

Richard P. Barth, PhD, MSW Dean and Professor 525 W. Redwood Street Baltimore, MD 21201-1705 410-706-7794

Dean@ssw.umaryland.edu www.ssw.umaryland.edu

August 1, 2019

To: Mary Kurfess, MSSW

From: Richard Barth, PhD, MSW, Dean

Re: Complaint Progress report

I am submitting a progress report requested in correspondence dated November 5, 2019 from the COA following a site visit by Drs. Black and Farmer in spring 2018 to investigate a complaint by students received on January 8th, 2018.

This progress report is in response to the inconclusive site visit about whether we were in compliance with specific accreditation standards, most notably related to the implicit curriculum (3.0.1, 3.0.2, and 3.0.3). We provide updates on a number of steps we have taken since the site visit and build upon our response to the original complaint, which we submitted on February 4, 2018.

Our original response detailed content we provided as part of our self-study review—which has since resulted in full accreditation--to show our continuous efforts to go beyond the accreditation standards to promote a learning environment that enhances student engagement, models affirmation and respect for diversity and difference, and provides supports for persons with diverse identities. We also responded to each of the concerns raised in the complaint and addressed the progress made since the 1990 Rawlings Commission report (which the complainants had appended to their complaint). Our prior response updated our progress through 2018 towards having more diversity in our school leadership, faculty, and students, and greater infrastructure to support student services, student government engagement, faculty teaching training, school-wide communications, and community engagement. We do not repeat that content here (but please see Appendix A for a copy of our original response). Rather, given the uncertainty of the site team that we had made substantial progress in addressing matters in the complaint, we intend to demonstrate the specific steps we have taken to implement the improvements that were in development at that time. While the standards under investigation refer specifically to the implicit curriculum, we first highlight significant changes in our explicit curriculum that compliment--and we think will directly contribute to our ability to strengthen-our implicit curriculum.

I want to assure the COA that we have had continuous discussions related to the concerns raised in the complaint for many years, with frequent dialogue with students, faculty and alumni via our *Diversity and Anti-Oppression (DAO) Committee*, our *Master's Program Committee* (MPC), and our *Faculty Executive Committee* (FEC), each of which has been reviewing and revising the curriculum and contributing ideas to enhance our school climate.

Section I: Explicit Curriculum Revisions

As we explained in our first response to the complaint, the University of Maryland School of Social Work (UMSSW) has had a long-standing commitment to creating a diverse, inclusive, and culturally responsive climate for all its stakeholders—students, staff, faculty, and community partners alike – and we have worked consistently and diligently to critique and challenge ourselves to do more and better in this arena over the past few years.

One of the areas highlighted in the original complaint related to our explicit curriculum, and the authors of the complaint requested that we develop a required foundation-level course on structural oppression, and specifically anti-racist practice: "Adopt a foundation level course centered on anti-racist practice that is mandatory for all incoming students." At the time the complaint was submitted, our Masters Program Committee (MPC), which includes voting student representatives, was underway with a multi-year process to examine where and how diversity and oppression content is addressed in our curriculum. This process concluded this May with the Faculty Organization (FO) decision to revise our foundation curriculum in three critical ways:

- 1) Develop an on-line pre-requisite on the history of structural oppression.
- 2) Develop and add a 15-week, 3-credit course required of all foundation students on structural oppression and its implications for social work practice.
- 3) Develop and add a field seminar to our foundation field practicum.

Table 1 identifies the work of the UMSSW to revise the curriculum over the past 15 years. While the pace of change to the curriculum may not have been fast, the MPC has worked consistently for several years to have wide participation among faculty and students on all curriculum committees to ensure the changes adopted were thoughtful, embraced widely and implemented effectively across the curriculum. The implementation of these revisions will be staggered: the field seminar will go to scale in fall 2019, and the new on-line pre-requisite and new in-person 3-credit course will be required for students entering in fall 2020.

Table 1: UMSSW Curriculum Revision Process

UMSSW faculty considered student reactions to multicultural teaching content, framed that reaction in a professional development framework, and concluded that an infusion model would work best with first year students leaving more intensive and advanced content for the second year (Hyde & Deal, 2014). This analysis provided a basis for removing the current existing diversity and racism course and replacing it with infusion throughout foundation courses and adding an advanced diversity course requirement. Several advanced courses were significantly revised and approved by the MPC to meet the advanced diversity requirement.

	 Deal and Hyde, 2004. Understanding MSW Student Anxiety and Resistance to Multicultural Learning: A Developmental Perspective. <i>Journal of Social Work Education</i>, Vol 24(1/2), pp. 73-86.
	15 MSW courses met the advanced diversity requirement as of 2018
2008	History of Oppression 1-credit on-line course added to curriculum and offered every semester since this time
2015	 Summer: MPC Environmental Scan of teaching models & literature regarding teaching diversity and oppression content Fall: Presentation of environmental scan findings to MPC
2016	FO adopts new "Curriculum Diversity Principles" developed by the MPC/DAO
2016	"Perspectives on Racism and Racial Equity" course offered as elective (approved as a permanent elective by MPC in 2017)
2016- 2017	 MPC conducts year-long scan of how diversity principles are reflected in the curriculum Consensus is reached to develop and pilot new course in 2018-2019
2017- 2018	 MPC subcommittee in partnership with the DAO develops a new foundation-level course on Diversity and Anti-oppression Proposal for new course presented to FO spring 2018 and approved for piloting
2018- 2019	 Fall 2018, new Diversity and Anti-Oppression course pilot implementation. Two models are implemented and compared for student experience and learning Spring 2019 evaluation of the pilot results in a faculty vote for three curriculum revisions: Create and add an on-line pre-requisite on the history of structural oppression. Develop and add a 15-week, 3-credit course required of all foundation students on structural oppression and its implications for social work practice. Develop and add a field seminar to our foundation field practicum.

Section II: Implicit Curriculum Progress

Since the site visit by Drs. Black and Farmer in spring 2018, we have made meaningful progress in several areas related to the implicit curriculum. These efforts contribute to all three EPAS standards within standard 3.0 on Diversity:

3.0.1: The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

- 3.0.2: The program explains how these efforts provide a supportive and inclusive learning environment.
- 3.0.3: The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

The specific ways in which we have carefully assessed our school and are enhancing – and will continue to strengthen - our climate of inclusion include:

- 1) Establishing a Diversity and Inclusion Strategic Planning Task Force, which has worked throughout the 2018-2019 academic year to assess school climate and develop a school-wide action plan.
- 2) Organizing multiple training opportunities since spring 2018 for faculty and staff led by our Diversity and Anti-Oppression Committee (DAO) and Office of Academic Affairs.
- 3) Contracting with nationally recognized trainers on racial justice and healing to train faculty who are preparing to teach our new field seminar and 3-credit course on structural oppression in the 2019-2020 academic year.
- 4) Designing a new *Faculty Teaching Support Program* to launch in fall 2019 to create ongoing teaching training opportunities for all faculty, including mentoring, coaching and classroom observation and feedback to further cultivate inclusive *Brave Spaces* (described in more detail on page 7) throughout all classrooms
- 5) Hiring a large and diverse group of new tenure-track and clinical faculty to ensure consistent and quality instruction in both classroom and field settings.
- 6) Strengthening our Office of Administration and Human Resources to continue to support and respond effectively to staff concerns.
- 7) Strengthening our Office of Student Affairs and Services to enhance student supports and increase student sense of belonging, engagement and shared governance.
- 8) Enhancing school-wide communications with the development of a new communications website to keep the entire SSW community and alumni aware of the latest developments in Diversity & Inclusion, give further voice to all stakeholders in the school, and communicate our progress in meeting our Diversity & Inclusion action plan objectives.
- 9) Strengthening on-going assessment of our climate/implicit curriculum and Diversity & Inclusion progress.
- 10) Engage a nationally recognized consultant (Dr. Jeffrey Ash) at 20% time to help support our development of a Diversity and Inclusion Excellence Plan.

Diversity and Inclusion Excellence Plan

In spring 2018, we contracted with Dr. Jeffrey Ash, Associate Dean for Diversity and Inclusion in the School of Nursing, to serve in the role of external advisor-consultant and help the UMSSW in develop a Diversity and Inclusion Excellence Plan. In this role, he worked closely with the Dean's office, the Diversity and Anti-Oppression (DAO) Committee, and curriculum and administrative committees to create a plan that reflects the work of all of the School of Social Work. Dr. Ash's work included a number of activities:

- One-on-one qualitative interviews with faculty, staff and students
- Review and examination of benchmark Diversity and Inclusion plans from other Schools of Social Work
- Attending DAO and leadership meetings within the School of Social Work

From April 2018-April 2019 approximately 87 members of the School of Social Work faculty, staff, and student population were interviewed. Following an announcement, individuals contacted Dr. Ash to schedule interviews. Interviewees were asked two primary questions: 1) "What are your thoughts about Diversity and Inclusion in the School of Social Work?" and "In devising a Diversity and Inclusion plan, what are key ingredients you think should be included?"

Of the 87 individuals interviewed, 50 were Staff (57%), 25 were Faculty (29%) and 12 were Students (14%). Key Concerns raised by those interviewed included:

- Workplace and School Culture (e.g., staff specifically wanting more of a voice, and recognition for their work)
- Staff and Faculty relations (e.g., increasing interaction between the two groups, and better communication)
- Physical environment of the school (e.g., the need for specific space for collaborative interactions)
- Human Resources Administration (e.g., providing more comprehensive orientation, increasing transparency in hiring and promotion processes)
- Training for faculty, staff, and students on topics including racism, implicit bias, and community engagement
- Diversifying the Faculty

In addition to individual conversations, a Diversity and Inclusion Strategic Planning Task Force was convened in November 2018. Members of the strategic planning group included those who had demonstrated passion for diversity and inclusion. Dr. Ash began as chair and over time two task force members became its co-chairs to complete the planning process. By June 2018, the task force completed its draft plan, which includes clear objectives/action steps within six domains, and identifies the offices and committees that they suggest be responsible for reviewing, revising and implementing each proposed action step (See Appendix B). The recommendations of the Task Force are not new to the School of Social Work as we have

worked steadily on a number of objectives throughout the year. These are described more fully below.

Faculty and Staff Training

The school's Diversity and Anti-Oppression Committee (DAO) - composed of faculty, staff, students, and school administration – and the Office of Academic Affairs organized multiple trainings for faculty and staff during the past year to foster an atmosphere of cultural responsiveness, equity, and inclusiveness within the school. These trainings are listed below in Table 2

Table 2: Faculty and Staff Trainings

Title		# Participants
Monthly Faculty Open Space: interested faculty can meet to discuss common teaching challenges and support one another, sharing successful strategies to address teaching challenges.	On-going during the 2018-2019 academic year	Attendance has ranged from 5-20 faculty throughout the year
All-school Training: Trust	August 2018	Over 300 Staff and Faculty
DAO Implicit Bias I	December 2018	37 Staff, Faculty, and Students
DAO Implicit Bias II	March 2019	29 Staff, Faculty, and Students
Promoting Cultural Humility in Field Education: This presentation provided an overview of our new field seminar and how field instructors can help integrate student learning about cultural humility	May 2019	190 Field Instructors
DAO Faculty Development	May 2019	39 Faculty

Contracting with Nationally Recognized Trainers to Prepare Faculty for New Curriculum

In preparation for the implementation of our new MSW curriculum revisions described above, we identified a local, nationally recognized training group to design a two-day training for those faculty who in fall 2019 will begin teaching our new field seminar for foundation students and our 3-credit course on structural oppression.

The Ntianu Center for Healing, founded by Gail Christopher, will serve as counsel to senior leadership at the School of Social Work in areas of racial equity, racial healing, diversity, expansive inclusion and other core topics that will enable the Office of Field Education to implement field seminars for MSW students and the faculty to design and implement a new 3-credit course. Dr. Christopher, is an award-winning social change agent, prolific writer, and international leader in racial equity, racial healing, health policy and integrative health and medicine. Gail is a sought-after international expert for her pioneering work to infuse holistic

health and diversity concepts into public sector programs and policy discourse. As former Senior Advisor and Vice President of the W. K. Kellogg Foundation (WKKF), one of the world's largest philanthropies, she is the visionary and architect of the Truth Racial Healing and Transformation (TRHT) effort for America. TRHT is an adaptation of the globally recognized Truth and Reconciliation Commission model and evolved from the decade long America Healing racial equity and racial healing initiative that she designed and led.

The Ntianu Center designed and delivered a 1.5-day Racial Healing Learning Experience (workshop) for 55 participants including field education staff, faculty liaisons, and other administrative personnel the week of July 29, 2019. The Center will provide on-going support for faculty during the 2019-2020 academic year. We will assess the training and support program and decide in spring 2020 if/how we will continue to contract with the Center to provide additional training and support for faculty each year.

Teaching Support Program

In the fall of 2019, the School will launch the Faculty Teaching Support Program to provide ongoing pedagogical support to teaching faculty in order to bolster instructor knowledge, capacity, and skills for the purpose of creating and maintaining brave spaces. A *Brave Space* is a classroom environment that acknowledges the challenges that both students and faculty have when attempting to have discussion around difficult and/or sensitive topics such as race, power, privilege and the various forms of oppression for the purpose of learning. The Coordinator of the Teaching Support Program is Victoria Stubbs, a clinical instructor who has demonstrated exceptional skill in the classroom, including around addressing oppression and promoting inclusion. The Program will consist of two major program areas: Support & Wellness (classroom observations, peer coaching circles, and faculty wellness space) and Training (webinars, faculty development days, and a curated list of external teaching-related conferences and workshops).

Figure 1: Teaching Support Program



New Tenure-Track and Clinical Faculty Searches

In the fall of 2018, the School conducted four separate faculty searches: one for tenure-track faculty, one for clinical faculty, a third for a chaired professorship in Children and Families, and a fourth for a faculty member to lead our new Substance Use Disorder Intervention Fellowship program. Each search was successful and we recently welcomed a group of nine new faculty members: https://www.mysswbulletin.info/single-post/2019/03/11/School-Welcomes-Nine-New-Faculty-Members. We are excited to welcome this large cohort of new faculty and with their range of practice, research, and teaching talents, and we anticipate they will make significant contributions to both our explicit and implicit curriculums. First, this is the most diverse cohort of incoming faculty in terms of race and ethnicity in our school's history. Indeed, more than half of the new faculty members are non-White. Among incoming faculty is Brenda Jones Harden, who will be the Alison Richman Professor for Children and Families and the first female African American full professor on our faculty. Dr. Harden is coming to us from University of Maryland College Park and will join us in September but is already sitting on dissertation committees and working to integrate her research with ongoing efforts in Baltimore. Second, the incoming faculty have brought expertise in a variety of areas that will strengthen the SSW's efforts to create a supportive and inclusive environment, including practice experience and research interests in health inequities, HIV prevention among African American women, social work practice with individuals with disabilities, and promoting cultural competency in the classroom.

Strengthening our Offices of Administration and Human Resources

Within the last six months, we have hired two new senior-level staff to strengthen our Office of Administration and Human Resources. Cherita Adams, MBA, MS is our new Assistant Dean for Administration & Strategic Initiatives. Cherita has over 15 years of experience in human resource, aligning and optimizing development and training initiatives in accordance with organization vision, mission, goals and strategic initiatives. As just one mark of the focus and quality of her work, Cherita developed the UMBrella Coaching Program at UMB. UMBrella works to support the success of women at UMB, advancing them into leadership roles and championing their success at all levels of our organization. Cherita has been an active participant in DAO and has served as the Co-Chair Diversity and Inclusion Strategic Planning Task Force. Although she will not be serving in the role as a diversity officer, per se, she certainly offers much expertise on related topics and will help to better link our SSW to other campus efforts and to assist the Dean in improving the implicit curriculum.

Kimber Lee, MBA is the new Human Resources Business Partner for the School of Social Work and will be directing all human resources efforts. Kimber has over 15 years of experience in human resources in various areas such as employee/labor relations, corporate training and implementing strategic planning initiatives. Prior to coming to UMB, Kimber has worked at the University of MD Medical System, Johns Hopkins Health System, The George Washington University and other industries such as banking, consulting and federal government. Through her expertise and interest in diversity we expect that Ms. Lee will help to enhance the sense of inclusion and engagement of our staff—with a positive benefit for students and faculty with whom they engage.

Strengthening our Offices of Student Affairs and Services

As described in our prior response to the complaint (See Appendix A), many opportunities exist for students to participate in the life, policies, and shared governance of the school and campus. Such participation is encouraged in multiple ways, starting with our admissions and orientation processes and carrying through to graduation and alumni relations. The creation of new programming within the last two years, including our Admissions Ambassadorial Network and Peer Mentoring programs, exemplify our increased efforts to engage students and provide additional guidance to them both during the admissions process and with career counseling and career development throughout their program.

Our Office of Student Services also supports our active Student Government Association, which participates fully in the school's governance. In collaboration with the OSS, the SGA Board holds monthly meetings open to all students, is the liaison with the campus USGA, elicits feedback from the student body, communicates student ideas and concerns to the faculty and administration, and meets monthly with the deans of the school. During these meetings, the deans ask for feedback about new or proposed policies. We also hold two evening "chat and

chews", each year, that allow for students and all the deans to meet together to discuss ways to strengthen the SSW.

Our Faculty Plan of Organization (FPO) articulates clear guidelines for student representation and voting rights on most faculty committees (a list of which is provided in Table 3). The student representatives on the committees noted in Table 3 are not viewed as token members. Rather, they are relied on to be active participants, and their opinions and collaborative efforts on subcommittees are valued.

While chairs of faculty committees may actively recruit students to participate, the SGA Board is responsible for making appointments to faculty committees. The list of faculty committees with a student member can also be found on the school's student services SGA page: http://www.ssw.umaryland.edu/sga/.

In addition to faculty committees, students participate in advisory bodies for some administrative units in the school: the Student Services Advisory Board, the Field Education Advisory Council, the Career Development Advisory Group, and the Alumni Board. Students are informed of these opportunities by a recruitment e-mail sent prior to the beginning of the school year and during the first SGA meeting of the year. Students complete a statement of interest and are appointed to an advisory group by the SGA president in collaboration with the Assistant Dean of Student Services. Students serve for at least 1 academic year.

Table 3. Faculty Committees with Student Representatives

	Committee
1.	Admissions Committee
2.	Clinical Concentration Committee
3.	Diversity and Anti-Oppression Committee
4.	Field Education Committee
5.	Global Initiatives Committee
6.	Macro Concentration Committee
7.	Master's Program Committee
8.	Student Grievance Committee
9.	Student Review Committee
10.	Baccalaureate Committee
11.	Social Work Community Outreach Service (SWCOS) Committee

This past year, we strengthened the Offices of Student Affairs and Services with several promotions and the hiring of an additional support staff. Additionally, we just completed a search for an Assistant Dean for Student Services and are excited to welcome Henriette Taylor, MSW, this August. Ms. Taylor has served as the senior community school coordinator in Promise Heights for the last 5 years, during which time she has worked in West Baltimore with principals, social workers, community members, students, and families. She has almost twenty years of experience in macro social work practice, with previous positions in community organizing, policy advocacy, and program management.

Ms. Taylor will draw upon her expertise in macro social work and trauma-informed and restorative practices to build the leadership capacity of the SGA and co-create with the SGA innovations in student engagement and reciprocal communication pathways, and help ensure students understand how shared governance works in the university, how decisions about the curriculum are made, and where and how students' opinions about the curriculum and course quality are elicited.

Enhancing School-Wide Communications

In 2006, the school created the *Daily Bulletin*, its primary method of communicating with the UMSSW community. This daily e-mail informs all UMSSW members about faculty and student-initiated events, MSW program deadlines, and faculty, student and staff accomplishments. Our Director of Communications, Matt Conn, reports analytics on this daily bulletin and reports a high "open rate". Its related website serves as a standing place where UMSSW members can go to read about events and other UMSSW news as can be found at https://www.mysswbulletin.info/.

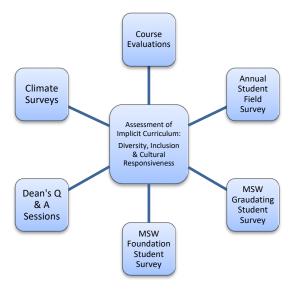
In 2017, the school created the *SSW Responds website* to keep the school community informed and allow UMSSW members to more easily get help and resources; learn about volunteer and giving opportunities; keep updated on policies and social actions related to a number of current issues; and keep abreast of school-wide accomplishments in the areas of education, training, research, and community impact. The site can be viewed at: https://www.sswresponds.info/.

