary from AY 2021-22**

Building upon our ongoing work to improve diversity, equity, and inclusion at the Sandra Rosenbaum School of Social Work, we created a DE&I Strategic Plan in 2019 (<https://socwork.wisc.edu/striving-for-equity/strategic-plan-for-diversity-equity-and-inclusion/>). The introduction to this plan says: “Social justice, cultural humility, and anti-oppressive practice are values central to the social work profession and the Sandra Rosenbaum School of Social Work. 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 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.”

Our three priority goals are:

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.

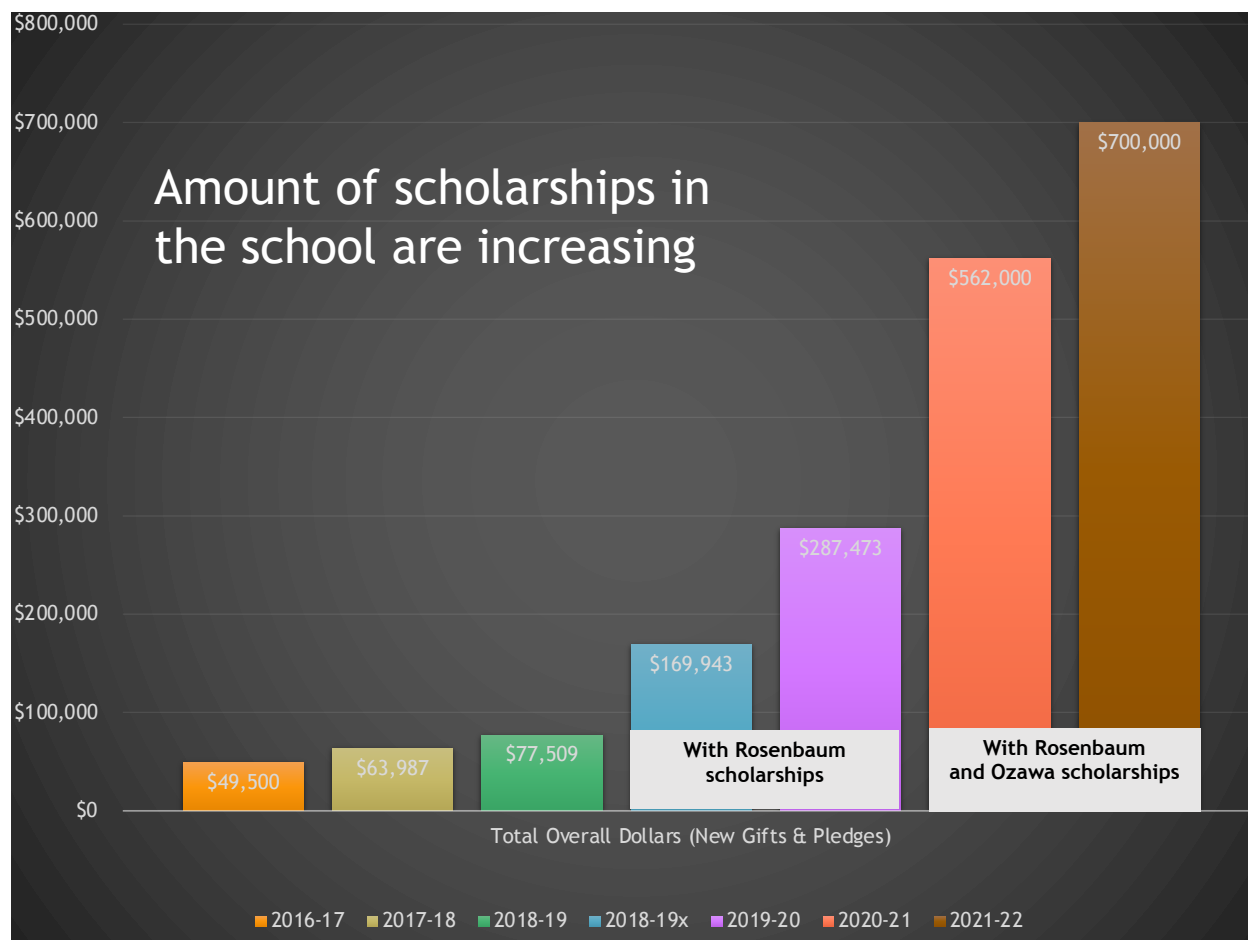
All aspects of the SRSSW work on initiatives that address one or more of our three main goals. Ongoing and new efforts are reported to L&S each year, and the 2021-22 activities and progress are summarized below. In addition, a record of each committee’s efforts can be found on the Striving for Equity website (<https://socwork.wisc.edu/striving-for-equity/>).

