

**Updates on efforts with our DE&I Strategic Plan**  
**Summary of efforts from AY 2022-23**  
**Sandra Rosenbaum School of Social Work**  
**October 8, 2023**

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.

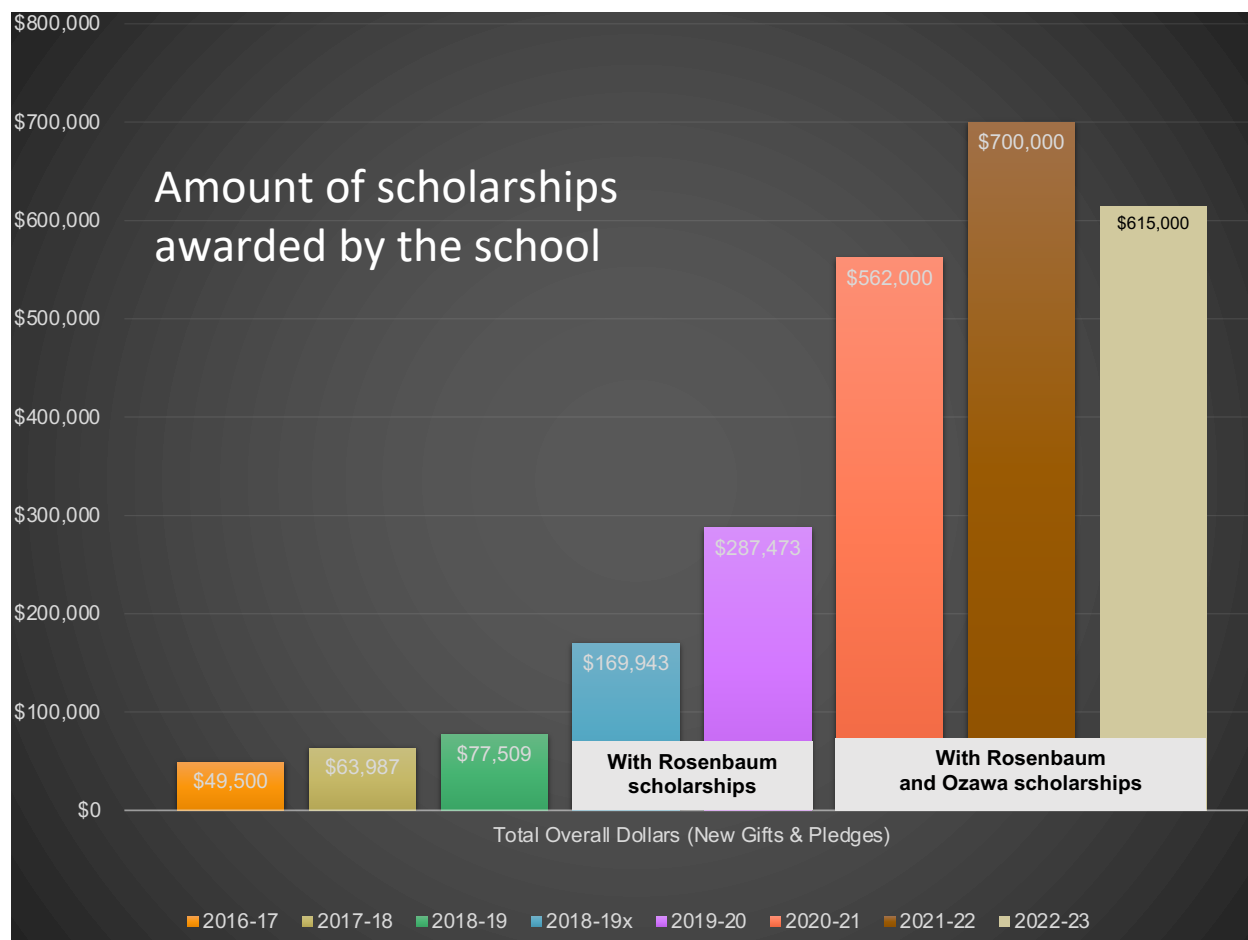
All aspects of the SRSSW work on initiatives that address one or more of our three main goals. Ongoing and new efforts are reported to L&S each year, and the 2022-23 activities and progress are summarized below. In addition, a record of each committee’s efforts, along with our annual reports can be found 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.