In addition to these two forms of school-wide communication, the Office of Communications in collaboration with the DAO is developing a Diversity and Inclusion website to communicate and track UMSSW efforts to challenge racism and all forms of structural oppression, and provide transparency on the progress made toward achieving objectives of the D & I Excellence Plan.

Strengthening on-going Assessment of our Climate/Implicit Curriculum

Figure 2 provides a graphic depiction of the multiple data sources used to assess the MSW implicit curriculum related to diversity, inclusion, and cultural responsiveness. These include course evaluations; field program evaluation surveys; MSW foundation and MSW graduating student surveys; climate surveys; anecdotal feedback gathered by faculty and during Dean's Q & A sessions each semester; and campus-wide data when available.

Figure 2: Assessing the implicit curriculum: Diversity, inclusion, and cultural responsiveness



Annually, we summarize our MSW survey and course evaluation data for dissemination to our Masters Program Committee and beginning this fall, plan to include annual summary infographics on our forthcoming D & I website in order to share findings more broadly across the UMSSW community.

This past year we asked our campus Office of Student Affairs to conduct our second annual student climate survey. We were the only school on campus to make that request but believe that it is important to monitor our ongoing climate. In the spring of 2018, n=347 MSW students completed the survey, and in spring of 2019, n=166 MSW students completed the survey. In both anonymous surveys, multiple scales were created to gauge different elements of student perceptions of school climate. Each scale had a range of 1 to 4 with lower mean values indicating more positive sentiment. Between 2018 and 2019, few differences were identified on the scale means (See Table 4). Two scores, however, were significantly different, displaying higher means in 2019: the *University Commitment to Diversity* scale and the *Personal Efficacy in Reporting Discrimination*.

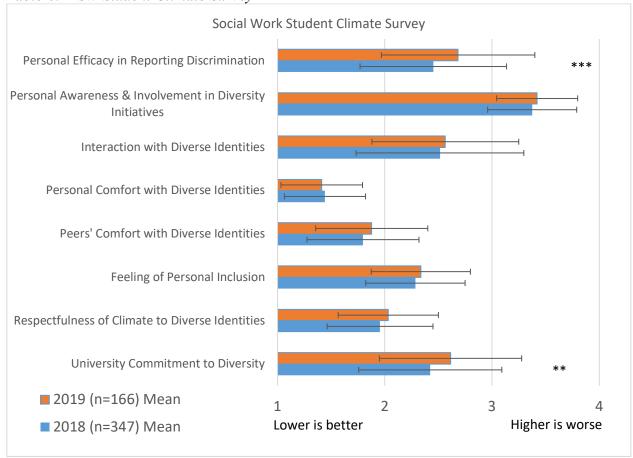


Table 4: MSW Student Climate Survey

In addition to these data, campus climate surveys of faculty and staff are conducted every two years and will continue to provide snapshots of the school climate and can help us assess the impact of the implementation of our Diversity Excellence Initiative, over time.

UMB has also paid for an independent climate assessment of the UMSSW—in part because of concerns raised by CSWE. This assessment was done by a nationally recognized group (Center for Strategic Diversity Leadership & Social Innovation) and a preliminary report was issued at the end of June. This report will be reviewed this summer and made available to the UMSSW community when the Office of the President deems it ready. The preliminary findings and recommendations square with directions that the school is going in and clarify the importance of retaining a senior diversity officer for the UMSSW, developing a standing diversity council for the UMSSW (in addition to the DAO or as a re-imagined DAO), creating a staff council (the work on which has already begun and the Chair of which will be part of a new UMSSW Executive Committee), and expanding training expectations and opportunities.

We have also made many changes in the physical qualities of the UMSSW to make it more welcoming to students. For example, Matt Conn and a DAO sub-committee have added photos

around the building of our current students with quotes about "Why I Love Social Work", added some large scale graphics and photos that capture the essence of social work, and improved key spaces in the UMSSW with remodeling and updating (see Appendix C for an example of the "Why I Love Social Work campaign and Appendix D for an example of photos).

Conclusion

Taken together, we have continued to make progress on diversity and inclusion and assert that we have always and continue to meet the CSWE standards mentioned above. This belief is consistent with the re-accreditation granted by CSWE in 2018. As this letter shows, we have rigorously and in good faith explored many ways to expand diversity and inclusion in the SSW. We have by far the most diverse student body (nearly 50% of our students are ethnic or racial minorities), faculty, and staff of any school on our campus. We are confident that this letter further clarifies that we are a school of social work that consistently strives to be better in all ways and that we are in a state of continuous improvement, in keeping with the highest standards of our profession.

Appendix A



Richard P. Barth, PhD, MSW Dean and Professor 525 W. Redwood Street Baltimore, MD 21201-1705 410-706-7794

Dean@ssw.umaryland.edu www.ssw.umaryland.edu

January 25, 2018

To: Stacey Borasky, EdD, MSW

From: Richard Barth, PhD, MSW, Dean

Re: Complaint Response

I am responding to the complaint received on January 8th, 2018 regarding the MSW program's non-compliance with specific accreditation standards. This complaint was signed by "Concerned Students and Alumni," and while we are uncertain how many students and alumni this represents, we take these concerns very seriously. Indeed, the history of UMSSW is that we have always had a community that wanted us to do more, faster, to address the historic and current racism and social, educational, health, and environmental inequities plaguing Baltimore, Maryland, and our nation, and we have consistently worked to strengthen our efforts to advance the quality of education provided to our students and improve conditions in our community and beyond.

I see myself as one who has also had this long commitment, having found my path into social work through my own activity (and that of my family) to de-segregate schools in the north in the 1960s. I have since worked on the South Side of Chicago, South West LA, Berkeley, and Baltimore, where I have done everything I knew how to try to strengthen the fabric of life and to advance social work practice and science in a way that benefits our most disadvantaged children and families. I have endeavored to bring that concern to my leadership as Dean. While my path to this more just society does not always conform to the path that the complainants pursue, I want to be very clear that I am deeply committed to this outcome which certainly includes racial justice.

I have decided to use the first person in this response because the complaint, as transmitted by CSWE, is addressed to me and the original complaint has much content about me. While I am responsible for setting the tone, I occasionally use the term "we" because we are a large school and the school climate and curriculum are a creation of a large group of faculty, staff, and students. Indeed, our organizational model reflects a commitment to shared governance and a faculty driven curriculum development process of which I am one part.

We focus our response on the accreditation standards and the complainants' demands, rather than the comments about me in the complaint or the email threads included in the appendices. I am certain that I could have provided better and more effective communications on a number of occasions. I also think that these reflect a dean who is engaged (I did not ignore any student

communications); timely (my responses were sometimes too fast and needed more review, I have learned); and endeavors to provide students with a perspective that advances the development and implementation of improved policies, programs, and practices to enhance our work across all differences to end racism and its unacceptable legacies. I am continuously striving to implement a variety of communication strategies to reach a wider audience to better disseminate concerns about the anti-racist school climate and culture, and to prepare all of our students, staff, and faculty to work effectively across communities of difference.

In order to systematically address concerns, we have broken the document into two sections. Section one reviews our compliance with the standards that the COA requested we address. Section two responds to the six demands (from pages 16-17 of the complaint). Our response to these demands provides a history of the range of activities we have long been engaged in to make the University of Maryland an inclusive learning environment. Our work is aligned with what the students are seeking, and we have had a great deal of student input into the work that is related to these demands. Relatedly, I note that we are in the midst of a self-study and the preliminary review by the Commission on Accreditation (COA) did not highlight any findings that indicate concerns about our diversity or student development accreditation standards.

At the same time, I want to assure the COA that we have been discussing issues related to most of these demands for many years and are continually striving to improve our climate and culture. We have taken several specific actions to respond to the demands since they were presented to me early in the summer of 2017. We have been in frequent dialogue about them—having met with Maureen Walker, who worked with others to write the original complaint letter, and other student government leaders within weeks of receiving the complaint. We have also been in dialogue for a number of years with students and alumni via our *Diversity and Anti-Oppression (DAO) Committee*, and our *Master's Program Committee* (MPC), which have been reviewing the curriculum and school climate.

We focus on three areas in response to complaints related to the standards. The *first* is reaffirming the content we have provided as part of our self-study review (recognizing that the COA will not have this material at hand). We cover information that shows our continuous efforts to go beyond the accreditation standards, which demonstrates our efforts to promote a learning environment that enhances student engagement, models affirmation and respect for diversity and difference, and provides supports for persons with diverse identities.

Second, we endeavor to provide information about the learning environment in support of all three of the components of the Diversity Accreditation Standard in response to students' concerns that we have not sufficiently worked to create a diverse and culturally responsive school environment. This discussion addresses the progress made since the 1990 Rawlings Commission report (which they have appended to their complaint), and continuing through today, towards having a more diverse school leadership, a more diverse faculty, and a more diverse student body.

Third, we endeavor to explain our ongoing interactions with students during the last few years, giving them numerous opportunities to make the case for the changes they seek. We have had an ongoing curriculum review, a series of events in which the Dean and Associate Deans meet with

students in open forum, meetings between the Dean and the Student Government Association body (which includes officers and chairs of the many student groups), and monthly meetings between the SGA officers and the Dean. We provide a more detailed chronicle of the many ways we have endeavored to include students in decision making about how the curriculum should be reformed, how we might make our meetings more accessible to students, and how to make the learning environment more supportive and inclusive.

Section 1: Meeting CSWE Accreditation Standards

How We Are Meeting Accreditation Standard 3.0 (Diversity)

The University of Maryland School of Social Work (UMSSW) has had a long-standing commitment to creating a diverse, inclusive, and culturally responsive climate for all its stakeholders—students, staff, faculty, and community partners alike. That said, we have possibly worked harder in the last several years than ever before to critique and challenge ourselves to do more and better in this arena. Reasons for the quickening pace and deepening of our efforts are numerous. We are located in an increasingly diverse geographic region, with more diversity among our students, staff, and faculty than at any time in our history. In 2015, our City was rocked by the death of Freddie Gray in police custody and the subsequent uprising that affected our campus and many of the neighborhoods in which University of Maryland School of Social Work (UMSSW) community members live and work. Most recently, shifts in the national political climate and federal policies since the 2016 Presidential election, particularly policies affecting immigrant communities, have created confusion, anxiety, and fear among our students and the communities we serve and with whom we work. These events have stimulated us to reflect on our continual efforts to create an inclusive school community and a more just society and to critically examine where and how we should dedicate our resources in the future to achieve the greatest impact.

Below, in regard to EPAS standard 3.0., we describe the diversity of our students, faculty, and staff, and our efforts to ensure that we continue to recruit and support a diverse community. We then highlight our specific efforts in regard to EPAS standards 3.0.1., 3.0.2., and 3.0.3.

Following our discussion related to diversity, we respond to the concerns outlined in the complaint about EPAS standard 3.1.9 and 3.1.10 relating to student development and engagement and EPAS standards 3.2.6 and 3.2.7 regarding faculty qualifications and professional development.

Finally, in section two we address the specific demands outlined in the complaint, detailing what efforts we are currently undertaking that relate to the demands and what additional efforts we can feasibly adopt going forward.

Student Diversity

The diversity of the student body has increased in the last 16 years (*see Exhibit1*). This trend continues as the MSW admissions team works hard to recruit a diverse class of MSW students each year. Team members attend a number of events annually where they target students

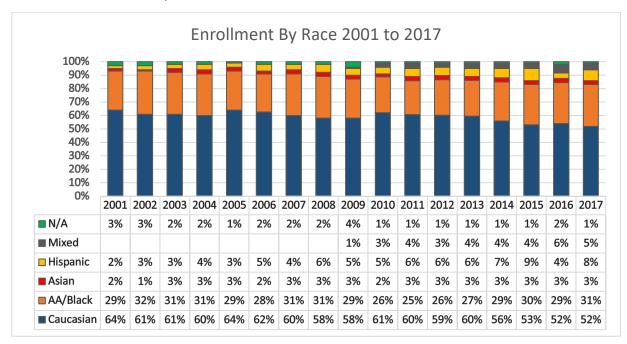


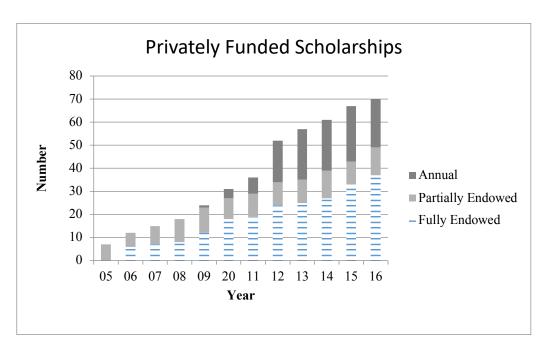
Exhibit 1. Enrollment by race 2001 - 2017

with diverse backgrounds and students who are first-generation college graduates. As a result, the percentage of nonwhite students who enroll in our program every year is significant and has been increasing over the past several years. Nearly 50% of our student body in the past academic year, 2016 –17, was nonwhite. The growth of diversity in the UMSSW has occurred despite the development of competing MSW programs—most notably, Salisbury State University and Morgan State University, both of which we helped to develop and we continue to support by administering the Title IVE program. Our diverse student body creates a learning environment with the goal of valuing others and respecting differences among students, faculty, and staff, and in preparing students to work with a diverse group of individuals, families, groups, organizations and communities.

The Office of Development has worked tirelessly over the past decade to significantly grow our scholarship program to better support students in need and recruit highly competitive and diverse applicants (see

Exhibit 2). We now award over 70 scholarships to incoming foundation and advanced students each year. We also have extensive stipend funding through Title IV-E, HRSA, and HEALS, to name the largest ones. We work hard to keep tuition low and to support our students financially.

Exhibit 2. Privately funded scholarships



As we distribute this growing number of scholarships, we are very mindful of the need to ensure that our pool of recipients represents the diversity of the school. For the 2015–16 (*see Exhibit 3*) and 2016–17 (*see Exhibit 4*) academic years, the makeup of the scholarship recipient pools was racially and ethnically diverse.

Exhibit 3. Distribution of scholarships by race/ethnicity, 2015 – 2016

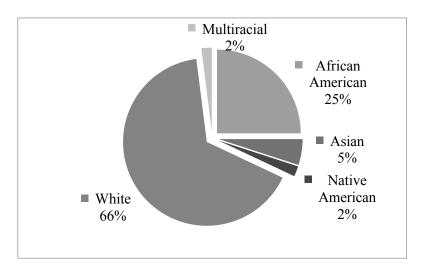
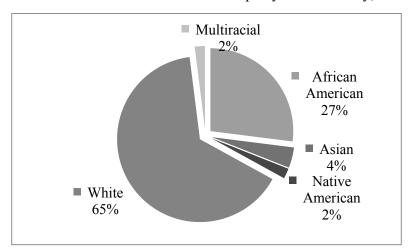


Exhibit 4. Distribution of scholarships by race/ethnicity, 2016 – 2017



We have also created an "RA Scholar's Program" which provides 10 hours of work per week (plus 20 hours a week in summer) with a faculty member for a \$7,000 stipend. About 40% of RA Scholars are scholars of color. All together, we have had about 250 RA scholars and they have been authors on more than 50 publications. We are now seeing them apply to PhD programs in social work and other graduate schools in significant numbers, contributing to the advancement of a diverse group of social work professionals and scholars.

The UMB campus conducted an analysis in spring 2017 of admission and retention data for all its schools over a 5-year period (*see Exhibit 5*). When we examine admissions, enrollment, retention, and graduation data together for that same 5-year period for our program, we get a picture of our performance in serving African American and Hispanic students as compared with white students. While we admit a higher percentage of African American and Hispanic students who apply in comparison to white students who apply, and we retain similar percentages of students across all three racial/ethnic categories at the 1-year mark, Hispanics have the highest retention rate by year 3, while African Americans fall below both whites and Hispanics. The five-percentage-point difference between whites and African Americans in their graduation rates is concerning to us, and we are currently seeking to better understand this finding and identify intervention strategies to support students.

Exhibit 5. Application, admission, enrollment, and retention by race and ethnicity (Fall 2012–Fall 2016)

Race/ ethnicity	Number of applications received	Percentage admitted who applied	Total percentage of enrollment	Percentage of 1-year retention	Percentage graduation rate
African American	812	90.8	26.5	90.6	87.4
Hispanic	267	90.3	7.9	95.5	95.5
White	2131	87.3	57.3	91.6	92.5

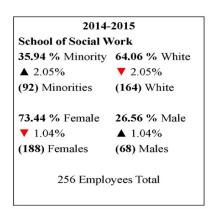
Overall Employee Diversity

Demographic data on all UMSSW employees (*see Exhibit 6*) compiled by UMB for the campuses annual Affirmative Action Plan and showing the latest data from the 2014–15 and 2015–16 academic years—indicate that about 36% of our employees are minorities and 74% are female in 2015-2016. Minimal change in the percentages of minority and female staff and faculty occurred between 2014 and 2016, with a small increase in minorities and a slight decrease in females.

Exhibit 6. University of Maryland, Baltimore, affirmative action plan (AAP) summary, 2014 – 2016

AAP Plan Summary

School of Social Work		
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Faculty and Administrator Diversity and History of Racial Insensitivity in the SSW

The complaint indicates that the UMSSW has long had problems related to racial injustice, as expressed in part by an in insufficient hiring of faculty of color, and that the school has made inadequate progress to change this. They append a 1990 report as evidence. We acknowledge that historically there have been concerns about the commitment of the UMSSW to the advancement of African American faculty and staff. While we constantly look towards increasing the diversity of our faculty, we have not made as much progress as we might have hoped. However, we do have a record of accomplishment worthy of a brief review.

Following the 1990 task force report, Jesse Harris was appointed Dean of the School of Social Work. Jesse is a distinguished African American social work leader and scholar. He made many appointments of African American faculty and staff, including the Assistant Dean/Director of Field (Barbara Brown), the Assistant Dean for Student Services (Lucia Rusty), the Assistant Dean for Admissions (Marianne Wood), all three of whom worked at the school until they

retired, and the Director of Continuing Professional Education (Bronwyn Mayden) who has continued to serve in this role and lead our Promise Heights Initiative since 2009. He also recruited several African American faculty—one of whom (Michael Lindsey) went on to promotion and tenure (and then left for an exceptional opportunity at NYU in 2013). One other tenure track African American faculty member (Melissa Littlefield) left to teach at Morgan State University. Professor Lee Cornelius was also recruited to the faculty as an Associate Professor, achieved promotion to full professor in 2003, served as Assistant Dean for Informatics (until 2002), and then left for a Chaired Professorship and to be a center director (in 2015). During this time, one African American faculty member (Oliver Harris) served as Associate Dean for the MSW program. Jesse Harris stepped down from the deanship in 2006. (Jesse Harris returned to the faculty as a full professor in 2006 and recently retired.

Since 2006 (*see Exhibit 7*), when I was hired, we have consistently endeavored to recruit, retain, and promote a diverse faculty body. The junior faculty in the SSW is currently very diverse: 75% of the junior tenure track faculty are faculty of color. Since 2016, 49% of all faculty hired have been faculty of color. The Office of the President has also been very supportive of efforts to recruit and retain faculty of color by providing extra funds for recruitment. Faculty search committees, all of which intentionally have diverse membership appointed by the dean, and who are involved in the entire process of recruiting applicants, reviewing curriculum vitae, selecting applicants for interviews, preparing applicants for visits to the school and with faculty, interviewing and evaluating candidates, and recommending them to the dean for faculty appointments. We also asked our leading donor to develop a chaired professorship in an effort to retain one of our African American tenured faculty—these funds were matched, in part, by the Office of the President. While we successfully raised the funds to do so, the retention of the faculty was not successful, but we now have this chaired professorship for future hires.

Although we have successfully endeavored to recruit a diverse faculty of color who also represent a diversity of sexual orientations and identities, and have recruited and retained highly regarded Latino scholars Associate Professor Nalini Negi and Professor Fernando Wagner among our senior faculty, I have been intentional about developing a pipeline that has contributed to the recruitment of African American faculty. This is particularly important given UMSSW's location and history. We have our first African American post-doc, this year, and Exhibit 7 notes some of the changes in key positions held by African Americans at the school during the last 11 years of which I have served as dean.