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

Regarding students, we created a recruitment and awards specialist position in 2019 to improve our recruitment efforts. The person in this role reaches out to the national McNair Scholars list, attends national, regional, and local graduate school fairs, and schedules individual meetings with interested prospective students. This position provides coaching and support to first-generation college students to provide guidance on completing an application, including brainstorming ideas for recommenders, guidance on essay topics, and discussing best practices for writing. The recruitment and awards specialist also meets with early prospective graduate students to talk through the field of social work and how their interests and goals may or may not align with the field of social work and makes suggestions for next steps to prepare for graduate school. This role involves meeting with prospective Social Welfare Majors, Bachelor of Social Work Majors, and recent undergraduate admits to the University of Wisconsin – Madison

with additional support for first-generation college students, connecting with students and their families. This position also helps applicants attain graduate application fee waivers if they have financial need.

One of the ways we have tried to improve recruitment (and retention) is by increasing the amount of scholarship money we can offer students, focusing particularly on diversifying our student body and supporting applicants and ongoing students with financial need. The figure below shows the increase in scholarship money provided to students over the last 6 years.



The Student Awards and Fellowships committee prioritizes various dimensions of diversity in the awards process for the Fall Award Competition, as well as in the admissions scholarship selection process, including the Harriet Rosenbaum Scholarship, Martha N. Ozawa Scholarship, Helen I. Clarke Award, Lois Palmer Shimpa Memorial Scholarship, and the Topitzes Family Scholarship. We've paid special attention to undocumented students and indigenous students with at least one undocumented student joining our MSW program in each of the last three years as a result of recruitment and scholarship resources.

With the aim of improving recruitment, in March 2022, the DEI committee sponsored our 2nd MSW Virtual Visit Day, which provided panels on field education, funding and financial aid,

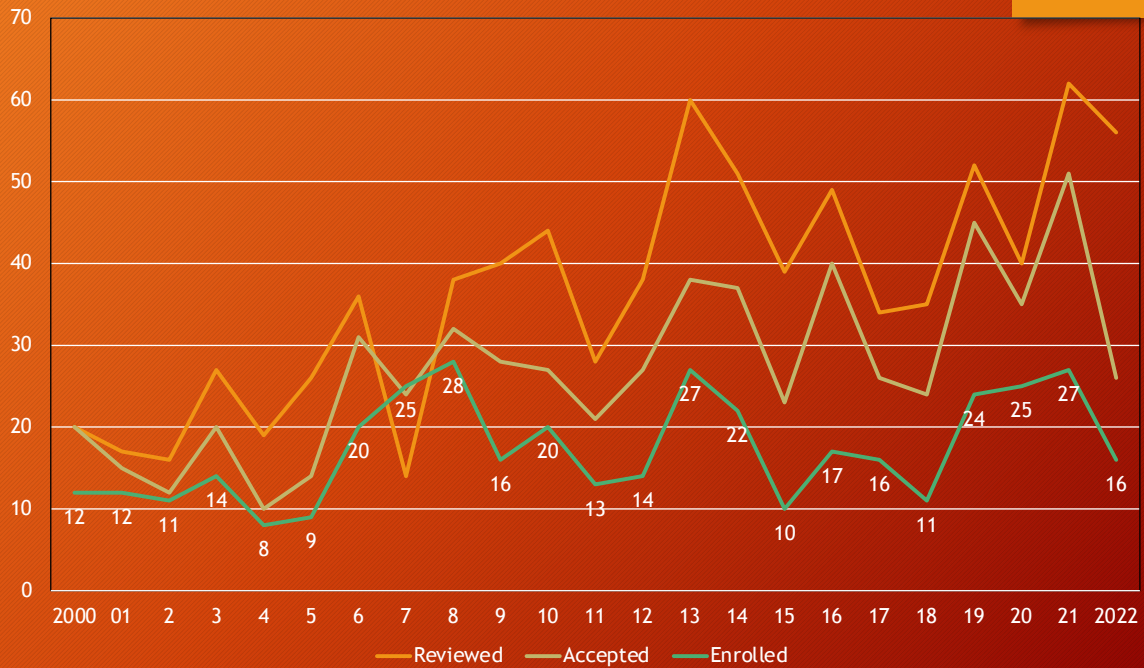
surviving and thriving in graduate school, and a current student panel. This year, we included a field education panel based on recommendations from last year's participants. There were less than 100 participants this year.