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 (scholarships to newly admitted students), including the Harriet Rosenbaum Scholarship, Helen I. Clarke Award, Lois Palmer Shimpa Memorial Scholarship, and the Topitzes Family Scholarship.

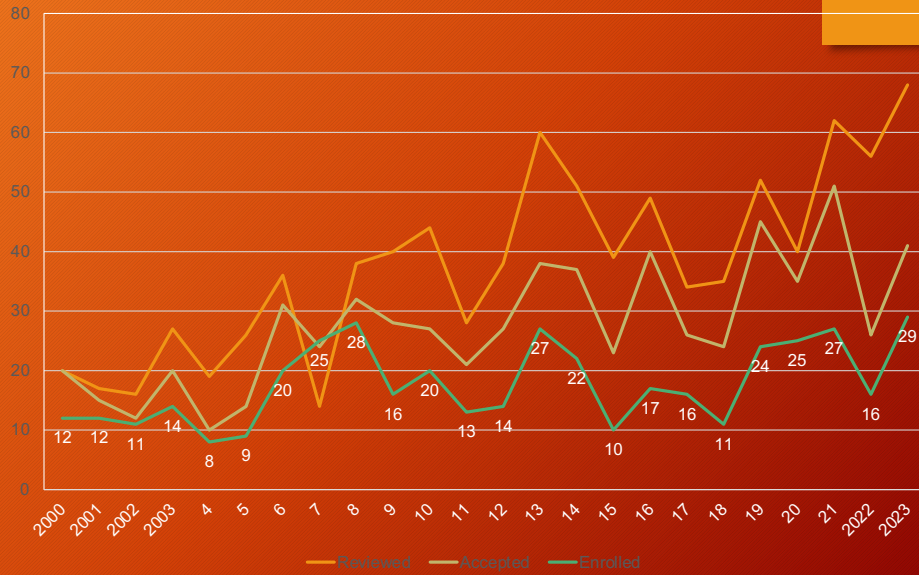
Increasing the financial support of our students continues to be a priority. In last year's CAPE survey (a survey administered annually to BSW students and MSW students), 36% (n = 56) of students indicated experiencing material hardship at least 'somewhat' or 'sometimes' in the past year. A majority of students (76%, n = 119) reported working for pay outside of the

program during the year. Across all programs, 70.1% of students report having some level of financial debt related to education expenses. The largest proportion of indebted students are in the PTP program (85%) and the smallest are in the BSW program (33%).

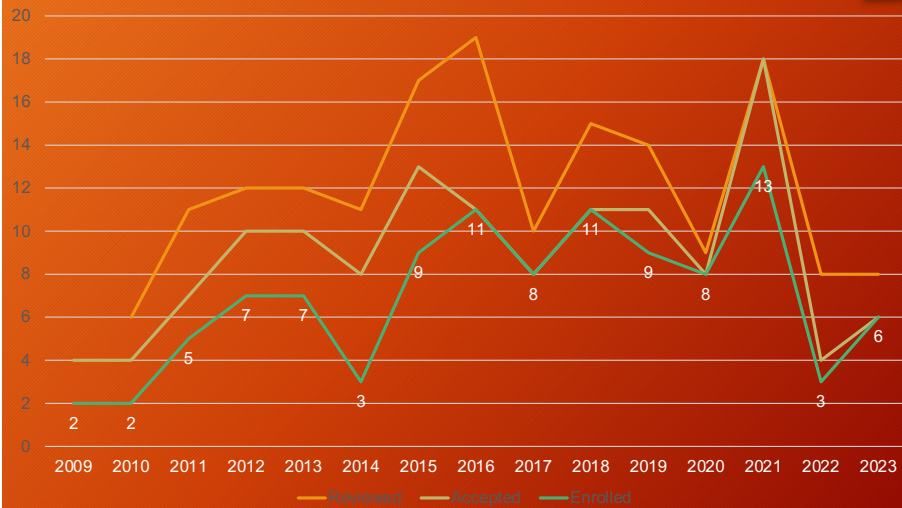
The Admissions Committee created new questions on the BSW and MSW admissions applications two years ago that seeks to determine if applicants have a commitment to the social work's professional commitment to social justice and diversity. This was accomplished via asking applicants to discuss in their 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 continues 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 allow 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.