Exhibit 7. African American faculty in leadership roles before and after 2006

African American Faculty in Leadership Roles			
Role	Before 2006	Since 2006	
	African American Deans,	African American Deans,	
	Faculty, & Post-Docs	Faculty and Post-Docs	
Associate Dean for Research			
Associate Dean for Academic	Oliver Harris^		
Affairs/MSW Program			
Associate Dean for			
Administration			

Associate Dean for Student Affairs		
Student Services	Lucia Rusty (Asst)	
Admissions	Marianne Wood (Asst)	Kim Saunders (Assistant to Associate)
Field	Barbara Brown (Asst)	Samuel Little (Assistant to Associate)
Informatics	Dave Pitts (Asst)	Dave Pitts (Asst)
Assistant Dean for Continuing Prof Education	Bronwyn Mayden	Bronwyn Mayden (Asst)
Promise Heights Director		Bronwyn Mayden (Asst)
SWCOS Director		Wendy Shaia
Tenure Track Faculty	Jesse Harris (Full)	Tanya Sharpe (Assoc Prof)
	Lee Cornelius (Full)	Melissa Smith (Asst Prof)
	Michael Lindsey (Assoc)	Theda Rose (Asst Prof)
	Aminifu Harvey^	Ericka Lewis (Asst Prof)
	Muriel Grey^	
Research Faculty		Nadine Finigan Carr^^
		(Asst)
Post-Docs		Dawnsha Mushonga

[^]Several African American faculty left or passed away during Dr. Harris's tenure as dean

Since 2006, the SSW has added four African American female faculty, one on a tenure line and three as research assistant professors. They have all made important progress. As noted in Exhibit 7, Tanya Sharpe applied for promotion and received it with tenure. Nadine Finigan-Carr has been promoted to Assistant Director of the Ruth Young Center. Theda Rose moved from a Research professor role into a tenure track line at the school, and Kantahyanee Murray became an independent PI in the SSW before moving to the Annie E. Casey Foundation as a senior program officer. Additionally, two African American faculty, Dr. Sam Little and Dr. Kimberly Saunders, were hired as assistant deans and have been promoted to associate deans.

Despite these efforts, as a large school with a talented group of faculty who are very competitive nationally, we also regularly lose faculty to retirement or movement to other opportunities. This was true during the Jesse Harris era as well as during the last 11 years.

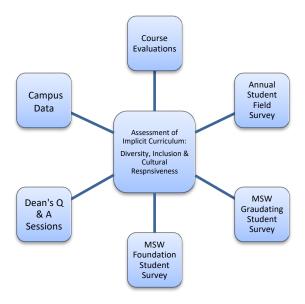
Beyond the Numbers

While demographic diversity among students, faculty, and staff provide a foundation for a diverse learning environment for students, we recognize continual and critical self-reflection about our institutional practices as necessary to truly generate inclusivity and a culturally responsive school. This includes such examples as the development of the 2012 -2017 strategic plan, and ongoing data collection to assess the implicit curriculum. Indeed, in the development of the UMSSW 2012–2017 Strategic Plan, diversity was one of the key themes adopted. The primary goal of this theme is to

create an atmosphere that fosters cultural responsiveness within the school and the community. Language about cultural responsiveness was chosen, rather than cultural competence, with the acknowledgement that self-reflection, increased awareness, and cultural understanding and humility are life-long processes for individuals and institutions and that we must be vigilant in continually seeking new insights and making concrete improvements.

Exhibit 8 provides a graphic depiction of the multiple data sources used to assess the MSW implicit curriculum related to diversity and inclusion. These include course evaluations; field program evaluation surveys; MSW foundation and MSW graduating student surveys; anecdotal feedback gathered by faculty in classes, at informal meetings with students, and during Dean's Q & A sessions each semester, and campus-wide data when available.

Exhibit 8. Assessing the implicit curriculum: Diversity, inclusion, and cultural responsiveness



We have summarized our MSW survey and course evaluation data in three infographics (Appendix A), which we have posted on our website (see http://www.ssw.umaryland.edu/academics/cswe-accreditation-and-competency-assessment/) to inform the entire school community about how our MSW students are experiencing our program and the efforts we are taking to enhance our curriculum, our teaching and our school climate related to diversity and inclusion. These efforts are described in detail below as they pertain to EPAS standards 3.0.1, 3.0.2, and 3.0.3.

In addition to these data, a campus-wide study was recently conducted by a UMSSW doctoral candidate and campus leaders (the assistant vice president, academic and student affairs; and the vice president, operations and planning) to examine factors associated with Ethnocultural Empathy (EE) among graduate students enrolled in the six University of Maryland, Baltimore (UMB) professional schools. Over 1,000 graduate students from six disciplines (dentistry, law, medicine, nursing, pharmacy, and social work) were surveyed and assessed on the Scale of Ethnocultural Empathy (Bessaha, Lily, & Ward, 2016). Although incoming students did not

significantly differ in their EE scores across disciplines, by the end of their first year of study, social work students had significantly higher EE scores and reported greater exposure to diversity-related classroom discussions than did graduate students in other disciplines. We think this is an interesting finding, and begins to demonstrate the impact of our explicit and implicit curriculum on students' ability to work across difference, and we are in conversation with campus leaders to explore these findings further.

3.0.1: The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

The 1990 Rawlings Commission report was generated, in part, because of concern by some faculty, alumni, and students that the School of Social Work was not sufficiently diverse reflecting an underlying racism. There are no baseline numbers in that report but we know that one response was to ask Jesse Harris to serve as Dean (which he did for 16 years [until 2006] and worked consistently to make the UMSSW more diverse and responsive to issues arising from racism). This work has continued, and accelerated since the death of Freddie Gray in 2015. There are a number of specific ways in which we have carefully assessed and improved the way we do our work and enhanced our climate of inclusion. These efforts also respond to specific recommendations identified in the Rawlings Report as well as subsequent suggestions made by students and faculty. These are discussed in detail below:

- a) creating a new faculty, staff, and student Diversity and Anti-Oppression Committee (DAO), a committee recognized in the Faculty Plan of Organization (the equivalent of faculty bylaws);
- b) developing new communication strategies to raise issues of concern, enhance a sense of community within the school and respond in a timely and effective way to local and national events;
- c) monitoring, evaluating and revising explicit curriculum diversity and oppression content continuously
- d) providing faculty teaching development efforts and hiring three additional clinical faculty to ensure consistently strong instruction in both classroom and field settings; and
- e) increasing student engagement, support and sense of community through the creation of the Admissions Ambassador program, revision of the structure of our main Student Orientation, creation of a peer-mentoring program, and the addition of field and student affairs brown bags and meet and greets.
- f) Creating three organizations (*SWCOS*, *Family Connections*, and *Promise Heights*) that, principally, work in West Baltimore and have engaged with community organizations, public schools, public services, resident organizations, political leaders, and nonprofit, state, and federal funders to educate a generation of student interns (about 50 a year) and alumni who have worked effectively in these settings and to make a measurable difference. These are next described in brief, below, because of their importance to the SSW (more information about each is available from their websites).

The *Social Work Community Outreach Service* of the University of Maryland School of Social Work [SWCOS] was launched in 1992. It was based on the concern of then Dean, Jesse Harris, that too many students were coming to the school and missing real social work experiences with the urban poor and vulnerable populations. To date close to 1,000 field placements have been developed and supported by SWCOS.

Family Connections at Baltimore (FCB) began in 1996, when Diane DePanfilis and Howard Dubowitz developed the Family Connections intervention model to provide research-based in-home early intervention services, grounded in neglect prevention science, for families living in West Baltimore. Since that time there have been a number of replications and modifications of the FC model and FCB has engaged in a variety of service interventions, research activities, teaching and learning collaboratives, including initiatives that inform policy development. The work has become trauma-informed and garnered 12 years of SAMHSA Child Traumatic Stress Network funding.

The Promise Heights Initiative was established in 2009 by the University of Maryland School of Social Work as an initiative of Dean Barth. The goal, from the outset, has been to improve educational outcomes for youth and ensure families are healthy and successful in the West Baltimore communities of Upton/Druid Heights. In 2012, Promise Heights became a U.S. Department of Education Promise Neighborhood grantee—only one of 50 nationwide—to create a pipeline of integrated and comprehensive services which support children to succeed, thrive, be inspired to stay in school, and aspire to college and career. Promise Heights organizes 5 community schools and an array of services from cradle to career—we were recently given a perfect score for urban sites by the US Department of Education in the Promise Neighborhood implementation competition, a score that may bring more than \$24M to West Baltimore over the next five years.

All combined, these community-based initiatives raise and direct about \$3M a year into services and evaluation in Baltimore City neighborhoods over the past decade, served thousands of families, trained hundreds of MSW students, and now employ more than 20 social workers in the SSW.

a) Diversity and Anti-Oppression Committee

In 2014, the faculty approved a new Diversity and Anti-Oppression Committee (DAO) composed of faculty, staff, students, and school administration. As stated in the Faculty Plan of Organization (FPO), this committee works with other stakeholders within the school and the larger community to foster an atmosphere of cultural responsiveness, equity, and inclusiveness. The purpose of the committee is to advance social justice principles and to combat racism and all forms of oppression in the school, the university, and the larger community. The committee makes policy and programmatic recommendations to relevant decision-making bodies about the curriculum, the school and campus environment, and the Strategic Plan in response to faculty, staff, and student concerns. The committee serves as a repository of public information pertaining to the school's efforts to address issues of diversity, racism, oppression, and inclusiveness.

Since its inception, this committee has worked with the Master's Program Committee (MPC) to establish new diversity principles and review diversity courses. It has also organized various discussion forums, including "Chat and Chews," to provide an ongoing safe space for UMSSW community members to express their feelings about current events and foster a stronger sense of community and inclusion in the school. For instance, the group played a vital role in creating spaces for dialogue and fostering a supportive and inclusive environment during the difficult period following the death of Freddie Gray in Baltimore. Other "Chat and Chew" topics within the last year have included the following:

- Four Post-Election Processing sessions (facilitated by faculty and students);
- Lost Without Imagery: A Social Justice Poetry Workshop (co-facilitated by one PhD and one MSW student);
- Processing the SOWK 630: Social Work Practice with Individuals' Critical Autobiography Assignment (facilitated by faculty); and
- Agents of Social Work or Social Control (facilitated by faculty).

b) School-Wide Communications

Since 2006, the school has significantly improved its format for communicating school-wide events to students, staff and faculty with the creation of the Daily Bulletin. This daily e-mail informs all UMSSW members about faculty and student-initiated events, MSW program deadlines, and faculty, student and staff accomplishments. Our Director of Communications, Matt Conn, reports analytics on this daily bulletin and reports a high "open rate". Its related website serves as a standing place where SSW members can go to read about events and other UMSSW news as can be found at https://www.mysswbulletin.info/

In addition to the Daily Bulletin, the communications department has worked with administration to find additional ways to keep the school community informed about local and national events as they emerge. In May 2015, on news of the death of Freddie Gray in police custody and in response to the uprising in Baltimore that followed, UMSSW administration quickly responded to hold an all-school town hall meeting to provide support, process feelings, and begin to create a plan to help the community heal. A banner on which students, staff and faculty could express their thoughts and feelings was also placed in the lobby of the school to provide a space for reflection and communication, and this remained throughout the year. The DAO Committee, in partnership with the Office of Student Services (OSS), also co-facilitated a number of debriefing and dialogue sessions for UMSSW community members in addition to meeting with students individually to provide support.

Soon after these events, the UMB University Student Government Association (USGA), UMSSW students, and Assistant Vice President of Student Affairs, Dr. Flavius Lily, asked UMSSW faculty members, Associate Dean Megan Meyer and Dr. Tanya Sharpe, to help organize, present at and moderate a campus-wide forum - *A Discussion about Race in Baltimore following the Civil Unrest*. Dr. Meyer moderated the event and Dr. Sharpe presented as part of a panel of local scholars and activists. This forum was organized and streamed live to help the campus community

process the events, discuss ways in which the campus could examine how it could strengthen its efforts to create a culturally responsive environment, and identify action steps to achieve greater racial equity in Baltimore.

Additionally, the UMSSW administration also developed a website, *SSW Responds*, to keep the school community informed about school closings/class cancellations and ongoing volunteer, support, and social action opportunities alongside community partners. The website format was soon adopted by the UMB campus as a whole.

Soon after these initial responses, administrative leaders and faculty began discussions about more effective ways to communicate with the UMSSW community, including alumni and community partners, when significant and traumatic events occur locally or nationally. The *SSW Responds* website was not initially intended to be a standing website, but faculty, staff, student, and alumni feedback suggested that our community wanted a website to which they could always go to: (a) get help and resources; (b) learn about volunteer and giving opportunities; (c) keep updated on policies and social actions related to a number of current issues; and (d) keep abreast of school-wide accomplishments in the areas of education, training, research, and community impact. The newly revised *SSW Responds* website was launched in May 2017 and now serves as a critical tool in our efforts as a large school to communicate with and foster a sense of community among UMSSW stakeholders. The site can be viewed at: https://www.sswresponds.info/.

One of the current issues on the *SSW Responds* website is immigration. With new federal immigration policies, the current administration's more active deportation of undocumented immigrants and discussions about the building of a wall on the border with Mexico, many in the school have been activated to respond. One way in which our students have responded is to urge the school to declare itself a "sanctuary campus." This is a complicated issue, and school leadership and faculty have held numerous discussions with students regarding this request. As a member of the larger campus, the School could not make such a decision alone. However, the dean, administrative leaders, and faculty crafted a statement of support for students and affirmed their commitment to protect undocumented students to the best of their ability. This statement was sent to all UMSSW stakeholders and appears on the school's website: http://www.ssw.umaryland.edu/about-the-ssw/ssw-news/latest-news/.

Another result of these conversations has been the creation of an Immigration Workgroup composed of students and faculty that has been working to identify additional ways in which the school can ensure undocumented and other immigrant students feel a strong sense of belonging in and support from the school and campus.

c) Explicit Curriculum Review and Revision

Efforts we have made to review our explicit curriculum in the past few years are intricately tied to our success in fostering a strong implicit curriculum. Indeed, faculty model cultural humility in the classroom and how to respectfully engage in difficult and emotional conversations around "isms" and oppression. We cannot successfully foster a strong implicit curriculum without adequate attention to issues of diversity and oppression in the classroom and effective facilitation of challenging conversations that result from the introduction of these topics as they relate to social

problems, policies, and social work practice. Our curriculum-related efforts over the past several years include the addition of new courses, significant growth in our international programming, and on-going critique and revision of diversity content within our curriculum by the Master's Program Committee (MPC).

New Courses and Diversity Requirement

In foundation and graduating student surveys, a majority of students indicate that MSW courses effectively integrate diversity and oppression content, and the program has equipped them to understand the implications of discrimination and oppression in their practice (*see Appendix A: diversity and inclusion infographic on curriculum*). Feedback on MSW student surveys from the past few years have also suggested that students wanted more diversity content—particularly content that relates to structural racism and antiracist social work practice—in their classes. In light of student feedback, and as part of our ongoing review and renewal of our curriculum, we have offered three special topics courses in the past few years:

- An on-line 1-credit course initially developed by UNC, *The History of Oppression*, has been offered every semester since 2008. We worked with UNC and funded the updating of the curriculum in 2010 to include oppression experienced by LGBTQ and Latino individuals.
- The course, Perspectives on Racism and Racial Equity in Social Work Practice, has been taught twice by alumni of the school, in fall 2016 and spring 2017, and was recently approved by the Master's Program Committee (MPC) as a standing elective course in the curriculum. The course provides students with a critical understanding of institutional racism and the ways that concepts such as power and privilege affect institutions, social service agencies, social workers, and clients, and it teaches them how to cultivate antiracist social work practices.
- A new 1-credit course, *Communicating and Assessment Across Cultures*, is being offered in spring 2018 and is also taught by an alum.

These new courses have been added to the list of courses already in the curriculum that meet the criteria established by the MPC to serve as advanced diversity courses (one of which every student must complete by graduation). The MPC adopted the criteria for these courses in 2004 which state:

The concept of diversity should encompass ethnic culture. Therefore, in the curriculum, diversity content should emphasize the interlocking and complex nature of personal identity ensuring that social services meet the needs of groups and individuals served and are culturally relevant. Attention is also given to the difference within and between [diverse] groups that may influence assessment, planning, intervention, and research. The expected outcome is that students will be able to define, design, and implement strategies for effective practice with persons [and client systems of all sizes] from diverse backgrounds.

Using this definition of diversity as stated and reflective of the EPAS, courses designated as fulfilling the requirement for advanced diversity content must include the following factors:

- People from diverse backgrounds
- Ethnic cultural populations and communities
- How membership in this group is unique and leads to special sensitivities, knowledge, and practices in social work interventions
- Identifying how factors such as gender and social class intersect with group members' experiences
- Developing competence in social work intervention at the appropriate level with populations at risk.

When submitting a syllabus to MPC for course approval, the syllabus must: (1) reflect readings on these topics; (2) identify a grading mechanism intended to assess student learning (exam, paper, other); and (3) identify how classroom discussion and exercises will give students opportunities to develop competence in relation to practice, policy analysis, advocacy, or research, depending upon the purpose of the course.

The courses currently approved as diversity courses are:

SOWK 713(<i>div</i>)	Social Policy and Health Care
SOWK 715(<i>div</i>)	Children and Social Services Policy
SOWK 718(<i>div</i>)	Equality and Social Justice
SOWK 720(<i>div</i>)	Comparative Social Policy
SOWK 766(<i>div</i>)	International Social Welfare
SOWK 783(<i>div</i>)	Qualitative Cross-Cultural Research
SWCL 710(div)	Advanced Group Methods
SWCL 724(div)	Clinical Social Work with the Aging and Their Families
SWCL 726(div)	Clinical Social Work with African-American Families
SWCL 748(div)	Clinical Social Work in Relation to Death, Dying & Bereavement
SWCL 749(div)	Clinical Social Work with the LGBT Community
SWCL 750(div)	Social Work in Education
SWCL 775(div)	Clinical Social Work Practice with Immigrants and Refugees
SWCL 776(div)	Core Concepts in Trauma Treatment for Children and Adolescents
SWOA 704(div)	Community Organization
SWOA 750(div)	Social Work in Education

Growth in International Programming

As the boundaries of social work practice have become more international, we have recognized the importance of providing opportunities for students to build their global awareness and skill set. In 2010, we hired Jody Olsen, PhD, as a visiting professor to help us build our international programming. Dr. Olsen had just finished serving as the Acting Deputy Director of the U.S. Peace Corps from 2001-2009 and during her time at UMSSW worked with faculty and

administration across the campus to establish a campus Center for Global Educational Initiatives. She and other faculty also established the faculty Global Initiatives Committee within the UMSSW. Jody has recently been nominated to be the Director of the Peace Corps and is awaiting confirmation by the U.S. Senate.

As a result of Jody's work and the interest and efforts of many other UMSSW faculty, we have offered international field placements in India and England, as well as multiple travel courses in India, El Salvador, Israel, and the Philippines. Our students have also participated in UMB Center for Global Education projects and courses in Ghana, Malawai, Rwanda, The Gambia, Nigeria, and Hong Kong.

In total, well over 200 students have participated in global programming within the past decade, and interest in these opportunities has steadily increased. We believe our commitment to supporting these opportunities and further strengthening our global programming in the years to come, under the direction of our Global Education Committee and our newly appointed Director of Global Education, Dr. Caroline Burry, enhances our ability to meet CSWE's educational standards related to diversity and generate an inclusive school climate.

Ongoing MPC Work related to Diversity in the Curriculum

In the summer of 2015, the Associate Dean for the Master's program and field staff worked with a graduating student RA Scholar to conduct an environmental scan to gather information and ideas about best teaching practices of diversity and oppression content (from both in- and outside the social work profession), which resulted in presentations to the MPC in fall 2015. Building on this scan, the MPC has facilitated a 2-year process of critical reflection about diversity content in the curriculum, which has resulted in a number of actions. In 2016, the MPC and the Faculty Organization (FO) approved new master's curriculum diversity principles (*see Exhibit 9*):

The principles that follow are grounded in:

- The UMB's core value of creating a "culture that is enriched by diversity and inclusion, in the broadest sense, in its thoughts, actions, and leadership";
- The School of Social Work's strategic plan to "create an atmosphere that fosters cultural responsiveness" and to "prepare students to work with diverse populations", and;
- The MSW program goal "to prepare students to practice effectively with, and on behalf of, systems and people of diverse backgrounds and needs."

Exhibit 9. Curriculum Diversity Principles

Curriculum Diversity Principles

Principle 1: The MSW Curriculum will include content on the history of oppression and social exclusion and theoretical frameworks that interpret these phenomena.

Principle 2: Students will understand how their own frame of reference, personal biases, and values affect how they interact with clients and communities.

Principle 3: All MSW courses will foster critical analysis of the implications of diversity for social work and social welfare through class sessions and readings with a primary focus on diversity issues, and at least 1 assignment with a diversity component.