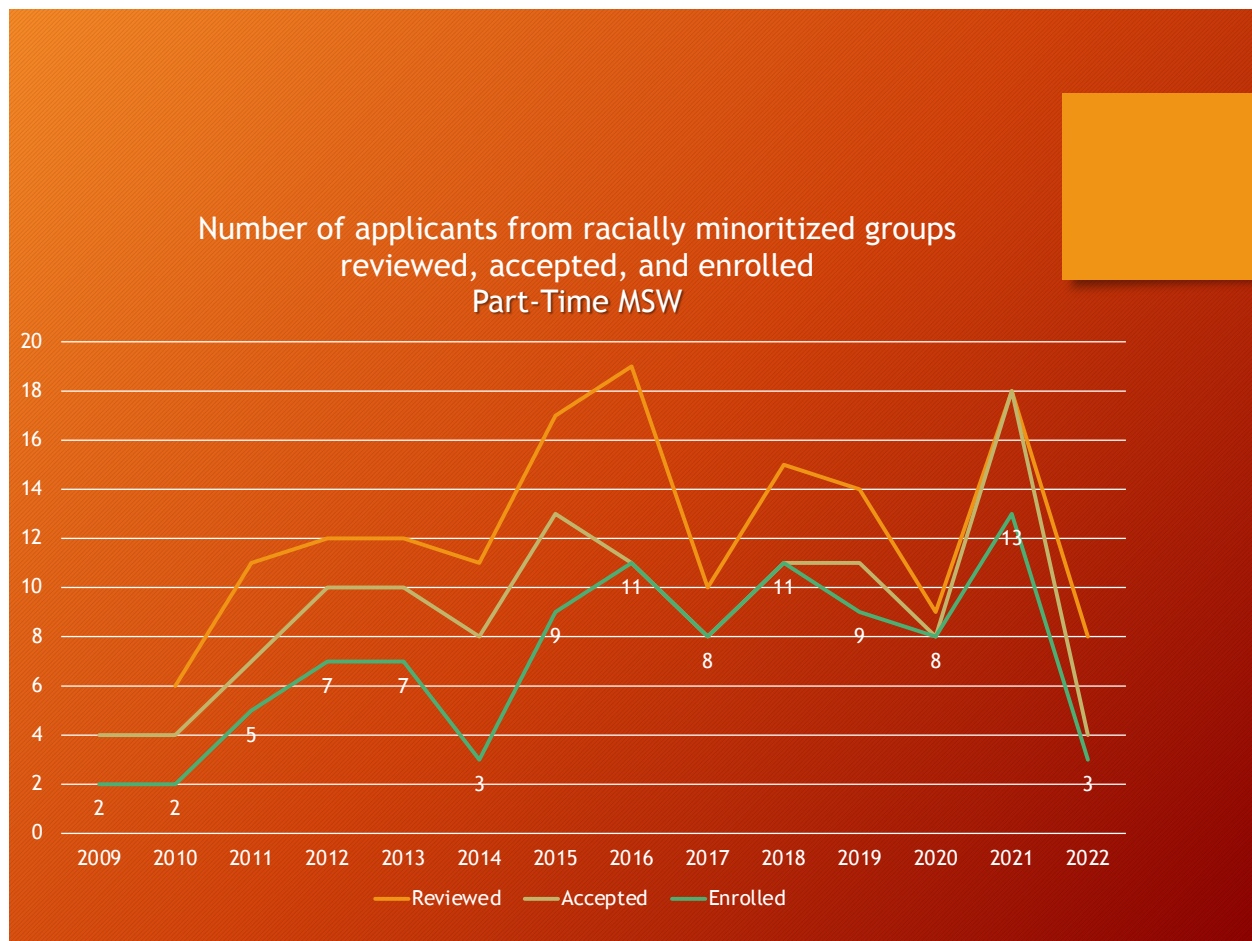
The Admissions Committee created new questions on the BSW and MSW admissions applications last year that seeks to determine if applicants have a commitment to the social work's professional commitment to social justice and diversity. This was accomplished via asking applicants to discuss in their personal statement the professional goals they have for the future, and how they will contribute to the diversity of the profession. The committee also added a second essay for applicants to write in which they named, discussed, and analyzed a social justice issue. Data were collected and analyzed to determine how effective the questions were in meeting their goals. In the past, reviewers were asked to complete a Qualtrics survey about how the review process went. This past year, we added Zoom debriefs where the reviewers joined together to provide feedback on the process and the questions. This information, along with the data analysis results, were used to edit the questions.