We need to continue to work on increasing racial/ethnic diversity among our students **Full-Time MSW**



We need to continue to work on increasing racial/ethnic diversity among our students **Part-Time MSW**





Families of color are disproportionately represented in the public child welfare system. Too often, it is white social workers making life-changing decisions regarding families of color. One part of addressing this complicated issue is having a workforce that is more representative of the variety of clientele that they are serving. The Title IV-E Child Welfare Training Program, including the Title IV-E Admissions Committee, is dedicated to continuing to recruit and support people of color for this traineeship. In 2022, we increased our recruitment as well as our admission of BIPOC students into our program. This academic year (2022-2023), 37% of Trainee participants are BIPOC students. We have continued efforts at all steps of the recruitment and admissions process to attract BIPOC students, including in the locations where we recruit, the questions asked in our application, the criteria with which we select students, and the content of our interviews. We also feel optimistic that some logistical changes we put into place last year (moving our admissions process to be in line with other school awards, giving notification of acceptance before students have to accept admission to the school, adding financial stipend support for undergraduate students, adding full tuition for out-of-state students) will continue to make this program more accessible for a diverse pool of candidates. The Title IV-E Admissions Committee and the Title IV-E Program more generally have engaged in campus and community partnerships in a variety of ways. The Title IV-E Admissions Committee includes three community partners, who are stakeholders from three different county child welfare agencies. They are involved in all parts of admissions, including selecting application and interview questions, reviewing applications, interviewing candidates and making selections. The county representatives have firsthand information about workforce needs and the needs of their clients, and are able to assist with decision-making based upon that. Additionally, three School members of the Title IV-E Admissions Committee are partnering with our local Dane County, and meeting regularly to discuss how they can best recruit and support high quality child welfare social workers, as well as how they can better support students, including students of color, in field placements (internships) at their agency. Another partnership that is both campus and community, is the Title IV-E Program's Connection to the FLAS (Family Legal Advocacy & Supports) Program. This program is focused on preventing involvement in the public child welfare system, where families of color are over-represented. The program is a partnership between the Wisconsin Department of Children and Families, the UW-Madison Law School, and the School of Social Work. The IV-E Admissions Committee Chair serves on the planning and oversight committee for this program, and a Title IV-E student as well as another student are placed with the clinic each year.

The Title IV-E Program is always looking for ways to not only recruit a diverse pool of students across all aspects of diversity, with a particular need for BIPOC students in this field, but also to support them while they are students and later in their careers. In the winter of 2022, the Title IV-E program engaged program alumni in an extensive survey that will inform our future work in terms of the training that we provide in the program, as well as the support that we will provide to them and to our agency partners. We had about 80 participants in the survey, and the Title IV-E Admissions Chair and a Title IV-E Admissions Committee member who is also a PhD candidate presented these findings and implications this spring at the 2023 National Title IV-E Roundtable in New Orleans.

## **2023**

30% of applications from BIPOC Students (13/44)

32% of new accepted students are BIPOC students (7/22)

26% of overall 2022-2023 IV-E Trainees are BIPOC students (7/27)

38% of Full-Time MSW students (5/13)

0% of BSW Students (0/2)

17% of PTP Students (2/12)

The PhD Committee aims to recruit and support a diverse community of students in the PhD program, including students who are Black, Indigenous, or other people of color, LGBTQ students, students who are parents, students with disabilities, students struggling with finances, students who are first-generation college or first-generation graduate students. We disseminate program information broadly within Wisconsin (e.g., to MSW students at UW-Milwaukee) and nationally, with an emphasis on organizations and professional associations serving students and social workers from underrepresented and marginalized groups. We advertised widely and held a virtual PhD program information session on October 20, 2022 together with UW-Milwaukee Helen Bader School of Social Welfare. We have increased support for applicants to navigate the PhD application process, including posting an FAQ video, meeting with applicants by request, offering guidance to applicants who were not admitted and requested pointers on how to prepare a strong PhD applications. We nominated incoming students from underrepresented groups for UW-Madison fellowships and assisted current students from underrepresented groups with identifying and applying for external awards and fellowships.

Regarding diversifying our undergraduate majors, Curriculum Committee conducted a survey of Social Welfare Majors in March 2023 to examine accessibility of the major to undergraduates and to understand the pathway to the major and any barriers. Next year the Curriculum Committee will take on potential redesign of this major.

The Curriculum Committee revised exemption and transfer credit policies to remove barriers for students to receive credit and reduce requirements to re-take classes.