Principle 4: All MSW field placements and learning contracts will include ongoing opportunities to apply and expand on the diversity content gained in coursework.

In the 2016—17 academic year, every curriculum committee examined how well these principles were covered in their area of the curriculum and identified ways in which it could be strengthened. The MPC examined the feedback and ideas from curriculum committees and came to consensus about three changes to be implemented over the following few years:

- A three-credit course for the generalist year should be developed to sufficiently introduce students to diversity and oppression content. This course will identify and teach power and oppression frameworks, provide clear assignments with reflective and experiential components that have application to practice/field, be taught in a way that ensures consistency across all sections and allow students to effectively process this emotional content.
- All courses across the curriculum will strengthen the infusion of diversity and oppression
 content, with each course drawing on and having an assignment that requires application
 of the frameworks covered in the new generalist course described above.
- With the integration of the three-credit course, the application of frameworks, and the infusion of content across all courses, the advanced diversity course requirement would no longer be necessary and would be dropped.

The MPC work plan for the 2017–18 academic year includes drawing upon the materials identified in the 2015 environmental scan to develop a formal proposal about the new course to be piloted and evaluated in the 2018-2019 academic year. This proposal will go to the Faculty Organization (FO) in spring 2018 for review and discussion. Once the new course is evaluated, revised and fully adopted, an implementation plan and strategies to train all faculty in the content of the new course will be determined.

While the pace of change to the curriculum may not be fast, the MPC has worked consistently for several years to have wide participation in this review process from faculty and students on all curriculum committees, to ensure the changes adopted are thoughtful and embraced and implemented effectively across the curriculum.

d) Faculty Teaching Development and New Clinical Instructors

Overall, students in the MSW Program continue to rate their instructors well on the two questions directly related to diversity found on course evaluations (see *Exhibit* 10 and *Appendix A: Infographic on Diversity & Inclusion in Teaching*). Results are fairly consistent from one semester to the next, and those data from spring 2017 evaluations show that the vast majority of students feel that instructors encourage diverse points of view and that courses include content

related to the experiences of diverse populations. These results reflect an 80% response rate and provide a fair representation of the perceptions of the student body.

Exhibit 10. Course Evaluation Results Spring 2017

Question statement (80% response rate)	Faculty receiving a 4 (agree) or 5 (strongly agree)	Average
The instructor encouraged open discussion of diverse points of view.	85%	4.37
The course included content related to the experiences of the diverse populations with whom social workers work.	83%	4.35

Nonetheless, qualitative comments on MSW surveys, course evaluations, and discussions during Deans' Q & A sessions each semester, and conversations at other school-wide events indicate that students continue to be eager for more diversity content and skill building in their MSW coursework. A significant number of students expect faculty to do more and perform better in their facilitation of difficult conversations in their classrooms, particularly regarding topics of racism and gender identity.

To respond to student feedback and build faculty skills, the Office of Academic Affairs (OAA) organized a faculty teaching development series that has run over the past 2 years. All workshops have focused on issues of diversity and oppression and aimed to build faculty awareness of current topics and skills in facilitating effective classroom conversations. The teaching development sessions held thus far have been as follows:

- Classroom Facilitation: Navigating Difficult Conversations (Dr. Tanya Sharpe and Dr. Geoffrey Greif);
- Micro-aggressions & Classroom Cultures (Dr. Nadine Finigan-Carr);
- Implicit Bias (Dr. Megan Meyer and Dr. Wendy Shaia);
- Evidence-Based Teaching and Learning What Really Works? (Dr. Donna Harrington);
- Navigating Different Political & Religious Positions in the Classroom (Dr. Debbie Gioia and Dr. Michael Reisch); and
- Creating Gender Affirming Classrooms (Dr. Marlene Matarese, Ms. Laura Loessner, and Ms. Sarah Maher [student]).

Sessions have been well-attended (ranging from 15–20 faculty per session), and the instructional design team is working to create online versions of these sessions so that faculty who were unable to attend the in-person sessions can learn from each other and experts in the field. The instructional design team has also posted many other diversity-related resources online for

faculty in a newly created "teaching toolbox" which can be viewed at https://sites.google.com/site/sswideateam/faculty.

In addition to this development series and the associated online resources, the OAA organized a day-long adjunct appreciation and development day in June 2017, with all faculty invited to attend a morning workshop on creating inclusive classrooms conducted by Russell McClain, associate dean for diversity and inclusion at the UMB School of Law. Feedback about the workshop was very positive, and faculty indicated they looked forward to more workshops that built on this content in the future.

Field Faculty Training

While students' evaluations of the implicit curriculum as it relates to their field experiences have been very positive overall, the OFE has increased their efforts to equip field instructors and faculty liaisons with the skills to foster inclusive field placement environments. One such example, in May 2015, was the Annual Field Instructor and Field Liaison Appreciation event titled "Navigating Conversations in the Field Concerning Race and Racism." Speaker A. Adar Ayira, project manager with Associated Black Charities and founding member of Baltimore Racial Justice Action, worked with participants to build their skills to facilitate discussions of race, racism, and privilege with graduate social work students placed in their agencies. Over 150 field instructors and liaisons attended the event.

The appreciation event panned for this spring is "Enhancing Skills in Supervision for the Development of Cultural Competence of Students," featuring Dr Pamela Love Manning. Dr. Pamela Love Manning is a certified professional coach, inspirational speaker, author, and founder of the Finishers Network, an organization dedicated to "helping people finish what they start". She is also one of the leading experts on the Science of Finishing. Pamela is a member of the International Women's Leadership Association, CEO Space International, the Board of Directors for the University System of Maryland's Development Foundation, and is the former chair of Coppin State University's Development Foundation Board.

New Clinical Faculty

In the fall of 2015, the School decided to commence a search to hire two new clinical faculty. A search committee was formed and by spring we had hired three of our top performing instructors: two alumni who were adjunct instructors, Ms. Susan Westgate and Mr. Adam Schneider, and one of our field coordinators, Ms. Victoria Stubbs. These three faculty had demonstrated excellence in teaching diversity and oppression content and have been contributing greatly to teaching quality and our climate of inclusion since joining the faculty full-time.

e) Academic Supports for Student Success and Cohesion

Because of its focus on graduate and professional education and its highly competitive admissions process, UMSSW does not admit students who do not meet or only marginally meet institutional qualifications. However, the school does have resources to support and retain students who are struggling. Many resources are located centrally at the UMB and USG campuses, such as academic coaching and writing support, but we have developed supplemental services, including a new peer-mentoring program developed and instituted through our Office of Student Services (OSS).

The OSS assists in retention efforts by offering psychosocial support to students in crisis, referrals to appropriate on- and off-campus resources, academic coaching, and peer tutoring. In 2014, the OSS created an advisory group to gather student input on issues related to the general student experience and ways of increasing students' sense of support and connectedness. As a result, additional programming has been implemented, beginning early in their interactions with the school and continuing throughout their time in the program.

- Ambassadorial Network: In fall 2016, the Office of Admissions created an Ambassadorial Network, which consists of UMSSW students who are current graduate students or alumni who completed their MSW degree within the past 5 years. Admissions ambassadors are charged with assisting with prospective student recruitment and mentoring activities. The goal of the ambassadorial initiative is to provide the Office of Admissions with a resource of current and past SSW students who serve as a pre-matriculation advisory and outreach group. To that end, the ambassadors assist the school with creating and facilitating outreach services that enhance the current recruitment processes and provide an additional modality of feedback—ultimately, creating a fluid student success and support system.
- Orientation revisions: On the basis of student evaluations of our main fall orientations at the Baltimore and Shady Grove campuses, in which students expressed a desire for more smallgroup experiences and interactions with program faculty, we dramatically revised the structure of the orientation in 2015 to promote greater cohesion and cohort connection. As a result, all incoming students now participate in a multifaceted orientation process. We moved the bulk of our orientation presentations to online modules, which students view prior to the day-long in-person orientation. This has freed up time during the in-person orientation to maximize student interactions with each other, faculty, and support services. Students now hear from keynote faculty speakers who share their personal perspective on what diversity and social justice in social work have meant to them during their careers. This is followed by a resource fair aimed to help students make a personal connection with the resource providers they learned about in the online videos and to learn about ways to get involved on campus, with SGA student groups, and in the community. Students then spend the early afternoon in small groups, each facilitated by two faculty members, which aim to further stimulate a sense of cohesion and community with classmates and faculty. These small group sessions are coordinated according to their SOWK 630 (Social Work Practice with Individuals) class and are followed by social work topical sessions that help students connect with affinity groups within the school, including SGA groups and those interested in international programming. Students are also offered a walking tour of the neighboring community in West Baltimore to learn about the history of the area and connect with local businesses and associations.
- *Peer mentoring:* The OSS began a peer mentoring pilot program in 2016 as a way to support incoming students. Twenty-three advanced students were trained to serve as mentors to incoming students. Mentor/mentee matches were created using an application that takes into account criteria deemed important to the student (including race/ethnicity, first-generation status, gender, age, etc.). This program has been very well received by students and has

almost doubled in its number of mentor/mentee matches for the current 2017/2018 academic year.

3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.

All the efforts described in the previous section affirm the school's respect for diversity and difference and commitment to creating an inclusive environment. These efforts help to create a stimulating environment open to celebrating diversity as well as confronting tough issues related to structural oppression. Indeed, our large and diverse faculty, staff, and student body gives us the latitude to foster discussions of a wide range of views on many matters, and the efforts described above generate a climate that fosters numerous events creating a rich and vibrant implicit climate for critical conversations across an array of dimensions of diversity. These events promote cultural humility and encourage involvement within the community aimed at having a lasting impact.

Below is just a <u>sampling</u> of UMSSW diversity-related events initiated by students (see *Exhibit 11*), and faculty (see *Exhibit 12*) over the past few years. The sheer volume and breath of topics presented help demonstrate that attention to diversity and difference is a high priority for UMSSW, and they show how our efforts described above promote a sense of inclusion and a stimulating learning environment for all students.

In addition to the events listed below, faculty, students and staff have collaborated to organize participation in three national marches in Washington, D.C. within the past year: the March for Women, the March for Science, and the March to support DACA, illustrating just one of the many forms of advocacy and engagement SSW members participate in beyond the borders of the campus.

Exhibit 11. Sampling of Student-Initiated Events Related to Diversity and Difference (2014–17)

Event	Date
Lesbian, Gay, Bisexual, Transgender, Queer, Allies Union (LBGTQAU) student	Feb. 2014
group held a panel discussion on transgender life and related issues.	
Continued Ferguson Discussion	Nov. 2014
Hosted by AOWG, OASIS, and SGA to reflect on the impact of race on society and	
ourselves and also to discuss action steps	
Hosted by TIKKUN (Jewish social work student organization), talk by assistant	Apr. 13,
director of Baltimore County Department of Social Services, Judith Schagrin, MSW,	2015
who is the recipient of the National Association of Public Child Welfare	
Administrator award	
Walking Tour of West Baltimore	Aug. 2015
The student group Community Action Network facilitated a walking historical tour of	
the West Baltimore community, one of the first free black areas in the city, focusing	
on issues of Irish immigration and current issues of social justice. The tour concluded	
at a locally owned restaurant.	

Event	Date
Public Health, Public Policy, and Public Action: Lessons from the Baltimore Uprising	Sept. 21,
Talk by Dr. Lawrence Brown, Morgan State University, School of Community Health	2015
and Policy	
Cultural Awareness and Social Work Panel	Nov. 9,
TIKKUN hosted a panel of speakers, including the director of Adelante Familia and	2015
an LCSW-C with CHANA. The speakers provided information about the importance	
of cultural awareness when working with diverse populations such as Hispanic,	
Jewish, and African American clients.	
LASO Student Group Movie Screening: Which Way Home	Nov. 30,
Screening of a movie about the journey of unaccompanied minors to the U.S.	2015
ChristmaHanuKwanzica	Dec.7, 2015
Jewish, Christian, and African American student groups collaborated to host a winter	ŕ
holiday festival focusing on the traditions from various cultures.	
Documentary Screening: Baltimore: Anatomy of an American City	Dec. 9,2015
Hosted by the Community Action Network, with discussion	,
Global Mix and Mingle	Dec. 12,
Interprofessional campus-wide event to connect student interested in global education	2015
Video Screening and Discussion: Skin Deep	Feb. 18,
Hosted by OASIS, screening and discussion of film confronting the reality of race	2016
relations in American today	
Black History Month Celebration	Feb. 29,
Hosted by OASIS, featuring a video "Why Don't We Have a White History Month?",	2016
poets, dance by Creative Alliance, and a community activist speaker	
Purim Masquerade Party	Mar. 23,
Hosted by Tikkun student group, celebrating Jewish culture and the holiday	2016
Working with Domestic Violence Victims	Apr. 18,
House of Ruth and TIKKUN Jewish student group hosted a presentation about how to	2016
detect and intervene with domestic violence victims.	
Documentary Screening: Black Panthers: Vanguard of the Revolution	May 2, 2016
CAN, OASIS, CSF, and other student groups hosted this movie screening	
Missionary Monday	May 2, 2016
CSWF hosted this event with speaker Angela Wakley, MSW, talking about her	,
experience as a missionary (with a $Q&A$ session).	
Black Lives Matter Forum for Discussion	May 10,
The Anti-Oppression Workgroup (AWOG) facilitated a meeting, in collaboration with	2016
the Diversity and Anti-Oppression Committee, about the Black Lives Matter	
movement.	
Organizing for Justice in Baltimore: Maryland Communities United and the Struggle	Sept. 14,
for Public Housing	2016
With guests John Comer, co-director and lead organizer of Maryland Communities	
United and residents from a number of public housing projects (evening series hosted	
by SOWK 631)	
Vigil for Black Lives Taken	Oct. 10,
Held on the lawn in front of the School of Social Work	2016
on the tarm my, one of the sensor of social money	_010

Event	Date
UMB and Anti-Racism: A History and Discussion	Oct. 17,
Hosted by the AOWG and OASIS student groups along with clinical instructor Lane	2016
Victorson, taking a look at UMB's history with anti-racism work and its relationship	
to the surrounding community.	
Anti-Racist Clinical Workshop	Nov. 12,
Hosted by the Alliance of Anti-Racist Social Work Practitioners, with guest	2016
presenters Shawna Murray-Browne, Duane Haley, and Everett Smith, all licensed	
and practicing social workers, and including three interactive discussions	
13TH Documentary Screening and Reflection/Discussion	Dec. 5, 2016
Hosted by the Alliance of Anti-Racist Social Work Practitioners student group	
Nonviolent Active Bystander Training	Jan. 20,
Hosted by AOWG and students to train in the practice of responding helpfully and	2017
nonviolently when witnessing hate speech or harassment	
Ally Training!	Feb. 13,
LUCHA hosted a training on how to be an effective and supportive ally to the	2017
undocumented community.	
Black History Month Celebration	Feb. 20,
Hosted by OASIS	2017
Learn About the World of Jewish Cultures	Feb. 20,
Hosted by TIKKUN, this event promoted learning about different Jewish cultures and	2017
the oppression and history of people from different backgrounds.	
Intentional Social Work Practice: Exploring Anti-Racism, Pro-Blackness and	Feb. 25,
Mindfulness in Action Workshop	2017
Hosted by the OASIS and Alliance student groups, with guest presenter Shawna	
Murray-Browne, LCSW-C, this workshop focused on the words and labels used in all	
levels of social work practice.	
Being Jewish and in the Military	Apr. 3, 2017
Hosted by TIKKUN, this event featured guest speaker Craig Rabinowitz, a member of	
the Air Force Reserve talking about his experiences being Jewish and being part of	
the military.	
What's Black in Baltimore, A Showcase of Black Owned Businesses in Baltimore	Apr. 17,
Hosted by OASIS, with Harbor Bank of Maryland and other minority businesses	2017

Note. AOWG = Anti-Oppression Work Group; OASIS = Organization of African-American Students in Social Work; SGA = Student Government Association; LASO = Latin American Student Organization; CAN = Community Action Network; CSWF = Cristian Social Work Fellowship; TIKKUN; UMB = University of Maryland, Baltimore; LUCHA = Latinx Unidos for Community Healing and Awareness.

Exhibit 12 provides an accounting of faculty developed events related to diversity and difference during the last three years.

Exhibit 12. Sampling of Faculty-Initiated Events Related to Diversity and Difference (2014–17)

Event	Date
Daniel Thursz Social Justice Lecture: We Who Believe in Freedom Cannot	Apr. 3, 2014
Rest: Lessons from Black Feminism	_
With guest speaker Professor Patricia Hill Collins, University of Maryland, College	
Park	
Undoing Racism Community Organizing	Apr. 21, 2014
Presentation to faculty, students, and local community members	2014

Event	Date
The Field Education Office conducted a field instructor LGBTQ training to assist field instructors in identifying common challenges that LGBTQ students face in field placements, creating opportunities for discussion about sexuality and identity issues in practice within supervision, assisting LGBTQ social work students in their decision-making processes, and advocating on LGBTQ issues in their agencies and communities.	May 20, 2014
Associate professor Dr. Joan Davitt presented a movie, The New Stonewall: Fighting	Sept. 30,
LGBTQ Discrimination in Care Systems, followed by an expert panel discussion.	2014
Ferguson and Beyond: Toward a More Equitable, Safe and Just Society	Oct. 13,
Presentation hosted by UMSSW and the UMB Carey School of Law, with guest	2014
speaker Georgetown Law professor Paul Butler, JD, and panelists associate professor Dr. Corey Shdaimah (UMSSW) and a UMB Carey School of Law professor	
Richman Family Visiting Professor Lecture	Mar. 4, 2015
Speaker: Theresa B. Moyers	Wiai. 4, 2013
SSW Town Hall Meeting:	Apr. 2015
Gathering of the SSW community the morning after the uprising in Baltimore that	1101. 2010
followed the death of Freddie Gray.	
Global/Local Social Work Lectures: Supporting Survivors of Sex Trafficking	Apr. 14,
• Supporting Survivors of Sex Trafficking in the Philippines/Preventing Sex Trafficking of Children in Maryland <i>Moderator: Kelley Macmillan, PhD, MSW</i>	2015
• Economic Empowerment for Survivors of Sex Trafficking: What We Can	
Learn from Philippine Case Studies	
With Laura Cordisco Tsai, PhD, MSSW	
Issues of Sex Trafficking Within the Child Welfare Population	
With Nadine Finigan-Carr, PhD	
We Are All Americans: Towards a New American Demos	Apr. 23,
With Heather McGhee, JD, president of Demos, speaking on relationships between	2015
political, economic, and racial inequality	
People and Planet Conference	Sept. 19,
SWCOS co-sponsored a half-day free conference that included workshops and	2015
conversations about what it would take to build a new economy in Maryland that is	
better for people, the planet, and our democracy.	~
Nine Years Under—Meet the Author and Book Signing	Sept. 28,
Award-winning author Sheri Booker talked about her experience working in a funeral	2015
home and recited poetry. Dividing Divides to End IDV Dividing Intendical Place Prides in Health Care to	Oat 2 2015
Building Bridges to End IPV—Building Interdisciplinary Bridges in Health Care to End Intimate Partner Violence	Oct. 2, 2015
With keynote speaker Jacqueline Campbell, PhD, RN, FAAN, UMSSW, in partnership	
with keynote speaker Jacquetine Campbell, FnD, RN, FAAN, OMSSW, in partnership with the Maryland Department of Health & Mental Hygiene, presented its first	
annual symposium to address intimate partner violence as a continuing public health	
crisis.	
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Allies Changed New York City's Child Welfare System With David Tobis, PhD, founder/senior partner, Maestral International Community + Land + Trust: Tools for Development without Displacement Harry Smith of Dudley Street Neighborhood Initiative (director of sustainable economic development) and Dudley Neighbors, Inc., spoke on a successful land trust development in Boston and was joined by local advocates and policy experts with a vision to enhance neighborhoods instead of developers' profits and gentrification. In Our Words: Stories from Survivors of Human Trafficking- Hosted by UMSSW's Child Trafficking Initiative Working with Refugees and Immigrants from Central America: Social Work and Law Perspectives This program presented discussions of legal and social issues affecting refugees and immigrants from Central America and, importantly, the roles that both clinical and macro social workers play in meeting these population's immediate needs and providing for longer term family, community, and societal opportunities. All presenters had extensive experience working with these groups. Speakers: Maureen Sweeney, JD, director, Immigration Clinic, UMB Carey School of Law Elizabeth Hood, LCSW-C, ESOL intervention specialist, High Point High School, Beltsville, MD Panel respondents: Claire Brackmann, LGSW, child and adolescent therapist, Key Point Health Services, Baltimore, MD Tiziana DiFabio, LCSW-C, MPH, bilingual mental health counselor, Identity,	Nov. 18, 2015
Community + Land + Trust: Tools for Development without Displacement Harry Smith of Dudley Street Neighborhood Initiative (director of sustainable economic development) and Dudley Neighbors, Inc., spoke on a successful land trust development in Boston and was joined by local advocates and policy experts with a vision to enhance neighborhoods instead of developers' profits and gentrification. In Our Words: Stories from Survivors of Human Trafficking- Hosted by UMSSW's Child Trafficking Initiative Working with Refugees and Immigrants from Central America: Social Work and Law Perspectives This program presented discussions of legal and social issues affecting refugees and immigrants from Central America and, importantly, the roles that both clinical and macro social workers play in meeting these population's immediate needs and providing for longer term family, community, and societal opportunities. All presenters had extensive experience working with these groups. Speakers: • Maureen Sweeney, JD, director, Immigration Clinic, UMB Carey School of Law • Elizabeth Hood, LCSW-C, ESOL intervention specialist, High Point High School, Beltsville, MD Panel respondents: • Claire Brackmann, LGSW, child and adolescent therapist, Key Point Health Services, Baltimore, MD • Tiziana DiFabio, LCSW-C, MPH, bilingual mental health counselor, Identity,	
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providing for longer term family, community, and societal opportunities. All presenters had extensive experience working with these groups. Speakers: • Maureen Sweeney, JD, director, Immigration Clinic, UMB Carey School of Law • Elizabeth Hood, LCSW-C, ESOL intervention specialist, High Point High School, Beltsville, MD Panel respondents: • Claire Brackmann, LGSW, child and adolescent therapist, Key Point Health Services, Baltimore, MD • Tiziana DiFabio, LCSW-C, MPH, bilingual mental health counselor, Identity,	
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• Tiziana DiFabio, LCSW-C, MPH, bilingual mental health counselor, Identity,	
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Inc., Gaithersburg, MD, and Northwood High School Wellness Center, Silver Spring, MD	
Stacia Hines, LGSW, child and family therapist, Linkages to Learning, Montgomery County Public Schools, Rockville, MD	
	or. 5, 2016
Presenter: John M. Wallace, Jr., PhD, Philip Hallen chair in community health and	pr. 3, 2010
social justice, University of Pittsburgh School of Social Work	
	Apr. 12,
Social Justice	2016
With Kurt Schmoke, JD, former mayor of Baltimore and current president of the	2010
University of Baltimore University of Baltimore	
	Apr. 25,
The Diversity and Anti-Oppression Committee and students co-hosted the film	2016
screening and a conversation with the director, Bobby Marvin Holmes, and UMSSW	2010
associate professor Dr. Tanya Sharpe, whose research is focused on coping with homicide violence and victimization in the African American community	
	Apr. 26,
This event addressed several important questions about how technologies can be used to improve clinical care for individuals with mental illness.	2016
• Speakers: Jay Unick, PhD, MSW, associate professor, MDSSW	