The Admissions Committee also sought to reduce financial barriers for low-income applicants. In the past, applicants were required by the SRSSW to upload an official transcript with their application and then if accepted, the Graduate School would request that they purchase and send to them another set of transcripts. The cost of transcripts can prove prohibitive and so we allowed applicants to upload free unofficial transcripts with the SRSSW application and official transcripts for the Graduate School were only purchased if the applicant was accepted by the SRSSW. In addition, the SRSSW increased its coverage of the application fee if the applicant could not afford to pay it and the Graduate School noted them as ineligible to receive one from them.

It is difficult to assess the impact of these changes in the short term, particularly because it's hard to separate out the impact of Covid on our trends. Across the country, applications are down, so we can't just compare our current rates to past rates due to these "period effects". We will need to watch our trends closely over time and continue to collect data on our efforts.

Number of applicants from racially minoritized groups reviewed, accepted, and enrolled Full-Time MSW





Our Title IV-E training program has been enacting a variety of purposeful recruitment steps, such as undergraduate classroom presentations and panel presentations, and moving up the Title IV-E admissions process to be in line with other funding sources in the school. We also made increases to the financial support that the program provides for the 2022- 2023 academic year, including offering a monthly stipend to BSW students (previously stipends were only for MSW students) and providing full tuition (rather than in-state equivalent) to out-of-state students. Our hope is that this will both support our current and incoming students and continue to attract students for whom tuition and cost of living may be prohibitive to attending our school and receiving training in child welfare.

The Title IV-E program has increased the racial diversity of both candidates and admitted students in the program. Additionally, we are working towards the goal of having our trainees be more reflective of the clientele served by the public child welfare system. Below are the demographics of the Title IV-E admissions process for the last two academic years.

2022:

31.25% of applications from BIPOC Students (10/32)

33.3% of new accepted students are BIPOC students (6/18)

37% of overall 2022-2023 IV-E Trainees are BIPOC students (10/27)

50% of Full-Time MSW students (5/10)
50% of BSW Students (1/2)
26.6% of PTP Students (4/15)

2021:

27.7% of applications from BIPOC Students (10/36)
23.8% of new accepted students are BIPOC students (5/21)
17.2% of overall 2022-2023 IV-E Trainees are BIPOC students (5/29)
16.6% of Full-Time MSW students (2/12)
50% of BSW Students (1/2)
23.5% of PTP Students (4/17)

The doctoral program increased support for applicants to navigate the PhD application process, including creating an FAQ video, meeting with applicants by request, and offering guidance to applicants who were not admitted and requested pointers on how to prepare a strong PhD application.

In terms of recruiting a more diverse faculty, this year we had permission for two tenure track faculty hires -- one senior and one junior. We successfully recruited a Latina scholar for our senior hire. We offered the second position to two candidates, both of whom didn't come -- one was a man of color and the other was a woman with a disability. This year we welcomed an LGBTQ faculty member as an Anna Julia Cooper postdoc. Each of our last 3 faculty hires have been faculty from underrepresented groups. Every year, a member of the faculty search committee attends a university training by WISELI on conducting a successful, diverse search.

We continue to make sure we have people advising the school who come from diverse backgrounds. The Professional Consultative Committee (PCC) is a group of social work practitioners from the community that provides valuable consultation and input to the overall curriculum of the School with particular emphasis on the field program. The PCC members and constituency represent agency supervisors and the professional community who work with field students and faculty. The committee is comprised of 13 members, 8 of whom are members of underrepresented groups. Some committee members serve on other School committees.

The Board of Visitors is a group of alumni from our school who are dedicated to helping the school succeed in fulfilling its mission. The Board of Visitors is comprised of 12 members, 7 of whom are from underrepresented groups.