In terms of recruiting a more diverse faculty, this year we had permission for one tenure track faculty hire. We successfully recruited an outstanding junior scholar who is a Chinese immigrant. Each of our last 4 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.

DEI is considered throughout our hiring practices, such as including DEI statements for faculty hires, including commitment to DEI on job postings and in questions during interviews. Starting in summer 2023, the UW System President will not allow DEI statements, though we will continue to highlight that we value a diverse faculty and staff, and require new faculty hires to demonstrate a commitment to anti-oppressive practice and teaching.

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.

This year, there arose a national issue challenging our profession's ability to diversify our workforce. In brief, a report came out from the ASWB, who runs the national licensure exams, demonstrating large inequities in the exam pass rates by race, age, and language. Our school is engaged in advocating for change to the licensure process, including the use of and content of exams. The Director of the SRSSW held meetings about this in the fall for faculty and students and is engaged nationally with other Deans and Directors of Schools of Social Work to bring about change. Our alumni are engaged in this local and state advocacy as well, and they have served on panels for us on this topic for both a lunch and learn (sponsored by our Committee on Diversity and Inclusion) and at our Social Workers Confronting Racial Injustice Conference. Advocacy for change is ongoing. Until more structural change happens, we are increasing our support for students and alumni studying for the exam. We created a Canvas site (like a course content web site) with information about the process and content of the exams. The site was created by our field placement student placed with us in the Field Office this year.

## **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.).

Each spring we administer the CAPE with our BSW and MSW students. Here we summarize some of the findings from last year's CAPE, as they relate to two questions about our implicit curriculum.

Regarding the SRSSW's **climate and commitment to DE&I**, students' ratings from each program and from the sample as a whole, exceeded the 4.0 benchmark, indicating overall positive perceptions of the school's climate and commitment to DE&I.

Regarding experiences of being **treated with respect at the school and feeling included and well represented**, student ratings in the entire sample (all programs and levels combined), fell just shy of the benchmark. PTP students scored lowest on this measure and below benchmark, BSW scored the highest and well above the benchmark, and FT MSW students' composite score was just shy of the benchmark.

While we need to keep working on these two areas, particularly the latter, this is particularly so because there are differences in responses to these items across demographic groups. There were no statistically significant differences in responses to these two items by age, or religious affiliation. Although there were no statistically significant differences in program experiences by gender identity, a pattern of lower scores is noted for participants identifying as gender diverse and as cisgender male. Heterosexual students scored significantly higher than others on the respect and inclusion scale, and students with undisclosed sexuality (n=7), scored significantly lower on this scale. Patterns of lower scores can be noted for other minority sexual identity groups, but these were not statistically significant. There are several statistically significant differences in the implicit curriculum ratings by racial or ethnic group. White-identified students scored significantly higher relative to others on both indicators. Asian identified students scored significantly lower on the respect and inclusion scale. African American, Black, and Multiracial identified students scored significantly lower on both scales. Participants who reported parenting a minor child or caregiving in other ways scored significantly lower on both indicators. Students who reported greater material hardship had lower scores on the respect and inclusion scale.

Below are examples of our specific efforts around Goal 2 for this year.

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. In 2023, the students chose two service focused projects that extend our community and campus partnerships. The first involved students volunteering at the Dane County Juvenile Detention Center to support a Black History Month luncheon event that was being held. Our students cooked food in the kitchen, helped prepare the space, and importantly, just spent time with some of the young people. The second event was a Parent Student and Caregiver Study Day to invite students who are also parents to take advantage of a dedicated space for them where they can prepare for finals. Snacks, beverages, a connection to campus-sponsored child care, and resources were made available.

The doctoral program continues to build a “Little Library” for doctoral students with books including Genevieve Negrón-Gonzales and Magdalena L. Barrera’s *The Latinx Guide to Graduate School* and Jessica Calarco’s *A Field Guide to Grad School: Uncovering the Hidden Curriculum*. The Doctoral Director encouraged PhD students to attend the Graduate School event on “Uncovering Grad School's Hidden Curriculum” with Jessica Calarco on August 30, 2022. Students were subsequently invited to submit questions about the hidden curriculum of social work doctoral programs through an anonymous survey and these questions and responses were incorporated throughout the Fall 2022 and Spring 2023 as part of SW 946 and SW 947, seminars that aim to foster professional socialization for social work doctoral students.