Event	Date
Diane Seybolt, PhD, director of research, The Systems Evaluation Center, University of Maryland School of Medicine	
• Julie Kreyenbuhl, PhD, PharmD, associate professor of psychiatry, University of Maryland School of Medicine	
 Dudley Greer, MSW, LCSWC, director, behavioral health outreach, HealthCare Access Maryland, Baltimore, MD 	
Thinking Money: Film Screening and Panel	Apr. 27,
Studio-taped panel discussion of Thinking Money: The Psychology Behind Our Best	2016
and Worst Financial Decisions, a film that uses a mix of humor, on-the-street	
interviews, and provocative insights from innovative thinkers to explore why we	
spend, why we save (or do not), and how we think about money	
Refugees from the Middle East: Global and Local Issues	Oct. 24,
Hosts:	2016
 Jody Olsen, PhD, MSW, visiting professor, UMSSW 	
• Goli Bellinger, MSW, adjunct instructor, UMSSW	
 Sarah Dababnah, MSW, PhD, Assistant Professor 	
• Nalini Negi, MSW, PhD. Associate Professor	
Guest speakers:	
• Sara Rudolph, social work student, UMSSW	
• Shaina Ward, MSW, Refugee Council USA, Washington, DC	
• Zainab Chaudry, Council on American–Islamic Relations, Washington, DC	
Kevin Meadowcroft, senior program manager, International Rescue	
Committee, Baltimore, MD	
Daniel Thursz Social Justice Lecture: 2016 Election and the Future of Social Justice	Nov. 15,
in America	2016
With E. J. Dionne, columnist, Washington Post; DeRay Mckesson, civil rights activist,	
Black Lives Matter; and Kimberly Moffitt, PhD, associate professor, Department of	
American Studies, University of Maryland, Baltimore County	
Reflections on Our Times and a Life of Social Action	Dec. 6, 2016
Guest speaker Marshall "Eddie" Conway, former minister of defense of the	
Baltimore Black Panthers, talked about his life engaged in the struggle for liberation	
and justice and offered reflections on the current political moment and lessons from	
the political actions and analysis of the Black Panther movement.	
Webinar Series on Difficult Dialogues in Personal Finance: African Americans and Financial Literacy	Feb. 28, 2017
Hosted by Dr. Christine Callahan, PhD, MSW (research assistant professor,	
Financial Social Work Initiative, UMSSW), this webinar built a financial	
professionals foundation for cultural understanding by taking a deeper look at the	
economic progression of the African American community from slavery to civil rights,	
analyzing both the strides made and setbacks experienced during that time.	
Daniel Thursz Social Justice Lecture: Economics, Race and Justice in the 21st	Apr. 6, 2017
Century: Perspective on Our Nation's Future	
With Julianne Malveaux, PhD, president emerita, Bennett College for Women,	
economist, author, and commentator	

Note. LGBTQ = lesbian, gay, bisexual, trans, and queer; UMSSW = University of Maryland School of Social Work; UMB = University of Maryland, Baltimore; SWCOS = Social Work Community Outreach; ESOL = English for speakers of other languages.

3.0.3: The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

The various activities and efforts detailed above demonstrate our commitment to fostering a diverse and inclusive school community and learning environment to affirm and support persons with diverse identities. We recognize that our work to achieve our strategic plan goal for diversity and inclusion will never be finished. With this in mind, we will continue the work toward these efforts in the following specific ways:

All-School Conversations and Strategic Plan Committee Work

Administrators, faculty and staff will work to create ongoing spaces in which to welcome critical reflection on the school climate. For instance, every academic year begins with an all-school meeting at which over 250 staff and faculty gather for a lunch, a dean's welcome, a variety of presentations and group exercises, and general socializing. In fall 2016, Professors Geetha Gopalan and Jennifer Swanberg, UMSSW representatives serving on the campus Diversity Advisory Committee (DAC), conducted an exercise in which all attendees were asked to identify specific ways in which the school could foster a more diverse and inclusive culture. The exercise resulted in over 20 pages of notes, which DAC members analyzed and developed into themes and presented at the last FO meeting of the academic year in May 2017. The information gathered and compiled in the report titled "Achieving Inclusive Excellence" has guided the DAO and FO in their reflections on specific ways in which they can contribute to the school's diversity goal. Additionally, at the fall 2017 all-school meeting, attendees participated in an exercise in which they identified a variety of performance indicators that we could use to measure our progress toward the newly crafted 2018–22 Strategic Plan, which included indicators specific to the following new diversity and inclusion goal: "Develop proactive approaches that align all aspects of policy, program and practice at the UMSSW with goals of inclusivity, equity and social justice."

Communications

The SSW Responds website (described above) will continue to be a go-to source for students, faculty, staff, and alumni for information on (a) help and resources, (b) volunteer and giving opportunities, (c) policies and social actions related to a number of current issues, and (d) school-wide activities and accomplishments in the areas of education, training, research, and community impact.

Teaching Development: A Community of Learning

Two new initiatives will complement and build on the teaching development series offered over the past 2 years to continue to support faculty pedagogy:

- One of our newly hired clinical faculty members, Ms. Victoria Stubbs, has created an additional teaching support system for faculty in the form of an ongoing teaching seminar and community of learning offered to a small cohort of faculty each semester, targeted to those who are new to teaching (doctoral students and new tenure-track or adjunct faculty) but open to all faculty. Ms. Stubbs is piloting this model in the 2017–18 academic year. The model includes (a) a number of group conversations during the semester structured around common teaching challenges, with an emphasis on those related to creating inclusive classroom environments, and (b) teaching observations and feedback sessions to improve pedagogical practices. In addition to the cohort series, Ms. Stubbs will coordinate a small team of faculty who are willing to meet at a moment's notice with faculty struggling with challenging classroom dynamics to strategize and offer suggestions on how to foster constructive conversations in the classroom and regain a positive classroom climate. This team will also be available, if needed, to co-facilitate tough and emotional conversations in the classroom related to diversity and oppression.
- The associate dean for academic affairs will continue to work with the assistant dean for instructional technology, OAA, and the Graduate School to create robust online content related to diversity and oppression and make it easily available to faculty for their teaching development. For instance, the UMB Graduate School is working with experts from across the campus and state to create an online certificate in cultural competency; the online modules for this certificate will be completed within the next year and be made available to UMSSW faculty regardless of whether they intend to pursue full certification.
- The OAA has also initiated a monthly faculty "open space" before each faculty meeting
 where interested faculty can meet to discuss common teaching challenges and support
 one another, sharing successful strategies to address teaching challenges. The first session
 was held in December 2017 and was attended by about 30 full-time and adjunct faculty
 and doctoral students.

Diversity and Anti-Oppression Committee and Other School-Wide Workgroups

The Diversity and Anti-Oppression Committee will continue to be active in the coming years under the direction of two newly elected co-chairs, Dr. Tanya Sharpe and Mr. Adam Schneider. They will conduct a new "Chat & Chew" series, provide guidance to the MPC in its work to revise the curriculum, and work closely with student groups and other diversity-related workgroups to maintain open spaces for dialogue about both the school climate and critical local and national events as they emerge.

Emergent Issues Workgroups

As critical issues related to diversity, oppression, and social justice have emerged in Baltimore and across the nation, faculty, staff, and students have responded by creating workgroups to

foster ongoing dialogue, affinity, and action. Two such groups are the Immigration Workgroup and the Access to Justice Initiative.

- *Immigration Workgroup:* This group is composed of students, faculty, and administration and is working to identify additional ways in which the school can ensure that undocumented and other immigrant students feel a strong sense of belonging in and support from the school and campus. In Fall 2017, this group, under the direction of faculty member, Dr. Nalini Negi, co-hosted a forum with the Johns Hopkins School of Public Health about DACA and organized a group on December 6th to attend the protest march in Washington D.C. to support DACA.
- Access to Justice Initiative: This workgroup formed in collaboration with the UMB School of Law to work on criminal justice reform. In April 2017, this group conducted a teach-in on criminal justice reform and the Department of Justice Consent decree for Baltimore City. Over 80 people attended, and a variety of active community organizations working on police and criminal justice reform in Baltimore spoke and discussed ways for students, faculty, and staff to get involved. This group is planning future activities and actions to engage the SSW community in criminal justice advocacy and connect with the Social Work Academy Grand Challenge of Smart Decarceration.

Accreditation Standard 3.1—Student Development: Admissions, Advisement, Retention, and Termination; and Student Participation

Student Participation

3.1.9: The program describes its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

Many opportunities exist for students to participate in the life, policies, and shared governance of the school and campus. Such participation is encouraged in multiple ways, starting with our admissions and orientation processes and carrying through to graduation and alumni relations. Below, we describe the rights and responsibilities of the UMSSW Student Government Association (SGA) and the University Student Government Association (USGA), student representation on faculty committees, and student participation in ongoing feedback and advisory systems (course, field, and MSW evaluations and surveys; Dean's Q & A sessions; Student Services Advisory Groups; and monthly SGA officer meetings with the dean).

Our newly created Admissions Ambassadorial Program, which enlists advanced students to serve as recruitment liaisons for the Office of Admissions, and the Career Development Advisory Group are also highlighted as a means of illustrating our ongoing efforts to respond to student feedback, create new opportunities to integrate students into school governance, and make program improvements. SGA student interest groups are described in Section 3.1.10 below. Each section provides web links where applicable.

Students at both the Baltimore and Universities at Shady Grove (USG) campuses have the opportunity to organize and affect school and campus-wide policies and programing through the school SGA, the UMB campus USGA, and a newly created shady grove campus Graduate Student Association formalized in Fall 2017. Information about the first three governance bodies can be found in the *Student Handbook* on the school website (http://www.ssw.umaryland.edu/students/students/student-handbook/), the UMSSW SGA webpage (http://www.ssw.umaryland.edu/students/sga/), and the USGA webpage (http://www.ssw.umaryland.edu/students/sga/usga/). The Shady Grove campus student association by-laws and guidelines are still being finalized, but our social work students at USG formed their own SGA group this past year. Their efforts are highlighted on the USG website at

Our active SGA participates fully in the school's governance. The executive board consists of five elected officers: president, vice president, treasurer, corresponding secretary, and recording secretary. The SGA's primary mission is to consistently work toward making the student experience at UMSSW as fulfilling and rewarding as possible. The SGA does this in the following ways:

https://www.shadygrove.umd.edu/news-events/news/shady-grove-social-work-student-

association-fall-2005-activities

- by assessing and addressing student needs, ideas, and concerns and bringing these to the attention of the UMSSW and university administration;
- by sponsoring student activities and encouraging student participation in supported groups to create a sense of connection to UMSSW and to Baltimore communities;
- by committing to providing a positive and accepting space for discussion;
- by working closely with the OSS to appoint student representatives to serve on faculty committees.

Student leaders also play a major part in planning graduation via the UMSSW Graduation Planning Committee. They establish the convocation program in conjunction with faculty representatives appointed by the dean, select the student speaker, decide on recipients of the SGA Exemplary Faculty Award, select the recipient for the Student Service Award, and decide what mementos students receive as graduation favors.

The SGA is annually funded from student activity fees. These fees are disbursed to the various recognized and supported student organizations for promotion of the organizations' goals. In addition, each SGA-affiliated student organization appoints a member to the SGA executive body to represent their respective organization at monthly meetings. Meeting dates and times are advertised daily in *The Daily Bulletin* located on the school's website (https://www.mysswbulletin.info).

In collaboration with the OSS, the SGA Board holds monthly meetings open to all students, is the liaison with the campus USGA, elicits feedback from the student body, communicates student ideas and concerns to the faculty and administration, and meets monthly with the dean of

the school. During these meetings, the dean asks for feedback about new or proposed policies. For example, the USM policy on tuition, fees, and charges requires deans to inform students and elicit feedback from them about possible increases. This is accomplished through the SGA monthly meetings.

In 2016, an SGA *student leadership and team-building retreat* was organized by the assistant dean for student services. During this day-long event, students and supporting faculty members engaged in problem solving, team building, and a values-clarification exercise at a ropes and challenge course off campus. This event was designed to promote cohesion among the group and to provide time for the group to begin planning for larger cross-school events to better serve the student body. Satisfaction survey results revealed that 100% of participants found the retreat to be valuable and would suggest that it become a part of regular programming.

USGA

The USGA is a student senate elected by students in the major programs and schools on campus. It is led by an executive board of six. The USGA is dedicated to improving life at the university through cultural and social programming and to improving student communication at institutional levels. Through the USGA, students have a voice in university governance. The USGA appoints student representatives to the USM Student Council and to the state's Student Advisory Council of the Maryland Higher Education Commission. A weekly e-mail sent to all students, *Campus Life Weekly with USGA* (which can be found at http://www.umaryland.edu/campuslifeweekly/) contains university-related announcements and information about events of interest to students.

Faculty Committees

The Faculty Plan of Organization (FPO) articulates clear guidelines for student representation and voting rights on most faculty committees (a list of which is provided in *Exhibit 13*), stating the following:

Student representatives may serve on the Ph.D., Master's and Baccalaureate Student organizations and committees. Service on the following committees shall include one voting student per committee. The SGA and the administration shall help identify students for these committees: Admissions Committee, Clinical Concentration Committee, Macro Concentration Committee, Field Education Committee, Global Initiatives Committee, Master's Program Committee, Student Grievance Committee, Student Review Committee and the Baccalaureate Program Committee. Students are excluded from the Faculty Executive Committee, the Faculty Grievance Committee, and the APT (Appointment Promotion and Tenure) Committee. Students have full deliberation and voting rights in the committees on which they serve.

Exhibit 13. Faculty Committees with Student Representatives

	Committee
1.	Admissions Committee
2.	Clinical Concentration Committee

3.	Diversity and Anti-Oppression Committee
4.	Field Education Committee
5.	Global Initiatives Committee
6.	Macro Concentration Committee
7.	Master's Program Committee
8.	Student Grievance Committee
9.	Student Review Committee
10.	Baccalaureate Committee
11.	Social Work Community Outreach Service (SWCOS) Committee

The student representatives on the committees noted in *Exhibit* 13 are not viewed as token members. Rather, they are relied on to be active participants, and their opinions and collaborative efforts on subcommittees are valued. For instance, during the 2016–2017 academic year, the MPC revised the graduating MSW student survey and created a new MSW generalist student survey. Student representatives on the MPC provided vital feedback and elicited feedback from students at the monthly SGA meeting.

While chairs of faculty committees may actively recruit students to participate, the SGA Board is responsible for making appointments to faculty committees. The list in Exhibit of faculty committees with a student member can also be found on the school's student services SGA page: http://www.ssw.umaryland.edu/sga/.

In addition to faculty committees, students participate in advisory bodies for some administrative units in the school: the Student Services Advisory Board, the Field Education Advisory Council, the Career Development Advisory Group, and the Alumni Board. Students are informed of these opportunities by a recruitment e-mail sent prior to the beginning of the school year and during the first SGA meeting of the year. Students complete a statement of interest and are appointed to an advisory group by the SGA president in collaboration with the assistant dean of student services. Students serve for at least 1 academic year.

Ongoing Communications and Student Feedback

In addition to participation by students in the SGA and on faculty governance and administrative committees, there are multiple mechanisms through which students are kept informed about ways to participate in the school and to provide feedback. The various communication tools below are used to disseminate information to students:

- The Bulletin (https://www.mysswbulletin.info/),
- SSW Responds (https://www.sswresponds.info/)

- The Elm (http://elm.umaryland.edu/),
- the UMSSW Facebook page (https://www.facebook.com/UMSSW),
- UMSSW Twitter (https://twitter.com/mdsocialwork),
- television monitors in the School of Social Work lobby,
- e-mails from administrative deans, and
- advertisements and flyers generated by student organizations themselves.

Student feedback and opinions about policies, programming, and student services is sought through a variety of means:

- course evaluations,
- field evaluations,
- an orientation satisfaction survey,
- an advising satisfaction survey,
- an MSW graduating student survey,
- an MSW foundation student survey,
- student affairs surveys,
- Dean's Q & A sessions,
- Lunches with the Dean,
- the Student Services Advisory Board,
- the Field Education Advisory Committee,
- the Career Development Advisory Group,
- the Admissions Ambassadorial Network, and
- the online SSW Solutions Form (link identified daily in *The Bulletin*).

In addition to these feedback loops, the Offices of Student Affairs and Office of Field Education OFE) have instituted new student engagement efforts in the last two years to elicit feedback from students, stimulate critical conversations and answer any questions students may have.

• *Field Roundtables*: In Fall 2016, the OFE began to host "Field Roundtables" throughout the year for students to discuss their experiences in field with OFE faculty. Roundtable discussions are topic-based to invite students to speak to issues of particular concern to them and to speak to their experiences, including student challenges in field education, the field-to-work pipeline, navigating conversations in the current political landscape in field, and hot topics in field education.

• **Student Affairs Meet and Greets:** In Fall 2017, the Office of Student Affairs began to offer informal "Meet and Greets" twice a semester, where food is provided, and students are able to ask questions and share their concerns about any topic. The first two offered in Fall 2017 were well-attended.

Recent and significant efforts recently developed by the assistant dean for admissions and the assistant dean for student services, described in turn below, were in direct response to feedback received on some of the surveys listed above. MSW surveys indicated that students desired additional guidance both during the admissions process and with career counseling and career development throughout their program.

Admissions Ambassadorial Network

In fall 2016, the Office of Admissions created an Admissions Ambassadorial Network, which consists of UMSSW students who are either current graduate students or alumni who completed their MSW degree within the past 5 years. Admissions ambassadors are charged with assisting with prospective student recruitment and mentoring activities. The goal of the ambassadorial initiative is to provide the Office of Admissions with a resource of current and past UMSSW students who serve as a pre-matriculation advisory and outreach group. To that end, the ambassadors assist the school in creating and facilitating outreach services to enhance current recruitment processes and provide an additional modality of feedback—ultimately, creating a fluid student success and support system.