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

Each year, L&S asks us if we participate in specific inclusive practices in the school. Among those inclusive practices they ask about, we have a specific DEI committee, have a strategic plan for DEI, administer an annual survey with items about climate (the CAPE) with our BSW and MSW students, have a section of our website devoted to DEI efforts, and we issue

statements from the school in relation to (some) diversity-related situations. We discuss DEI issues in our committees, retreats, and All School Meetings, we have a building committee that works to improve the inclusion of our physical spaces, and our external communications aim to promote inclusivity (story focus, imagery, language, etc.).

Below are examples of our specific efforts around Goal 1 for this year.

The PhD program centers DEI in all of its career development programming. We support and encourage student participation in a wide range of professional development activities centered on DE&I, both at UW-Madison and external to UW-Madison. Throughout the 2021-22 academic year, the PhD program supported student participation in professional development activities including the SWCARES series on Dismantling Racism in Social Work, the Critical Race Scholars in Social Work Annual Convening, and the #SWEduActs monthly drop-in group for social work educators working to address racism and intersecting oppressions in social work education. We also invited and hosted workshop presenters who bring a DEI lens to their work. To further demonstrate that DEI is a central value, we established a new student award to be presented annually. The DEI Leadership Award will be presented annually to recognize exemplary leadership in advancing diversity, equity, and inclusion in the Sandra Rosenbaum School of Social Work community, the UW-Madison community, and/or the broader community.

The PhD program nominates students from underrepresented groups for UW-Madison fellowships and assists students from underrepresented groups with identifying and applying for external awards and fellowships (e.g., supported three first-year PhD students to apply to the RWJF Health Policy Research Scholars Program). We are seeking to strengthen the mentoring available to all students, and particularly underrepresented graduate students, through a focus on collective mentoring. We support student research on underrepresented communities and emphasize career pathways for those who want to center their careers on research and policy to improve the health and wellbeing of historically marginalized communities. For example, this year we hosted Dr. Michelle Robinson, Director of the Wisconsin Department of Health Services Office of Health Equity, to speak with us about building a career dedicated to health equity. The doctoral program also hosts a peer-mentor program and social events with doctoral students and faculty.

We continue to use some of our donor funds for a student emergency fund that provides funds, not loans, to graduate students with emergency needs.

We sponsor student affinity groups in the school, assigning a faculty liaison to initiate gathering interested students in the beginning of the year, and then supporting the leadership of the students in moving the efforts of the group forward. The groups we supported this year were: LGBTQ and Allies, Radical Social Work, Social Work Christian Fellowship Group, and Social Workers of Color Student Coalition. We also support a Students for Social Welfare group (undergrad) and the Social Work Student Union. We provide financial support to any of our registered student groups.

We also sponsor the Phi Alpha Honor Society for our top BSW students. This group celebrates the accomplishments of its members and sponsors the group's activities for the year, including social, intellectual, and volunteer activities chosen by the group.

We hosted a graduation celebration event for all of our graduates, including hooding ceremonies for our MSW graduates, and provided celebration cords for our LGBTQ students and our Phi Alpha honor society students.

On May 12th, the Title IV-E Program held an event for our current and graduating students, as well as Title IV-E alumni who have graduated in the last three years. This event was held with the purpose of connecting our students and graduates with social workers in the field, for mentoring and networking, which will have many benefits including to foster inclusion while in the program as well as upon entering the workplace. Many alumni attended this event and were able to share contact information, advice and connections with each other and with our current students.

Our building committee continues to update art in our hallways to celebrate diversity. They work to find ways to improve, such as by considering adding captions to the current pictures, and considering additional art. They have been planning an "accessibility" survey for the fall. They have a plan to make the Parenting Room more useful with updates and upgrades. They are working with the assessment committee to provide more specific questions to be included in our annual student survey (CAPE) for better feedback on building accessibility and openness. They are planning updates to the student lounge to make it more comfortable and welcoming. They are preparing to submit a new lab modernization request for our fourth floor. Our top priority is to make this area a safe and comfortable area for faculty, staff, and students, with reliable wifi. We also want to address the lack of accessible restrooms on this floor.