To address two aspects of the doctoral program that students have identified as particularly challenging, we offered two new programs for doctoral students in August 2022. We offered a “stats bootcamp” to prepare incoming students with less background and/or confidence in statistics to be successful in the statistics sequence that PhD students typically take in the first year, and we offered a “mentoring up” workshop to support students in developing understanding of their own needs and skills to navigate mentoring relationships to ensure their needs are met.

To further demonstrate that DEI is a central value, we established an annual doctoral student award. The *DEI Leadership Award* is 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.

We hosted a graduation celebration event for all our graduates, including hooding ceremonies for our MSW and PhD graduates, and provided celebration cords for our LGBTQ students and our Phi Alpha honor society students. We had over 1000 people at our May celebration this year.

Our building committee continues to update art in our hallways to celebrate diversity, and to make our shared spaces more welcoming. We have funding and permission to make improvements to our fourth-floor space, and the building committee will work to make this a welcoming and useful space for our community.

We actively promote the accomplishments of our students, faculty, and staff on social media, and highlight the accomplishments of our diverse alumni. A part of a staff member's job is dedicated to this.

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.

The Sandra Rosenbaum School of Social Work Board of Visitors unanimously selected Ada Deer, as this year's recipient of the school's Distinguished Alumni Award. The award is given annually to an outstanding graduate of the school who has made significant contributions to social work, social policy, and/or the community. Ada Deer was an obvious choice given her many contributions. As an educator and social worker, she taught classes at the UW-Madison School of Social Work and, in 2000, she became director of the American Indian Studies Program. Her book *Making a Difference: My Fight for Native American Rights and Social Justice*, was published by the University of Oklahoma Press, 2019 and was selected as our school's community read a couple years ago. Before Ada passed in August 2023, we created the Ada E. Deer Social Justice Scholarship to honor her legacy. This will be given out in fall 2023.

We nominate faculty and staff for awards, including an (unsuccessful) nomination this year for a faculty member for an Outstanding Woman of Color award. We submitted a successful teaching award application for an assistant professor, Lara Gerassi, who was awarded the Chancellor's Inclusive Excellence in Teaching Award.

This year we used donor funds to provide additional bonuses to faculty and staff who went above and beyond in their duties. 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 a non-instructional academic staff member. We also sponsor a faculty excellence award that rotates between clinical and tenure track faculty. All come with cash awards through donor funds.

Both our group of clinical faculty and junior tenure track faculty organize themselves to get together to support each other in their unique roles. We also gathered this year to celebrate the promotion of clinical faculty, and tenure and promotion of a junior faculty member.

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). Our academic staff have the right to vote (approved by EC) in the All School Meetings. All faculty and staff vote on the preferential ballot for the Director of the School each year. This year, each month we did one faculty and one staff spotlight at each All School Meeting, to get to know folks in the school better.



We continue to implement our new policy for recognizing seniority of staff in our titling, an effort that engaged non-instructional staff in its design. Similarly, we are in the second year of our policy, designed with input from our long-term lecturers, which recognizes seniority of lecturers in our titling.

We continue to open all events with a land acknowledgment.

Our doctoral program and our Title IV-E training program both build in opportunities for students to gather to socialize and support each other.

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 has been very successful based on our own assessment and that of the participating students. The goal is to introduce students early on to the anti-oppressive concepts and approaches that they will integrate throughout their social work training. This training includes 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. This next year, we are excited to move the JEDI to be in person.

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 (21 went this year), and we sent two MSW students to the annual conference of the Latinx Social Work Association in Portland. We supported one student in attending the Mexico International Study Opportunity for Learning (MISOL) Program. For some conferences, 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 co-sponsored a national event: “Anti-Trans Policies & Social Work Education Town Hall: One Year Later.”

We partnered with UW Collaborative on Reproductive Equity to host a 90-minute panel discussion, “Reproductive Justice and Post-Roe Wisconsin: What Social Workers Need to Know” in March 2023. Over 100 people registered for the event and just over 50 attended.

We provide opportunities for doctoral students to build skills for DEI leadership by facilitating small group discussions among MSW students as part of JEDI orientation and helping with conference planning and moderating sessions for our Social Workers Confronting Racial Injustice Conference.