The network comprises various levels of current UMSSW students and alumni volunteers. Divided into three participant tiers, ambassadors are selected on the basis of various factors, such as their academic classifications, interests, skills, diverse demographics, and availability. Tier 1 (alumni ambassadors) includes recent alumni who are readily available to provide e-mentoring and to attend recruitment events. Tier 2 (admissions ambassadors) includes current MSW students who have completed at least 1 year of graduate coursework (part-time or full-time). Tier 3 (emerging ambassadors) includes first-year graduate students. Senior admissions ambassadors (admissions student workers and returning ambassadors) and admissions staff train all admissions ambassadors, with overall supervision from both the assistant dean and the associate director of admissions. The school shows its appreciation for the service and commitment of admissions ambassadors by providing the following incentives:

- \$200 stipend per semester (10 admissions-level ambassadors),
- \$100 stipend per semester (five emerging-level ambassadors), and
- \$50 gift card (five alumni-level ambassadors).

Participants also receive a certificate of participation appreciation during a sponsored annual luncheon.

Career and Professional Development

In Spring 2016, the school established a Career Development Advisory Group made up of students, faculty, and alumni. At the group's recommendation, a survey was sent to all currently enrolled students asking for their input regarding the career-related services that they felt were most important. These recommendations are being used to enhance current services and create new career advising and development offerings. Career development opportunities offered annually are advertised on the Student Services website at:

http://www.ssw.umaryland.edu/student-services/career-development--licensing-information/.

3.1.10: The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Students have the opportunity to organize in their interests through both the school SGA and the campus USGA, described above. The SGA Board, in collaboration with the OSS, oversees the organization of student groups. While the formation and dissolution of student groups is always ongoing, as current events stimulate action and student interests change, approximately 10 student groups are active in any given year. Significant effort is made to encourage students to develop their leadership skills and styles and their ability to identify what is important to them related to their specific group. Students are encouraged to work with individual faculty advisors who have an expertise in their area of study, and they often create an organizational platform to help their cause be heard. Through the participation of student organizations, the life of the school is greatly enriched and students gain a greater sense of community and build their organizational skills.

Specific organizations sponsor educational forums, organize multicultural activities, and invite outside speakers to the school. In addition, students from these groups are involved in social action and volunteer events in the community; are represented on Maryland NASW–sponsored committees and boards; attend CSWE conferences as volunteers as well as participate in paper and poster presentations. Highlights of student activities and initiatives in recent years include student leaders' class gifts, fundraising phone-a-thons, diversity forums, clothing drives for the homeless, and a voters' registration drive. Overall, the school has student leaders who are committed to sponsoring activities that enrich the cultural milieu on campus. Standout events from the 2015–17 academic years are presented in Exhibit 14.

Exhibit 14. Highlights of Student Government Association Events, 2015–17

Event
Screening of <i>13th</i> (documentary) with reflection group
Vigil for Black Lives Taken
Nonviolent Active Bystander Training
Effecting Policy: Postcard Campaign
Curious about Macro: Panel Discussion
Live Young Blood: Documentary Screening and Discussion
Coffee and a Cause
Black Panthers: Documentary Screening
Grant Writing Workshop

Cultural Awareness Holiday Celebration
Black Lives Matter Forum

Exhibit 15 provides an overview of all active student organizations at UMSSW within the past year. Descriptions of each student group can be found on the SGA webpage (http://www.ssw.umaryland.edu/sga/sga-supported-groups/).

Exhibit 15. Active Student Organizations: Baltimore and Shady Grove Campuses

	Student Government Association, Executive Board and Support Groups
1.	Executive Board: Five elected positions
2.	Alliance of Anti-Racist Social Work Practitioners
3.	Anti-Oppression Work Group
4.	Community Action Network
5.	Coalition for Military Awareness
6.	Christian Social Work Fellowship
7.	International Social Work Organization
8.	Latinx Unidos for Community Healing and Awareness
9.	Lesbian Gay Bisexual Transgender Queer Allies Union
10.	Macro Student Union
11.	MSW-SO at the Universities at Shady Grove
12.	Organization of African-American Students in Social Work
13.	Tikkun (Social Work Jewish Student Group)

EDUCATIONAL POLICY 3.2—FACULTY

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

3.2.6: Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

Being very productive and active as a whole, our faculty demonstrate ongoing professional development as teachers, scholars, and practitioners in many ways. Below are some highlights of the types of activities that demonstrate the breadth of activity in which faculty regularly and consistently engage to advance the profession of social work and achieve institutional priorities,

followed by a list of some of the institutional supports UMSSW provides to encourage professional development and engagement among faculty:

UMSSW Faculty and the Grand Challenges for Social Work Initiative

- UMSSW faculty and PhD students have helped to author five of the working papers that undergird the 12 grand challenges.
- Richard Barth, Nancy Dickinson, and Terry Shaw are authors of the paper "Ending Severe and Fatal Maltreatment of Children," written for the End Family Violence Grand Challenge.
- Christine Callahan and Jodi Frey are authors of "Financial Capability and Asset Building for All," written for the Build Financial Capability for All Grand Challenge.
- Sarah Butts and Matthew Uretsky are authors on "The Grand Challenge of Ending Homelessness," written for the End Homelessness Grand Challenge.
- Former master's student Michael Walter is an author of "The Grand Challenge of Promoting Equality by Addressing Social Stigma," a paper written for the Grand Challenge to Achieve Equal Opportunity and Justice.
- Jordan DeVylder authored "Prevention of Schizophrenia and Severe Mental Illness," a paper written for the Ensure Healthy Development for All Youth Grand Challenge.

Faculty and Staff Are Well Represented in Professional Service

- Seventeen faculty are editors, consulting editors, associate editors, or editorial board members for 26 journals.
- Fifteen faculty serve on boards of national organizations addressing the research, teaching, or service needs of our profession. These include the American Academy for Social Work and Social Welfare, the Society for Social Work and Research, the American Public Health Association, the Society for Prevention Research, CSWE, and NASW.
- Faculty of the school serve on 54 different boards and commissions in Baltimore and Maryland.

In addition to the highlights above, there are a number of ways in which the UMSSW provides institutional support to faculty to facilitate their ongoing professional development:

- Continuing professional education: Faculty members can enroll in courses at a 20% discount. A number of nationally known experts have participated in the Continuing Education Program.
- Competitive Innovative Research (CIR): The CIR provides start-up money for faculty interested in pursuing new topics of research. This has been a good way for assistant professors to launch research. Funds are assigned on a competitive basis, and no applications from the school's faculty have been rejected. The expectation is that publications or a proposal for a larger grant will

- emerge from projects funded under this initiative. A CIR program also funds "Teaching Scholars Grants" for those who want to study efforts to improve the effectiveness of teaching.
- Teaching release: Faculty policy for the last 8 years has been to provide release time for assistant professors and associate professors without tenure. During their first 6 years, assistant professors are relieved of four courses of teaching responsibilities to pursue scholarship. They can take the four-course reduction all at once or can spread it out by taking one course off at a time. Associate professors without tenure also are eligible for a reduction of four courses in their teaching load over the course of the first 3 years of their contract. This approach to non-tenured faculty development has been seen by many to be extremely helpful in their progress toward promotion.
- Faculty development accounts: Every tenured/tenure-track and clinical professor receives a
 generous annual faculty development account, which can be used for conference travel and
 trainings related to research and teaching.

Faculty members have also been widely recognized for their excellence in teaching, service and social work practice. Within the last seven years, several faculty have received awards from the USM Board of Regents and NASW, Maryland Chapter) (see *Exhibit 16*).

Exhibit 16. Faculty Teaching and Service Awards

CSWE	
2017	Kathryn Collins, Distinguished Recent Contributions to Social
	Work Education Award
UM Board of	
Regents	
Awardees	
2015-2016	Karen Hopkins, Associate Professor - Teaching
2014-2015	Bronwyn Mayden, Clinical Assistant Professor – Public Service
2013-2014	Megan Meyer, Associate Professor - Teaching
2009-2010	Geoffrey L. Greif, Professor - Teaching
NASW-MD	
Awardees	
2017	Lifetime Achievement Award: Carlton Munson, Professor
	Field Instructor of the Year: Program Award Lane Victorson,
	Clinical Instructor
	Educator of the Year: Nalini Negi, Associate Professor
2016	Social Worker of the Year: Gisele Ferretto, Clinical Instructor
	Educator of the Year: Tanya Sharpe, Associate Professor

	Field Instructor of the Year: Henriette Taylor Clinical Instructor & Field Instructor
2015	Social Worker of the Year: Fredrick Strieder, Clinical Associate Professor
	Educator of the Year: Corey Shdaimah, Associate Professor
2013	Lifetime Achievement: Jody Olsen, Professor Educator of the Year: Michael Reisch, Professor
2012	Social Worker of the Year: Carole Alexander Lifetime Achievement Award: Dick Cook (retired)
	Educator of the Year: Megan Meyer, Associate Professor
2011	Educator of the Year: Megan Meyer, Associate Professor
2010	Social Worker: Jeff Singer, Adjunct Faculty
2009	Educator of the Year : Edward Pecukonis, Associate Professor
2008	Educator of the Year: Paul Ephross, Professor (deceased)
2007	Educator of the Year: Geoffrey L. Greif, Professor

3.2.7: The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Social work faculty are active scholars who embrace social work's long-standing commitment to human rights and social equality. As a school of social work that is a component of a large research university, UMSSW accords great importance to scholarship, within both itself and the University of Maryland at large. While there are no specific expectations concerning grant funding, every faculty member is expected to publish and contribute to the social work literature.

In addition to research and scholarship, community service is also highly valued. Faculty participation in campus-wide groups; local, state, and national associations; councils, task forces; and boards further demonstrates social work values in action. Those who are involved in these key activities will be more effective in the classroom and be in better positions to shape the profession of social work in Maryland and nationally. Through service and scholarship, faculty members also extend their influence to national and international arenas. Community service is reflected in the workload report or end-of-year statement given to the dean. The scholarship and community service areas are also evaluated by the APT Committee when decisions are to be made concerning promotion and tenure.

Through active research agendas and service contributions, the faculty models for MSW students various core social work values and behaviors, such as those of life-long learning, civility and cultural humility, professionalism and commitment to advancing the profession of social work, and the pursuit of scientifically based interventions and policy advocacy.

Section 2: Response to Complaint Letter Demands

The following section lists the demands outlined in the complaint submitted to CSWE and describes the efforts we have made in the last several years that relate to each demand.

1) Commit to financially supporting research involving the influences of anti-racist education on student learning and practice, including classroom and field-based work.

About four years ago, the SSW committed funding (\$20,000+) to study cultural competency, a project which yielded a 2017 award from CSWE for the best research study of the year in the Journal of Social Work Education—authored by two UMSSW faculty and a PhD student. The findings of that study called for more research. I have issued another call for proposals for our "Teaching Scholars Research Award Program" (again, roughly \$20,000).

Another article recently published by UMSSW members examines the impact of the Title IV-E program on culturally informed practice for child welfare students (Greeno et al., 2017). This study, supported by Title IVE and UM SSW support to graduate research assistants, examines students' perceptions about their preparation to work effectively across difference and offers insights abut way to improve social work education inn Title IV-E programs.

Additionally, the campus-wide study conducted by a UMSSW doctoral candidate and campus leaders mentioned earlier, found that incoming UMB students did not significantly differ in their ethnocultural empathy (EE) scores across disciplines, but by the end of their first year of study, social work students had significantly higher EE scores and reported greater exposure to diversity-related classroom discussions than did graduate students in other disciplines (Bessaha, Lily, & Ward, 2016). This does not indicate the impact of antiracist training per se, but begins to demonstrate the impact of our explicit and implicit curriculum on students' ability to work across difference. Certainly more research to determine which teaching practices are most effective could be productive.

I recognize that the studies done so far are not about "anti-racist practice." Nonetheless, that first call, or the subsequent call, could be used to work on such a study as the complaint suggests. The Master's Program Committee also intends to evaluate the pilot of the new 3-credit diversity and oppression course being developed described earlier and below.

2) Adopt a foundation level course centered on anti-racist practice that is mandatory for all incoming students (note that the original demand in summer of 2017 called for a course offered during the New Student Orientation).

Influential UM SSW faculty, considered student reactions to multicultural teaching content, framed that reaction in a professional development framework, and concluded that an infusion model may work best with first year students leaving more intensive and advanced content for the second year (Hyde & Deal, 2014). This analysis provided a partial basis for the current way that we configure our instruction on what we now call diversity and inclusion.

The MPC (which includes student representatives) has concluded that it is time to pilot a foundation level course that will be about oppression, power, racism, diversity, and inclusion. They have been designing, in conjunction with the DAO, a new foundation level course on countering racism and oppression. The MPC intends to pilot this course in the upcoming year. The course that is under consideration would start with a component that will be given at orientation, continue in the classroom, and include integration of this content in field seminars. Additionally, the MPC intends to evaluate the implementation of the pilot course, and will use the findings for course revision before making the course required for all incoming students. This course is being developed with consideration of best practices in the field after completing a scan of the educational literature and practices, nationally.

- 3) New protocols and processes for full student and community participation (with committee voting power) in curriculum development and,
- 4) Transparency of the SSW channels of communication and structures for advocacy and curricular change.

As described in the section above on student participation, MSW students have long had the right to be represented on faculty committees and for those representatives to deliberate and vote. We have attempted to be transparent about these opportunities by identifying them on the SGA website (http://www.ssw.umaryland.edu/sga/) and relying upon faculty and SGA officers to both inform and recruit students to serve on these committees.

While these strategies have resulted in us consistently having student representatives sit on these committees every year, we recognize that we can do more to increase transparency. One recent effort we made is to start posting meeting minutes for our monthly faculty meetings, where many issues are discussed including final votes on curriculum revisions brought forth from curricular committees (http://www.ssw.umaryland.edu/lounge/facultygovernance/ssw-faculty-organization/faculty-organization-meeting-minutes/). We are in conversation about the feasibility of posting minutes for other faculty committee meetings. Additionally, we are exploring how we might post a calendar of meeting times, dates and locations, so all faculty and students are fully aware of when these meetings occur. Finally, we are exploring the feasibility of using technology to more effectively enable student representatives to attend meetings while at their field placements, as many committee meetings are scheduled on days when some student representatives are at their field placement sites. We have not yet discussed the possibility of adding more student representatives on all our curriculum committees, because thus far, we have not had that much interest by students to fill extra slots. That said, the Master's Program Committee has invited any students who have expressed an interest this year to attend meetings, which have focused on the creation of the new diversity and oppression course to be piloted in 2018-2019.

The SSW administrative team and the faculty executive committee have begun discussing additional strategies to help students understand how shared governance works in the university, how decisions about the curriculum are made, and where and how students' opinions about the curriculum and course quality are elicited (most formally in course evaluations, MSW generalist and graduating student surveys; and field education surveys). We also endeavor to identify new ways of eliciting student feedback and communicating curricular revisions and changes with students, including those that have been in direct response to student feedback, such as the new courses on racism and diversity and communicating across cultures, mentioned previously. Another idea being discussed by our student affairs team is that of an "SGA newsletter" that would contain a section on "responding to student feedback" where such changes could be consistently advertised.

Ultimately, the faculty have authority over the curriculum and engage in continuous conversations about new courses, new course models, and curriculum revisions, and rely upon student feedback, market analyses, inputs from the field, and insights from professional meetings and associations to guide revisions.

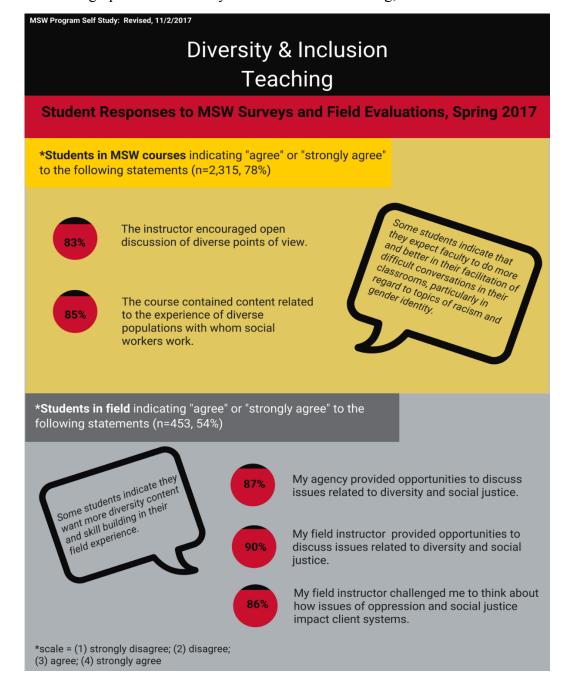
5) Further opportunities to engage in dialogue about the above grievances and the outlined recommendations with the SSW and UMB administrators and CSWE. This includes meeting separately with faculty, staff and students of color at the SSW to listen and document their collective concerns about working and learning within the university.

As described in the section on student participation above, we have met with students regularly in Deans Q & As, monthly SGA officer meetings with the dean, and whenever students raise a concern they want to discuss. Within two weeks after the students submitted their letter of concern (which that preceded the formal complaint to CSWE), I held a meeting with Maureen Walker and two other student leaders. We also had some subsequent correspondence. Some members of the group also met with Associate Dean Meyer and the Chair of the MPC Committee, Dr. Corey Shdaimah. Additionally, the group met with President Perman, Provost Jarrell, and VP and Dean of the Graduate School, Ward. I have subsequently met with Walker and the SGA President on a nearly monthly basis, attended quarterly SGA meetings, and had an open Q&A. Students have attended DAO meetings and have been part of the process of identifying curriculum revisions and school climate change strategies since its inception. We have been responding to concerns and ideas and weighing them thoughtfully with faculty as we proceed to make decisions in the best interest of the UMSSW, UMB, our students, and the profession.

The faculty and the UMSSW administration, represented with the DAO and the FEC, are committed to continue these conversations and create a plan to move the school forward in its diversity and inclusion within both the explicit and implicit curriculum.

- Bessaha, M., Lily, F, & Ward, R. (2016). *Ethnocultural Empathy among Health Sciences and Human Services Graduate Students*. Unpublished manuscript, available from the author, Melissa.bessaha@stonybrook.edu
- Deal, K.H., & Hyde, C.A. (2004). Understanding MSW student anxiety and resistance to multicultural learning: A developmental perspective. Journal of Teaching in Social Work, 24, 73-86.
- Greeno, et al. (2017). "They tippy toe around the race issue: The impact of a Title IV-E program on culturally informed practice for child welfare students. *Child and Family Social Work*, 22, 1374-1382.
- Jani, J., Osteen, P., & Shipe, S. (2016). Cultural competence and social work education: Moving toward assessment of practice behaviors. 52, 311-324.

Appendix A. Infographics on Diversity & Inclusion for Teaching, Climate and Curriculum



Diversity & Inclusion Teaching

What We Are Doing

- Offered Teaching Development Series
 - Classroom Facilitation: Navigating Difficult Conversations
 - Micro-aggressions and Classroom Cultures
 - Implicit Bias
 - Evidence-Based Teaching and Learning—What Really Works?
 - Navigating Different Political and Religious Positions in the Classroom
 - Creating Gender Affirming Classrooms
 - Creating Inclusive Classrooms
- Held Adjunct Appreciation and Development Day, June 2016
- Launched Leadership, Instruction, Facilitation & Tools for Teaching (LIFTT) Community of Learning to Support Faculty Development
- Developed and Growing the On-line Teaching Tool Box with Diversity-Related Teaching Resources
- Held Field Instructor Diversity Workshop: Navigating Conversations in the Field Concerning Race and Racism

Where We Are Going

- UMB is Creating On-line Cultural Competency Training Modules and a Certificate Program
- Identify a Menu of In-Person Diversity and Inclusion Trainings for On-Going Faculty, Liaison and Field Instructor Teaching Development
- Will Launch a Monthly "Faculty Open Space" to Provide Peer Teaching Support

Diversity & Inclusion Climate

Student Responses to MSW Surveys and Field Evaluations, Spring 2017

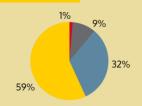
MSW Generalist students indicating (n = 343, 64%)



I feel a sense of community within the SSW.



I feel the SSW effectively creates an inclusive and just School environment.

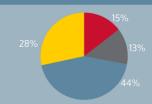


I feel the School environment as one that **promotes an understanding of differences.**

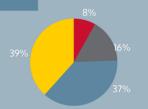


I experience the School environment as one that affirms and supports persons with diverse identifies.