We actively promote the accomplishments of our students, faculty, and staff on social media, and highlight the accomplishments of our diverse alumni. Most of our events feature speakers and leaders from underrepresented groups. For example, this fall we had a public talk by our 2021 Distinguished Alumni Award winner, Celene Roldan, who is CEO of the American Red Cross of Illinois, and who was named one of Chicago's "Most Powerful Latinos". Her talk was on "Women, Leadership, and Social Change", and she served as a powerful role model.

The Director and Development Team work to secure donor funds to support our DE&I efforts, this year again securing additional dedicated funds for both student scholarships and funds to support our DEI-related events and initiatives.

We provide financial support for our students, staff, and faculty to attend trainings. For example, we pay every year for students, staff, and faculty to attend the YWCA Racial Justice Summit, and we sent two MSW students to the annual conference of the Latino Social Work Association. We nominate faculty and staff for awards, including an (unsuccessful) nomination

this year for a faculty member for an Outstanding Woman of Color award. This year we used particular donor funds to provide bonuses to faculty and staff who went above and beyond during the first year of the pandemic. The SRSSW has funds to support staff professional development, encouraging staff to ask for support for opportunities that will best meet their professional goals.

We sponsor two annual awards for staff in the SRSSW – one for a university staff member and one for an academic staff member. Both come with cash awards.

We include “shout outs” at the end of All School Meetings, to provide an informal opportunity for public acknowledgement of big and little ways that our colleagues contribute to our collective work. Our All School Meetings include faculty and staff rather than just faculty (and one voting student representative).

This year the EC voted to extend the ability to vote at All School Meetings to members of the academic staff. Currently the university does not allow university staff to vote at these meetings.

We conducted a staff survey to assess the experiences and recommendations of our non-instructional staff along a number of domains and discussed the results and potential improvement efforts at a staff meeting.

We engaged the non-instructional staff in designing a policy for recognizing seniority of staff in our titling. We engaged long-term lecturers in designing a policy for recognizing seniority of lecturers in our titling.

We continue to open all events with a land acknowledgment.

In addition, many of the events we list below for Goal 3 are also efforts to promote inclusion in the school.

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 added an additional day to our incoming BSW and MSW orientation called “Justice, Equity, Diversity, Inclusion (JEDI) orientation”. It was very successful based on our own assessment and that of the participating students. The goal was to introduce students early on to the anti-oppressive concepts and approaches that they will integrate throughout their social work training. This training included a pre-workshop podcast by two of our faculty of color on understanding and distinguishing among the concepts of social justice, equity, diversity, inclusion, intersectionality, whiteness and white supremacy, de-colonizing, and anti-racism. There was a workshop on the Tapestry Model, which highlights diverse social locations and perspectives. There was a structural oppression workshop focused on how social work has historically contributed to oppression. We had a facilitated case scenario workshop panel of

diverse, practicing social workers who discussed complicated case scenarios from an anti-oppressive lens.

We provide financial support for our students, staff, and faculty to attend trainings. For example, we pay every year for students, staff, and faculty to attend the YWCA Racial Justice Summit, and we sent two MSW students to the annual conference of the Latino Social Work Association. For some conferences like these, we invite students to apply to attend, but we also have an ongoing opportunity for students to apply for modest funds to attend trainings/conferences throughout the year.

We are supporting three doctoral students who are collaborating to develop a class on Black liberation in social work practice, and in the future may support the students to offer this class at the School.

On Jan. 28th and Feb. 4th 2022, the Sandra Rosenbaum School of Social Work hosted our 8th Social Workers Confronting Racial Injustice conference. Focusing on ***radical hope in a racialized society***, a total of 37 speakers provided 13 breakout sessions and two plenaries to support the transformation of social work at every level of practice and to inform this transformation with ideas of radical change, radical hope, and deeply anti-racist practice. As with the 2021 conference, the 2022 conference was online, open to all (in Wisconsin and beyond), free to attend, and provided CEUs.

The conference was extremely popular again this year. More than 2000 individuals registered both of the Fridays of the conference. This is less than registration of 2021 (nearly 5000 for each Friday), but it remains well over the 500 that the conference reached when it was a live event at Union South. (For free online events registration does not always guarantee attendance, but it does demonstrate strong interest.) Further, from the registration, we can see that for each day, the registrations included more than 600 who had a direct relationship with the SRSSW. On Jan 28, more than 700 of the registrants had a direct relationship with the SRSSW while nearly 1500 did not. On Feb 4, 668 of those who were registered had a direct relationship with the SRSSW while nearly 1400 of those registered did not. An additional strength of the online format for delivery of events was easy recording of them. Now we have all content available on our SRSSW YouTube channel. As of March 11, 2022, these recordings were watched more than 2000 times there.