The Doctoral Program supports student participation in a wide range of professional development activities centered on DE&I as well as invite presenters who bring a DE&I lens to their work. Throughout the 2022-23 academic year, the PhD program supported student participation in professional development activities including YWCA Madison's Racial Justice Summit and the Critical Race Scholars in Social Work Annual Convening. We hosted professional development workshops for PhD students from presenters including Durrell Washington Sr., a PhD candidate at University of Chicago, who joined us on November 4, 2022 to speak with us about abolitionist perspectives in social work research, education, policy and practice; and Craig Fischer from the UW-Madison Office of Legal Affairs, who joined us on March 22, 2023 to speak about the current landscape of higher education and 1<sup>st</sup> Amendment rights, including efforts to restrict what can be taught at public universities in relation to race, gender, sexuality, and US history.

Our Curriculum Committee developed a subcommittee charged with creating a Canvas course to support faculty enhancing their use of diverse resources and materials during the creation and revisions of courses. They are partnering with the Social Work librarian who will help curate this resource

The annual Public Child Welfare Dialogues (Fall and Spring) are a way that the Title IV-E Program contributes to the climate and values around diversity, equity, and inclusion in our school and in our social work community. Topics and speakers are selected strategically to further these aims, and the dialogues are free and open to anyone (and are required for Title IV-E Students). The program uses significant resources to bring in nationally recognized experts in topics related to child welfare and DE&I. This fall we tried something different for the Public Child Welfare Dialogue and held an interactive hybrid (virtual and in-person) event with Dr. Lynette Renner, entitled "Exposure to Family Violence: Research Findings and Opportunities for Intervention." We had 124 online participants and 56 in person for this event. Our 2023 Spring Public Child Welfare Dialogue had 80 people registered. This event was an expanded 3-hour dialogue. Dr. Megan Finno-Velasquez presented on "Child Welfare System Challenges and Best Practices for Serving Immigrant Families." We expanded our time and budget for this event because it is one that is so crucial in child welfare, and the speaker has both research and practice implications to share with our community. For both of these events, there was an element of community partnership as well, as we host informal meals and conversations before and after the event between the speaker and county and state partners. The purpose of this is to support community professionals in connecting with each other, but also in connecting with important research and practice information that will best serve vulnerable clientele. This is one of many examples of our contributions to the Wisconsin Idea.

This winter the Title IV-E program started a Title IV-E Alumni Support and Consultation Group, which meets monthly. This support to our alumni will not only benefit them as individuals, but also will benefit a diverse workforce more broadly.

On January 19<sup>th</sup> we held an all-day retreat on inclusive teaching and equitable assessments, attended by 35 instructors in the SRSSW. 12 different sessions were offered. Presenters included: SRSSW faculty, staff from the center for teaching and learning, writing across the curriculum staff, the social work librarian, Dean of Students Office staff, and community members.

The Curriculum Committee, in conjunction with the Field Education Committee, did a soft roll out of our 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. We have had workshops for instructors on using the tool over the last two years.

The Anti-Oppressive Practices Checklist also informs teaching assessments of lecturers. Some of the items used to evaluate our instructors include:

- The instructor is proactive about re-framing race, class, and gender as systems of dominance, not only demographic identity characteristics.
- The instructor facilitates anti-oppressive discussion with questions that prompt attention to power relations present in course content.
- Course activities (discussions, evaluations, assignments, in-class activities, case examples, etc.) and course material selections draw on diverse social group identities and abilities and are designed to help participants critically evaluate concepts through an anti-oppressive practice lens. This evaluation includes consideration of how racism and White supremacy are ingrained and normalized in social institutions and social work itself, as well as examination of power, privilege and their own roles in perpetuating oppression.

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.

Our field instructors provide the field syllabus and readings focused on DEI to agency supervisors to ensure integration between field course content and practice in weekly supervision.

This year the Committee on Diversity and Inclusion launched the fifth SRSSW Community Read. The book was voted on by students, faculty and staff. The book selected was *Care Work: Dreaming Disability Justice* by Leah Lakshmi Piepzna-Samarasinha. Using donor funds, free books were distributed to all faculty, staff, and students in the school. The committee also encouraged faculty and instructors to include chapters of the book in their syllabi. The Committee on Diversity and Inclusion coordinated with the Social Workers Confronting Racial Injustice Conference to have the author as a keynote speaker.

We held an all-day Faculty and Staff retreat in August 2022 with a focus on exploring how white-centered culture shows up in the school and antidotes we could employ to center other ways of working.