MSW graduating students indicating (n=262, 55%)



I felt a **sense of community** within the SSW.



The SSW effectively creates an inclusive and just community.



Very much

*Students in field indicating "agree" or "strongly agree" to the following statements: (n=453, 54%)



I was treated with respect at my field placement.



I was treated with respect by my field instructor.



My liaison treated me with respect.



I felt **comfortable being myself** (age, race, ability, sexual orientation and religions, etc) **in my agency.**



I felt **comfortable being myself** (age, race, ability, sexual orientation and religions, etc) **with my field instructor**.

* scale = (1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree

Diversity & Inclusion Climate

What We Are Doing

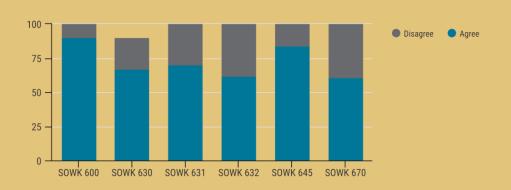
- Revised Student Orientation to Include Greater Student/Faculty Relationship Building
- Developed and Growing the Student Peer Mentoring Program
- Developed and Growing the Admissions Ambassadorial Program
- Initiated Student Affairs "Meet and Greets" to Enhance Student Engagement and Advising
- Initiated Diversity and Anti-Oppression Committee "Chat and Chews"
- Created the SSW Responds Website to Facilitate School-Wide Communication and Social Action
- Created Emergent Issues Workgroups (Access to Justice; Immigration)

Where We Are Going: Lots of Great Ideas! Staff Professional Development Programming Annual School Climate Survey Officer Visible Building Improvements Visible Build Staff Association Staff/Faculty/Student Development

Diversity & Inclusion Curriculum

Student Responses to MSW Surveys and Field Evaluations, Spring 2017

MSW Generalist students indicating course integrated content on diversity and oppression effectively (n = 343, 64%)



MSW Graduating students indicating (n = 262, 55%)



Student in field indicating "agree" or "strongly agree" to the following statements (n=453, 54%)



My agency provided opportunities to discuss issues related to diversity and social justice



My field instructor provided opportunities to discuss issues related to diversity and social justice

Diversity & Inclusion Curriculum

What We Are Doing

- The <u>Masters</u> Program Committee Adopted New Diversity Principles to Guide the MSW Curriculum, 2016
- The <u>Masters</u> Program Committee Mapped Diversity Content Across the Curriculum, 2016-2017
- New Courses Have Been Added to MSW Course Offerings
 - Perspectives on Racism and Racial Equity in Social Work Practice
 - Communicating Across Cultures

Where We Are Going

- The Masters Program Committee is Currently Developing a New 3-credit Diversity and Inclusion Course to be Required in the Foundation Program
- The Masters Program Committee Will Work with All Areas of the Curriculum to Ensure All Courses Infuse Additional Content Related to Diversity and Inclusion

Appendix B

DIVERSITY&INCLUSION STRATEGIC PLANNING TASKFORCE REPORT



STRENGTHENING SOCIETY

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STRENGTHENING SOCIETY

www.ssw.umaryland.edu

Richard P. Barth, PhD, MSW University of Maryland School of Social Work 525 W. Redwood Street Baltimore, MD 21201

Dear Dean Barth,

The Diversity & Inclusion Strategic Planning Task Force (Task Force) was activated as a result of your tasking of Dr. Jeffrey Ash to develop a diversity plan for the School of Social Work (SSW). This plan was to include diversity and inclusion strategic goals and objectives. In addition to identifying strategic goals and objectives, the Task Force further defined its goal to identify a structure for a body that would organize in support of equity activities at the SSW.

The Task Force included representatives from various SSW stakeholder groups. Stakeholder groups represented included faculty, staff, students, alumni and administration. A roster of Task Force members is included in the report. This report reflects months of work by the Task Force members. The contents of the report are as follows:

Background on the Task Force

This synopsis is a summation of the work conducted by Dr. Jeffrey Ash, Associate Dean of Diversity from the School of Nursing, during his 12-month engagement with the SSW. Dr. Ash recounts how the Task Force was created and received its charge.

Subcommittee Reports

- Stakeholder Subcommittee Report
 This subcommittee proposed a structure for an Equity Action Group (EAG) at the SSW.
 Representatives from various SSW stakeholder groups would equally comprise the EAG.
 The structure is a recommendation and open to adjustments. (When the SSW Staff Council is operational it should also be represented by two members on the EAG.
- Endorsements and Input Subcommittee Report The Task Force identified strategic goals/themes within six domains: The SSW culture and climate, faculty, staff, students, administrative leadership, and curriculum – in which to focus action and attention. From March to May 2019, this subcommittee held feedback sessions to solicit input from the SSW community on the six domains. This report identifies objectives for the SSW to accomplish to achieve the goal of challenging racism and all forms of structural oppression, and to becoming a fully inclusive, equitable, diverse, and multicultural institution.

Recommendations for Equity Work at the SSW

The work of the Task Force resulted in pragmatic, achievable recommendations that can strengthen the School of Social Work. Among the recommendations offered by the Task Force and worthy of special acknowledgement is the suggestion to hire a full-time Equity Officer for the School of Social Work.

Task Force Lessons Learned

By documenting insights as a result of working together, lessons learned should serve as reference for future EAGs, or diversity leadership groups, that will serve at the SSW.

Equity Reports

A repository of SSW equity reports from 1990 – 2018 was generated (all are linked to the SSW's diversity website).

Meeting Minutes

In the spirit of transparency, the meeting minutes were included in the report so that SSW community members know what occurred during meetings and the resulting decisions.

The result of working together to produce this report has already had an extraordinarily beneficial effect. The levels of awareness and sensitivity surrounding issues of inequity have been further heightened among the individuals on the Task Force. On behalf of the Diversity and Inclusion Strategic Planning Task Force, we submit to you a final report for your consideration. The Task Force encourages you to identify the appropriate mechanism whereby our recommendations can be furthered considered for incorporation in to the SSW's programs, activities, and practices.

We appreciate the opportunity to advise you on this important topic.

Sincerely,

Kyla Liggett-Creel, PhD, LCSW-C, Clinical Assistant Professor and Co-Chair Cherita F. Adams, MBA, MS, Assistant Dean for Administration and Strategic Initiatives and Co-Chair

Handwritten Notes

• Handwritten Notes of Endorsement

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• March 16, 2018	
• March 30, 2018	
• December 7, 2018	
• February 18, 2019	
March 28, 2019April 9, 2019	
• May 7, 2019	
• May 28, 2019	
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TASK FORCE ROSTER

Task Force Members Followed by Their Stakeholder Role and Task Force Role

- Cherita Adams, Staff, Co-Chair
- Kyla Liggett-Creel, Faculty, Co-Chair
- Jeff Ash, External Advisor, Original Chair
- Geneen Godsey, Student, Member
- Mary Hodorowicz, Faculty, Member
- Janice Hicks, Staff, Member
- Maryrejahlil Lanier, Student, Member
- Matthew Lasecki, Administration, Guest Facilitator
- Laura Loessner, Faculty, Member
- Maria Smaldone, Student, Member
- · Scott Stafford, Staff, Member
- Theresa Washington, Staff, Member
- Danielle White, Administration, Member
- · Adam Schneider, Faculty, Member
- Fernando Wagner, Faculty, Member
- Haksoon Ahn, Faculty, Member
- Ericka Lewis, Faculty, Member
- Lori James-Townes, Alumni, Member
- Chrishna Williams, Staff, Member

BACKGROUND ON THE TASK FORCE

OVERVIEW

The strategic planning process for Diversity and Inclusion started with collaborative conversations between Dean Barth of the School of Social Work and Dean Kirschling of the School of Nursing during the winter of 2018. These discussions ultimately led to the School of Social Work's engagement with Jeff Ash, Associate Dean for Diversity and Inclusion in the School of Nursing committing to a twenty percent effort in the role of external advisor-consultant. In this role, the advisor would work closely with the Dean's office, the Diversity and Anti-Oppression (DAO) Committee, and curriculum and administrative committees to ensure that the plan reflects the work of all of the School of Social Work, with the strategic goal of aligning all aspects of the School of Social Work policies, programs, and practices. Additionally, the participation of the advisor would assist with the School of Social Work goals of combatting racism and all forms of oppression, as well as all of its ambitions.

This overview and summary outline the multiple steps and activities the external advisor Jeff Ash accomplished along with the ongoing efforts of faculty, staff, and students. It was agreed that the external advisor, beginning in April 2018, would examine and synthesize a vast body of quantitative and qualitative information that had been developed during past years of discussion by the School of Social Work community. Data were collected through the following assessments:

- § One on one qualitative interviews with faculty, staff, and students
- § Review and examination of benchmark Diversity and Inclusion plans from other Schools of Social Work
- § Attending DAO and leadership meetings within the School of Social Work
- § Informal fact-finding through ongoing relationship building

Qualitative interview sessions began in April 2018. Once the initial announcement was made, individuals began contacting the advisor, and appointments were scheduled. During the months from April 2018-April 2019 approximately 87 members of the School of Social Work faculty, staff, and student population were interviewed. While lacking scientific sampling or survey methods, the methodological approach included the following:

- § Appointments were fairly assigned (no priority was given to who was chosen to be interviewed)
- § Employees self-selected a mutually convenient time with the external consultant.
- § Each person was given between 30-60 minutes
- § Each person was asked two open-ended questions

What are your thoughts about Diversity and Inclusion in the School of Social Work?

In devising a Diversity and Inclusion plan, what are key ingredients you think should be included?

Of the 87 persons interviewed:

50 were Staff (57%)

25 were Faculty (29%)

*12 were Students (14%) 1 Male-African American 8%, 11-female 92%, (2-White, 9-African American)

*The demographic makeup of those interviewed were only tracked for students.

Task Force participants were originally selected after meeting with the external consultant and expressing a strong desire to further the diversity and inclusion work in the School of Social Work.

Key Concerns raised by those interviewed included:

- § Workplace and school culture (staff specifically wanting more of a voice, and recognition for their work)
- § Staff and faculty relations (increasing interaction between the two groups and better communication)
- § Physical environment of the school (no specific space for collaborative interactions)
- § Human Resources Administration (Improving orientation, transparency in hiring and promotion processes)
- § Training (faculty, staff, and students-topics to include racism, implicit bias, and community engagement)
- § Diversity of faculty

TRANSITION OF WORK

Interviews were ongoing. On November 30, 2018, a strategic planning group was convened (now identified as the Diversity and Inclusion Strategic Planning Task Force [Task Force]) to advance the work with the strategic goal of aligning all aspects of the School of Social Work policy, program, and practice. Typically, these groups consisted of 5-8 members. Members of the strategic planning group were selected by Dr. Ash, Dean Barth, and invited by other Task Force members. The members were selected based on their demonstrated passion for diversity and inclusion, and voluntarily offering and desiring to move Diversity and Inclusion to a higher and more impactful level within the School of Social Work. The external advisor was the initial chairperson for the strategic planning group and was largely responsible for the initial invitations to the Task Force. His strategy was based on the evidence that it is a best practice in forming Diversity and Inclusion circles to allow membership to volunteer, rather than be appointed.

After the initial meeting in November 2018, the external advisor recognized that the group size did not meet the School of Social Work standards for inclusion and, thereby, once increased in size also needed more formal organization. Early in 2019, Matt Lasecki, UMB's Chief Human Resources officer, agreed to facilitate and help the larger group better identify diversity and inclusion goals and objectives. It is extremely important to note that the information gathered by way of qualitative interviews, and

through synthesizing of reports (dating back to 1989) was purposefully embedded within the newly formed goals, objectives and six primary domains that the Strategic Planning task force had identified through multiple, facilitated sessions:

- § The Culture/ Climate/ Implicit Curriculum
- § The Faculty
- § The Staff Members
- § The Students
- § The Administrative Leadership
- § The Explicit Curriculum

In April of 2019, the leadership of the Task Force was turned over to the incoming Assistant Dean for Administration and Strategic Initiatives, Cherita Adams, and Clinical Assistant Professor, Kyla Liggett-Creel. The task force was then given a more formal charge by the Dean of the School of Social Work; added two representatives from the Faculty Executive Committee (Associate Professor Haksoon Ahn and Assistant Professor Erica Lewis); formed subcommittees; began vetting the domains, objectives, and activities within the School of Social Work; and seeking input and feedback from key stakeholders and constituents.

STAKEHOLDER SUBCOMMITTEE REPORT

The stakeholder subcommittee met to discuss the proposed structure for the Equity Action Group (EAG) for the School of Social Work. Members of the subcommittee represented staff, administration, faculty, and students at the University of Maryland, School of Social Work. Notably, there were no nonfaculty alumni nor community members represented (although the Associate Director of Alumni Affairs for the School of Social work did participate in the subcommittee).

The following structure for the EAG is a recommendation and is certainly open to adjustment once the group has met. The goal of the EAG is to be a coordinating and advising body to the University of Maryland School of Social Work on issues of Equity. The work on equity will be done by each stakeholder group (Student Government Association (SGA), Staff Senate, Faculty Organization, Alumni Organization, Social Work Administrators Group, and by Community Organizations working with the School of Social Work). The representatives do not have to be members of the stakeholder organizations (i.e. they don't have to be on the SGA to be a representative). At the time of this report's completion, the Staff Council has not yet been established but it is the recommendation of the Task Force that the Staff Council be established and serve to identify staff EAG representatives (the goal at this time is for the Staff Council to be established by August 2019). If the Staff Council is not established by that time it is the recommendation of the Task Force that the priority be to establish the Staff Council prior to convening the EAG so that the Staff Council can choose their representatives. The process of choosing representatives should be explicitly stated so that the process becomes part of the official EAG record.

Minutes from meetings should be kept and published on the School of Social Work website. It is recommended that the EAG should be made up of equal members--two each--of the various stakeholder groups represented in the School of Social Work. It is also recommended that no members of the EAG be given any type of compensation for being a part of the EAG (i.e. pay, contracts, productivity credits, etc.). Any compensation received by members should be disclosed (if a member is employed by the University it should be clear that they are receiving compensation for other work being done but not related to the EAG).

Representatives on the EAG would be chosen by the various stakeholder groups. Each group is responsible for addressing the Domains of Action that have been reviewed, discussed, and endorsed by some stakeholder groups within the School of Social Work (see Endorsement Subcommittee report). Each group will identify which domains pertain to them, what actions they would recommend taking, and who is responsible for which actions and by when. The EAG will meet to discuss the various action plans of each stakeholder group which will allow for collaboration, coordination, and assistance as needed.

The EAG would meet monthly to begin with, and then can decide if they need to meet more often, establish subgroups, or need to meet less often but should meet at least quarterly. The meetings should take place in the evening at the School of Social Work, dinner should be provided, and if child care is needed it should be offered free of charge. Parking vouchers should be provided to all participants who require parking. These actions are recommended so that cost, conflict with work, and family requirements do not limit representatives participation on the Board.

ENDORSEMENTS AND INPUT SUBCOMMITTEE REPORT

The Task Force identified strategic goals/themes within six domains of the University of Maryland School of Social Work – culture and climate, faculty, staff, students, administrative leadership, curriculum – in which to focus action and attention. These domains are critical to advancing the vision recommended by the Task Force: The UMSSW commits to challenging racism and all forms of structural oppression, and to becoming a fully inclusive, equitable, diverse, and multicultural institution.

METHODS FOR STAKEHOLDER FEEDBACK

The Task Force's Subcommittee on Endorsements and Input then solicited feedback on its work and recommended objectives to advance the strategic goals/themes it had developed in four ways. This occurred from late-March to early-May 2019.*

- 1. Subcommittee members presented at meetings of standing UMSSW groups/organizations/committees.
 - Student Government Association supported groups: Organization of African-American Students in Social Work, Queer Community Alliance, Latinx Unidos for Community Healing and Awareness, MSW Parent Alliance, Anti-Oppression Work Group, and International Social Work Organization. (The Subcommittee reached out to all SGA supported groups; some did not respond.)
 - Faculty and administrative committees: Faculty Organization, Clinical and Macro Concentration Committees, Social Work Administrators Group, PhD Program Committee, and UMSSW Board of Advisors

- 2. Subcommittee members met with stakeholders in ad hoc groups, including UMSSW alumni who were involved in Fighting for Anti-Racism Education (FARE) organizing, students forming a disabilities workgroup, and in foundation and advanced classes.
- 3. Subcommittee members developed an online survey, through which faculty, staff, students, administrators (and anyone to whom the link was forwarded) could provide input anonymously on the six domains of action and attention identified by the Task Force, the strategic goals/themes within these domains, and potential objectives and actions to advance these themes.
- 4. The Subcommittee requested that all Task Force members solicit and share with the Subcommittee feedback from those with whom they work and learn, for the Task Force includes members from a variety of areas and roles within the UMSSW. This also encouraged all Task Force members to engage those members of the UMSSW community they identified as underrepresented on the Task Force or through the other feedback venues.

^{*} The Subcommittee hoped to hold feedback sessions open to all members of the UMSSW community – both inside and outside its walls – during which the Task Force could have provided updates on its work and solicited input from constituencies that were less likely to engage through the other settings. A variety of factors – including delays in the Task Force's work and communications, and other similar feedback sessions for a climate survey initiated by UMB's President's Office – hindered the Subcommittee's ability to hold such sessions. We recommend that such efforts in the future intentionally seek input and engagement from as many stakeholders as possible. Given the methods used by the Subcommittee, certainly stakeholders' perspectives – especially MSW students, full-time faculty, and administrative leadership – are likely overrepresented. Others' experiences and perspectives – especially students, staff, and faculty who are part-time and/or not based at 525 West Redwood, and community providers and members – are certainly underrepresented. The Subcommittee hopes that its work can provide a structure and its limitations can provide lessons for future efforts, including those beyond the MSW Program, the Baltimore campus, and the personnel of the School who are located in the 525 West Redwood buildings.

What follows is the Subcommittee's effort to synthesize feedback about three parts of the Task Force's efforts:

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- (1) the vision developed by the Task Force to orient both its work and the anti-oppression work of the UMSSW,
- (2) the six domains of action and attention, and related goals/themes, and
- (3) recommended objectives to advance the strategic goals/themes within the six domains.

The Vision: The University of Maryland School of Social Work (UMSSW) commits to challenging racism and all forms of structural oppression, and to becoming a fully inclusive, equitable, diverse, and multicultural institution. Stakeholders overwhelmingly affirmed and endorsed the vision. There were three broad areas in which a relatively small number of respondents recommended amendment to the vision:

- (1) Focus on racial oppression: A small number of respondents recommended that the vision focus solely on challenging racial oppression removing the subsequent language about "all forms of structural oppression" as they perceived racism as fundamental. Other Task Force members suggested that the vision simply commit the UMSSW "to challenging all forms of structural oppression" without special focus on racialized oppression. They asserted that noting racism separately created a hierarchy that diminished other forms and experiences of oppression.
- (2) Goals of diversity and multiculturalism: A small number of respondents recommended that the vision remove language about the UMSSW becoming "diverse and multicultural" as these concepts can be deployed by neoliberalism to distract from power inequities. Others believed it critical to promote diversity including diversity of culture in an anti-oppressive community.

(3) Broadening the positive vision: A small number of respondents voiced a belief that the vision was too limited – that we should go beyond challenging oppression to, in the words of one, "actively and radically promoting liberation." These members note the "difference between simply challenging something and creating something better." In addition, some suggested that the focus be broadened to more explicitly include the UMSSW's representation (or lack thereof) by the community.

Given the broad support of the vision as drafted, and because recommended changes tended to balance one another, the Subcommittee believes that this vision is one that is broadly endorsed by the UMSSW community and can effectively inform and inspire its next actions.

<u>The Domains of Attention and Action within the UMSSW</u>: The Task Force identified the following strategic goals/themes within six domains of action and attention.

The culture/climate/implicit curriculum of the UMSSW will

- (C1) Promote critical self-reflection, radical openness, cultural humility, growth and healing;
- (C2) Encourage communication that is open, multidirectional, equitable, empowering, and timely;
- (C3) Recognize and value the diverse experiences and contributions of its members;
- (C4) Integrate the diverse constituencies of the UMSSW in ways that promote meaningful engagement and horizontalism;
- (C5) Support efforts to make the UMSSW a fully inclusive anti-racism and anti-oppression multi-cultural institution.