One reason for strong national interest and participation in this event was the provision of free CEUs for participants. Because of donor funds, we are able to make this conference and its CEUs free.

In the Winter of 2022, the Title IV-E program engaged its alumni in an extensive survey, which will inform future work in terms of the training provided by the program, as well as the support that we will provide to agency partners. There were about 80 participants in the survey.

The Curriculum Committee, in conjunction with the Field Education Committee, worked on finalizing the Anti-Oppressive Practices Checklist for use in the classroom. This checklist is for use in designing the content and process of classes to further our aim of anti-oppressive classrooms. Part of the discussion and development of this tool occurred in the all-day fall faculty retreat, which focused on anti-oppressive teaching content and practice.

The doctoral program hosted a workshop by Gardy Guiteau on networking, with an emphasis on connecting with potential mentors and building relationships. Gardy Guiteau is an equity and inclusion leader and trainer who has designed and facilitated social justice and diversity training for students, faculty, staff and community leaders at higher education institutions (and K-12 schools, community organizations, etc) for 15+ years. His workshop for doctoral students focused on how uneven experiences of advantage, opportunity, and privilege might impact students' comfort accessing and navigating different spaces for networking (e.g., academic conferences), and how to not only access these spaces but connect with potential mentors and build relationships. The workshop was followed by discussion with students on how our program can better address structural issues discussed in the workshop.

We also invited and hosted presentations from PhD graduates centering DEI in their research, practice and policy work, including a presentation from Dr. Michelle Robinson, Director of the Wisconsin Department of Health Services Office of Health Equity, and professionals from the US Department of Health and Human Services and Prevent Child Abuse America.

Our field education committee developed comprehensive Box folders for field instructors for both DEI and interprofessional education (IPE) materials. They also developed Practice Questions of the Week focused on DEI and IPE to integrate into field seminar discussions.

This year the Committee on Diversity and Inclusion launched the fourth SRSSW Community Read. The book was voted on by students, faculty and staff. The book selected was *Four Hundred Souls: A Community History of African-America, 1619-2019*, edited by Ibram X. Kendi and Keisha Blain. Using donor funds, free books were distributed to all faculty, staff and students in the school in Madison and Eau Claire. In an effort to engage the school community, monthly discussion groups were offered by members of the CoDI committee. The majority were held virtually and one was in-person. The committee also worked to raise awareness by posting book excerpts via social media and in the school. While the book discussions were less well-attended than anticipated, we continue to search for new ideas to engage readers in the school. The committee also encouraged faculty and instructors to include chapters of the book in their syllabi.

In line with the goal to provide training and information to foster safer and supportive learning environments, the Committee on Diversity and Inclusion organized two faculty Lunch & Learns focused on incorporating anti-oppressive pedagogies and intersectionality into social work course work. Both events utilized discussion based on pre-selected articles. Both were held on zoom and included rich discussion.

The Title IV-E Child Welfare Training Program held a book club this Fall and Winter, providing free books to all trainees as well as to child welfare faculty and school administration. The book included themes around the Indian Child Welfare Act and was written by a local Native American author and scholar who visited our book club. There was a rich conversation around tribal history in our region of the country and tribal interaction with child welfare. We were particularly pleased that this year's book club both covered this important topic as well as supported the work of a scholar in this area.

In all of our student course evaluations, we continue to include items on DEI content and inclusive practice, so that faculty can receive feedback from students to inform continued faculty improvement.

Because we partner with over 400 agencies to provide professional field placements to our students, we also aim to improve the work of our agencies by providing them free trainings (including free CEUs). This year, among our offerings, we offered two DEI-specific trainings -- Agency Supervisor Workshops (via Zoom) on "Becoming an Antiracist Social Worker" (Fall 2021) and "Racial Equity and Ethics" (January 2022).

The School of Social Work is a partner to the UW-Madison Center for DREAMers. One of our students completed her field placement at the Center. The School has hosted multiple workshops on social work practice with undocumented and DACAmented individuals and families, including specialized workshops related to school social work and mental health practice.

Many of our faculty serve on community boards and committees focusing on DEI work at the local, county, and state levels.