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 & Learn Teaching Circles focused on: 1) Universal Design and Making Classrooms more accessible, and 2) Grading, Equity and Assessment in the classroom.

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 each year (including free CEUs).

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 SRSSW 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. This year we are supporting one of our DACAmented students in attending the Mexico International Study Opportunity for Learning MISOL program.

This year we established a new award to be given to a community member. The Social Justice in Action Award was created to recognize and celebrate someone in the community engaged in outstanding social justice work consistent with the social justice mission of the Sandra Rosenbaum School of Social Work. This award honors the nominee's commitment to dismantling inequities due to longstanding systemic racism and social injustice. Central to this award is the nominee's advocacy and influence on advancing diversity, inclusion, and social justice. Important contributions may look like:

- Implementation of advocacy or social justice initiatives
- Actions that address inequities of race, gender, culture, sexual orientation, physical or intellectual disability
- Use of culturally responsive practices within diverse populations that created sustained and meaningful change with person(s) and community served
- Make demonstrable differences in advocacy for clients, social policy, social work practice, program development, administration, or research
- Demonstrate outstanding leadership; take risks achieving outstanding results

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

Beyond these many events and activities, we spend much time, energy, and money putting on our Annual Social Workers Confronting Racial Injustice Conference. On Jan. 27<sup>th</sup> and Feb. 3<sup>rd</sup>, 2023, the Sandra Rosenbaum School of Social Work hosted our 9<sup>th</sup> Social Workers Confronting Racial Injustice conference with the theme Centering Disability Justice. Over the two Fridays, a

total of 33 speakers provided 11 breakout sessions and two plenaries to bring racial and disability justice to the center of the transformation of social work at every level of practice. As with the previous two years, the 2023 conference was online, open to all (in Wisconsin and beyond), free to attend, and provided free CEUs. We selected the theme to be in alignment with the year's community read, *Care Work*, and the author Leah Lakshmi Piepzna-Samarasinha was in our opening plenary. The *watch party* for members of the SRSSW community with lunch for the kick off plenary on Jan 27 made a first step into finding ways to increase the community building aspects of the conference which faded substantially when the conference went on line.

Conference breakout session located disability justice in different fields at all levels of practice. We are proud of the breadth of topics covered and their direct connections to racial and disability justice this year. This was our second year with a community co-chair model in place, with two alumni from the community serving as co-chairs alongside a faculty co-chair.

We increased accessibility of the conference this year. The conference planning committee focused on and supported a much more systematic approach to accessibility this year which included: Investments in ASL interpretation for plenaries, live captioning for all sessions (plenaries and breakouts); attention to visual accessibility with visual description and attention to use of slides etc.; and increased intentionality around session breaks. The accessibility work we are doing is not perfect; we have learned a number of areas where we will work to improve our accessibility in coming years. But we are glad to have made this step forward this year.

The conference was extremely popular again this year. More than 2000 individuals registered both Fridays of the conference. While this is below registration of 2021, this year's registration numbers were down just slightly from 2022 registration. It is important to remember that these levels of registration and engagement remain 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.)

The conference is also reaching both inside our community and well outside it. The share of total registration that reported a direct relationship to the SRSSW has grown slightly to over one-third of total registration. Even so, as in the past, two-thirds of registrants report no direct relationship with the Sandra Rosenbaum SSW.

	Jan 27, 2023	Feb 3, 2023
Total Registration	2073	1948
<i>No Direct Relationship with SSW</i>	1324	1239
<i>Direct Relationship with SSW</i>	742	703

As with previous years, 2023 conference engagement was impressive. For a summary sense of the reach of the event, we know that there were 4862 engagements with the conference in live events. This includes nearly 2700 views of the two plenaries live on YouTube, as well as more than 2400 viewers for the breakout sessions. (Obviously, sometimes the same people are

watching multiple events. Best to think of this as 4862 engagements with the material, rather than 4862 people. Impressive reach slightly lower than 2022 (5325) and much lower than in 2021 with its extraordinary 9000 engagements.)

An additional strength of the online format for delivery of events was easy recording of them. Now we have all content available on our SSW YouTube channel. As of March 13, these recordings had been watched more than 2428 times. (A slightly higher viewing of the recordings than last year at the same time).

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, which we believe is a great service to making this content accessible.