The faculty of the UMSSW will be

- (F1) Diverse, inclusive, and committed to creating communities of support;
- (F2) Committed to critical self-reflection, radical openness, cultural humility, growth and healing;
- (F3) Recognized and equitably valued for its diverse contributions at the UMSSW;
- (F4) Effectively able to facilitate learning, research, and practice in ways that challenge structures and impacts of oppression and promote social justice, equity, diversity, and inclusion;
- (F5) Dedicated to supporting efforts to make the UMSSW a fully inclusive anti-racism and anti-oppression multicultural institution.

The staff members of the UMSSW will be

- (SF1) Diverse, inclusive, and committed to creating communities of support;
- (SF2) Committed to critical self-reflection, radical openness, cultural humility, growth and healing;
- (SF3) Engaged in decision-making about its work and the school in ways that intentionally distribute power;
- (SF4) Respected and appreciated for their myriad contributions including through adequate and equitable compensation;
- (SF5) Supported by their supervisors and the broader HR infrastructure with opportunities for professional development and career advancement;
- (SF6) Dedicated to supporting efforts to make the UMSSW a fully inclusive anti-racism and anti-oppression multi-cultural institution.

The students of the UMSSW will be

- (ST1) Diverse, inclusive, and committed to creating brave learning spaces and engaging in courageous conversations;
- (ST2) Committed to developing critical self-reflection, radical openness, cultural humility, growth and healing;
- (ST3) Engaged proactively in decision making that impacts them;
- (ST4) Dedicated to and able to demonstrate learning, both in the classroom and in the field, about the causes, manifestations, impacts, and personal connections to structural oppression as well as the ways that social work practice can entrench or overcome these dynamics;
- (ST5) Dedicated to supporting efforts to make the UMSSW a fully inclusive anti-racism and anti-oppression multicultural institution.

The administrative leadership of the UMSSW will be

- (L1) Diverse, inclusive, and committed to creating a community in which all members are heard based on their unique experiences, valued based on their various contributions, supported and held accountable;
- (L2) Committed to critical self-reflection, radical openness, cultural humility, growth and healing;
- (L3) Dedicated to modeling and promoting a culture of humility and healing, in which transgressions are acknowledged and addressed
- (L4) Committed to empowering members of the community through open communication, transparency, and inclusive decision-making;
- (L5) Dedicated to supporting efforts to make the UMSSW a fully inclusive anti-racism and anti-oppression multicultural institution.

The (explicit) curriculum of the UMSSW will

- (EC1) Rigorously prepare students to challenge the structures and impacts of oppression, and to advance well-being, equity, and social justice across difference in a diverse society;
- (EC2) Challenge students to develop critical self-reflection, radical openness, cultural humility, growth and healing;
- (EC3) Highlight the voices and contributions of people and communities that have been marginalized and excluded.

Stakeholders overwhelmingly affirmed and endorsed the six domains of attention and action – as well as the strategic goals/domains within them. There were two broad categories of critical feedback:

(1) The six domains are not exhaustive: Some respondents identified UMSSW stakeholders who are not explicitly identified within the six domains – most frequently, alumni and community members. Although we note both that the current domains are non-exclusive, 1 and that the identified goals/themes have impact beyond the scope of the domain, 2 it is important to highlight that those who are stakeholders of and impacted by the UMSSW extend beyond the six identified domains. The Subcommittee – as well as the vast

¹ For example, many staff, students and faculty are also members of the local community, and many faculty are graduates of the UMSSW.

² For example, when students become both alumni and social workers committed to liberatory practice, and when faculty research challenges structures and impacts of oppression in communities.

majority of respondents – believe that these six domains are, nonetheless, where current attention and action are needed, for progress in these areas is a precondition to effective action in other domains.

(2) The goals/themes are neither comprehensive nor immutable: Some respondents believed that goals/themes identified by the Task Force should not be seen as sufficient or static. The Subcommittee agrees: with the vast majority of respondents, we believe that these goals/themes are necessary but not sufficient to achieving the vision;³ moreover, they can and should be amended as progress is made, context changes, and additional feedback is received.

Given the broad support of the six domains of attention and action, and their concomitant goals/themes, the Subcommittee believes this framework is broadly endorsed the UMSSW community and can be an effective structure for developing, tracking, and evaluating objectives and activities.

The Recommended Objectives

Within the context of the vision, domains of attention and action, and strategic goals/themes developed by the Task Force and broadly endorsed by stakeholders, the Subcommittee sought from stakeholders recommended objectives that the UMSSW should pursue and could be achieved within the next 12-18 months.⁴ The Subcommittee has synthesized the recommendations below – within the structure of the six domains⁵ – in the beginnings of a framework it hopes can organize the work ahead.

The culture/climate/implicit curriculum of the UMSSW will

- (C1) Promote critical self-reflection, radical openness, cultural humility, growth and healing;
- (C2) Encourage communication that is open, multidirectional, equitable, empowering, and timely;
- (C3) Recognize and value the diverse experiences and contributions of its members;
- (C4) Integrate the diverse constituencies of the UMSSW in ways that promote meaningful engagement and horizontalism;
- (C5) Support efforts to make the UMSSW a fully inclusive anti-racism and anti-oppression multi-cultural institution.

Objectives	Responsible Parties & Key Stakeholders	Activities – Planned and Undertaken	Resources Needed
	-		

³ Subverting hegemony requires more than a curriculum that "highlight[s] the voices and contributions of people and communities that have been marginalized and excluded," but learning alternative narratives and paradigms is necessary to developing a critical and empowered consciousness.

⁴ The Subcommittee envisions a process by which the UMSSW reports annually on the activities it has undertaken and progress it has made toward the objectives it adopts, as well as solicits recommendations for next objectives as well as amendments to the guiding structure (i.e., the vision, domains, and strategic goals/themes).

⁵ In many cases, objectives recommended by stakeholders relate to and advance goals within numerous domains. For example, development of a new course on structural oppression that will be required in the foundation year should advance goals for students, the explicit curriculum, as well as the culture and climate of the UMSSW – and necessitates action in the faculty domain. Moreover, some individuals are members of more than one domain – e.g., those who are faculty members who are also members of the administrative leadership.

1-1. By fall 2019, create a Communications Work Group comprised of faculty, staff and students, which is tasked with developing a plan to encourage communications at the UMSSW that are open, multidirectional, equitable, empowering, and timely by the spring of 2020. (C2, C4, C5)	Communications, Faculty Organization, Student Government Association, Staff Council, PhD Program
1-2. By fall 2019, develop a website to communicate and track UMSSW efforts to challenge racism and all forms of structural oppression, and to becoming a fully inclusive, equitable, diverse and multicultural institution. (C1, C2, C3, C4, C5)	Communications, DAO
1-3. By fall 2020, develop an online platform available to all members of the UMSSW community – including those without a UMSSW account (e.g., alumni, community members) – with meeting schedules and minutes. (C1, C2, C3, C4, C5)	Communications
1-4. By fall 2019, Title VII and Title IX processes should be transparent and communicated widely – e.g., on the UMSSW website, syllabi, new hire onboarding, and student orientation.) (C1, C2, C4, C5)	Communications, MPC, Academic & Student Affairs, HR, Student Government Association
1-5. Half of the restrooms in the UMSSW will be available to and adequately meet the needs of "everyone" (i.e., non-gendered) by the fall of 2020, with fully enclosed stalls with menstrual products, trashcans, mirrors, and other features necessary for full inclusion and accessibility. Trainings will be offered in the fall of 2019 and the spring of 2020 to help prepare faculty, staff, and students for this change. (C1, C2, C3, C4, C5)	Facilities, Dean's Office, Queer Community Alliance
1-6. The UMSSW will improve accessibility and adequacy of lactation rooms by, in the fall of 2019, ensuring clear communication about the availability of lactation rooms in every UMSSW building and other multi-use buildings on campus. By the fall of 2020, lactation rooms at the UMSSW will be fully functional (e.g., with a sink available). (C1, C2, C3, C4, C5)	Facilities, Dean's Office, MSW Parent Alliance
1-7. Conduct preliminary (ADA) accessibility audit of facilities and learning materials in the fall of 2019 to identify areas of preliminary action. Identify an accessibility consultant to conduct an ADAG Compliance Audit in the fall of 2020 toward development of a full accessibility plan. (C1, C3, C4, C5)	Student Services, Disabilities Workgroup, DAO, Facilities, MPC, IDEA Team
1-8. By spring 2020, develop a report on UMSSW procurement assessing the use and availability of local (i.e., Baltimore and Maryland), minority-owned, worker-owned, and ecologically sustainable sources – as opposed to, e.g., the use of labor that is incarcerated.	Facilities, Anti- Oppression Work Group, DAO
1-9. By spring 2020, implement mechanisms for staff, faculty, and students of both campuses (Shady Grove and Downtown Baltimore) to communicate, co-participate, and collaborate.	

1-10. By Fall 2020, create alternatives for sharing self-reflection.		

The faculty of the UMSSW will be

- (F1) Diverse, inclusive, and committed to creating communities of support;
- (F2) Committed to critical self-reflection, radical openness, cultural humility, growth and healing;
- (F3) Recognized and equitably valued for its diverse contributions at the UMSSW;
- (F4) Effectively able to facilitate learning, research, and practice in ways that challenge structures and impacts of oppression and promote social justice, equity, diversity, and inclusion;
- (F5) Dedicated to supporting efforts to make the UMSSW a fully inclusive anti-racism and anti-oppression multi-cultural institution.

Objectives	Responsible Parties & Key Stakeholders	Activities – Planned and Undertaken	Resources Needed
2-1. A cohort of ~10 faculty members will have the training and support necessary to teach the new course on structural oppression effectively beginning in the fall of 2020. (F1, F2, F4, F5)	Academic Affairs, MPC		
2-2. Training will be offered to <u>all</u> faculty on the content and facilitation of the new course on structural oppression by the spring of 2020, as it is likely to affect expectations and conversations in other courses. (F1, F2, F4, F5)	Academic Affairs, MPC		
2-3. A teaching support program will be developed beginning in fall 2019 to provide ongoing pedagogical support to teaching faculty – both full- and part-time – with a focus on effectively facilitating spaces that are brave and liberating. (F1, F2, F4, F5)	Academic Affairs		
2-4. A committee of research-oriented faculty will develop a process for assessing and reporting the extent of community benefit and engagement of UMSSW-supported research activities with a view to strengthening community capacity and control of research.	Faculty Executive Committee, Dean of Research		
2-5. In the fall of 2019, develop a joint staff-faculty training committee, which will routinize the "Fifth Friday" DAO trainings and organize other conversation circles that are open to faculty, staff, and students. (F1, F2, F4, F5)	Diversity and Anti- Oppression Committee, Faculty Organization, Staff Council		
2-6. By fall 2020, all faculty involved in hiring searches, appointments, promotions, and tenure decisions will participate in rigorous training on implicit bias so as to identify and mitigate one's own biases and potential biases in the processes of hiring and promotion. (F1, F2, F3, F4, F5)	Faculty Executive Committee, Dean's Office		
2-7. All faculty with supervisory responsibilities will participate in anti-oppression supervisor trainings beginning by the spring of 2020. (F1, F2, F4, F5)	Faculty Executive Committee, HR, Dean's Office		

2-8. Beginning in the spring of 2020, the Faculty Annual Review will include efforts to promote excellence in the facilitation of learning, research, and organizational and/or community practice in ways that promote social justice, equity, diversity, and inclusion. (F2, F3, F4, F5)	Dean's Office, HR
2-9. By spring 2020, develop criteria and process for promotion of clinical faculty. (F1, F2, F3, F5)	Faculty Executive Committee, HR, Dean's Office
2-10. Beginning in the fall of 2019, faculty web pages will be revised to include trainings, research, teaching, and practice related to social justice, equity, diversity, and inclusion. (F2, F3, F4, F5)	Communications
2-11. Beginning in fall 2019, solicit input from faculty of color and other minority faculty – both those who are at the UMSSW and those who have left – about ways that the School could better recruit, retain, and support minority faculty. (F1, F2, F3, F5)	Faculty Executive Committee, HR
2-12. By fall 2020, conduct an equity analysis of all faculty and faculty categories with a view to identifying inadequacies and inequities in compensation. (F1, F2, F3, F5)	Faculty Executive Committee, HR, Dean's Office
2-13. By the spring of 2020, all new faculty will participate in anti- oppression and undoing racism workshops at the beginning of their association with the UMSSW.	HR, Dean's Office, FO,
2-14. By the spring of 2020, implement mechanism to fully integrate adjunct faculty in decision making processes.	HR, Dean's Office, FO

The staff members of the UMSSW will be

- (SF1) Diverse, inclusive, and committed to creating communities of support;
- (SF2) Committed to critical self-reflection, radical openness, cultural humility, growth and healing;
- (SF3) Engaged in decision-making about its work and the school in ways that intentionally distribute power;
- (SF4) Respected and appreciated for their myriad contributions including through adequate and equitable compensation;
- (SF5) Supported by their supervisors and the broader HR infrastructure with opportunities for professional development and career advancement;
- (SF6) Dedicated to supporting efforts to make the UMSSW a fully inclusive anti-racism and anti-oppression multi-cultural institution.

Objectives	Responsible Parties & Key Stakeholders	Activities – Planned and Undertaken	Resources Needed
3-1. Beginning in the summer of 2019, develop a Staff Council, which would foster more effective communication with and among staff, and promote democratic participation and representation of staff members in decision-making that impacts their work and wellbeing, as well as the School.	Dean's Office, HR, DAO		

Diversity and Anti- Oppression Committee, Faculty Organization, Staff Council
Dean's Office, HR
Staff Council, HR, Dean's Office
HR, Dean's Office
HR, Dean's Office, Staff Council
Staff Council, HR, Dean's Office
Staff Council, HR, Dean's Office

The students of the UMSSW will be

- (ST1) Diverse, inclusive, and committed to creating brave learning spaces and engaging in courageous conversations;
- (ST2) Committed to developing critical self-reflection, radical openness, cultural humility, growth and healing;
- (ST3) Engaged proactively in decision making that impacts them;

(ST4) Dedicated to and able to demonstrate learning, both in the classroom and in the field, about the causes, manifestations, impacts, and personal connections to structural oppression – as well as the ways that social work practice can entrench or overcome these dynamics;

(ST5) Dedicated to supporting efforts to make the UMSSW a fully inclusive anti-racism and anti-oppression multi-cultural institution.

Objectives	Responsible Parties & Key Stakeholders	Activities – Planned and Undertaken	Resources Needed
4-1. By fall 2020, develop criteria and process for "priority registration" for classes and early consideration for field for students accepted to the MSW program who expect barriers that make course schedule or field placements especially challenging – e.g., health needs, criminal records. (ST1)	Student Affairs, Student Services, Admissions, Academic Affairs, Office of Field Education		
4-2. By fall 2020, the Office of Field Education will have a well-trained coordinator for "priority registration" students with barriers to field – e.g., disabilities, criminal records. (ST1)	Office of Field Education, HR		
4-3. Develop a class schedule that allows for preliminary implementation/offering of "cohort" model for Foundation practice courses beginning in the fall of 2020. (ST1, ST2, ST4)	Academic Affairs		
4-4. By spring 2020, faculty concentration/specialization chairs will coordinate and ensure coverage of student advising specific to the concentration/specialization. (ST3)	MPC, Curriculum Committees		
4-5. Develop a plan to reduce barriers for students with dependent children (e.g., child care, mutual aid), which can be piloted by the fall of 2020. (ST1, ST5)	MSW Parent Alliance, Student Services, with Title IV-E and Office of Field Education		
4-6. By spring 2020, develop plan to and determine implications of equalizing tuition costs for full- and part-time students who take the same number of credits during their time at the UMSSW. (ST1, ST5)	Administration (Finance), Student Affairs, Academic Affairs, with UMB		
4-7. By the beginning of the fall 2019 semester, clarify UMB policies related to student health insurance and care, identify barriers and gaps (e.g., when a student takes a leave from the program for health reasons). Communicate current policies to students and stakeholders, and advocate for closing gaps and removing barriers. (ST1)	Student Services		
4-8. By spring 2020, develop a student council on equity, inclusion, and social justice that represents diverse student groups and needs (e.g., as represented by SGA groups) through a democratic process. (ST1, ST2, ST3, ST5)	Student Government Association, Student Services		
 4-9. Develop and recruit sufficient student interest in a peer-to-peer mentorship program to begin in spring 2020, and expanded in fall 2020. (ST1, ST3, ST5) 4-10. By fall 2019, develop work-study position(s) for facilitation of student engagement in decision-making (e.g., faculty hiring), 	Student Government Association, Student Services, Admissions Student Services, HR		

as well as coordination of peer-to-peer mentoring and other		
student support.		

The administrative leadership of the UMSSW will be

- (L1) Diverse, inclusive, and committed to creating a community in which all members are heard based on their unique experiences, valued based on their various contributions, supported and held accountable;
- (L2) Committed to critical self-reflection, radical openness, cultural humility, growth and healing;
- (L3) Dedicated to modeling and promoting a culture of humility and healing, in which transgressions are acknowledged and addressed
- (L4) Committed to empowering members of the community through open communication, transparency, and inclusive decision-making;
- (L5) Dedicated to supporting efforts to make the UMSSW a fully inclusive anti-racism and anti-oppression multi-cultural institution.

Objectives	Responsible Parties & Key Stakeholders	Activities – Planned and Undertaken	Resources Needed
In the fall of 2019, when announcing the results of the Task Force and climate survey(s), as well as the (re)new(ed) commitment of the UMSSW to challenging racism and all forms of oppression, acknowledge past harms caused – intentionally and unintentionally – by the acts of commission and omission by the UMSSW and its leadership. (L1, L2, L3, L5)	Dean's Office, SWAG, DAO		
By the end of the fall 2019, the UMSSW leadership will acknowledge the goals and objectives that is assuming for the next 12 months in relation to the Task Force and climate survey(s), and specify the accountability measures to achieve them.	Dean's Office, SWAG,		
Beginning by the spring of 2020 members of administrative leadership will participate in training on (1) history and dynamics of structural oppression, (2) implicit bias, (3) effective and empowering supervision, and (4) confronting oppression within organizational policy and practice. (L1, L2, L3, L4, L5)	Dean's Office, SWAG, DAO		
Beginning in the fall of 2019, the administrative leadership of the UMSSW will hold two meetings annually, which are open to faculty, staff and students, to provide greater transparency on the School's budget and the process through which it is developed. (L4, L5)	Administration (Finance), Dean's Office		
Beginning in the fall of 2019, the administrative leadership will host two "Dinners with the Deans" each semester. (L1, L2, L3, L4, L5)	Dean's Office		
Beginning in the fall of 2019, each Dean will hold at least one open "office hour" each week. (L1, L2, L4, L5)	Dean's Office		

A detailed organizational chart, which includes names, pronouns, roles and contact information, will be posted on the UMSSW website by the fall of 2019. (L4)	Communications, Dean's Office	
website by the fall of 2019. (L4)		

The (explicit) curriculum of the UMSSW will

- (EC1) Rigorously prepare students to challenge the structures and impacts of oppression, and to advance well-being, equity, and social justice across difference in a diverse society;
- (EC2) Challenge students to develop critical self-reflection, radical openness, cultural humility, growth and healing;
- (EC3) Highlight the voices and contributions of people and communities that have been marginalized and excluded.

Objectives	Responsible Parties & Key Stakeholders	Activities – Planned and Undertaken	Resources Needed
6-1. At least two sections of a new 15-week course on structural oppression will be offered in the fall of 2019 and in the spring of 2020. (EC1, EC2, EC3) (ST2, ST4, ST5)	Academic Affairs, MPC		
6-2. All students entering the program in the fall of 2020 will complete an online prerequisite that introduced them to the history and dynamics of structural oppression. (EC1, EC3) (ST2, ST4, ST5)	Academic Affairs, MPC		
6-3. Beginning in the fall of 2019, the foundation field placement will include a required field seminar component facilitated by field liaisons, which will bring together ~10 students for at least 90 minutes each month and have an explicit focus on issues of critical self-reflection, diversity, and anti-oppression practice. (EC2, EC1) (ST2, ST4, ST5)	Office of Field Education, with Field Committees, Alumni Office, HR, IDEA Team		
6-4. By the beginning of the fall 2019 semester, components of the Electronic Field Notebook (EFN) – including monthly report and process recording templates – will be modified to explicitly encourage students to reflect on issues of diversity, structural oppression, and social justice. (EC2, EC1) (ST2, ST4, ST5)	Office of Field Education, with Field Committees and IDEA Team		
6-5. By spring 2020, assess and enhance content related to the causes, manifestations, impacts, and means of overcoming structural oppression in foundation courses based on the new course on structural oppression. (EC1, EC2, EC3) (ST2, ST4, ST5)	Foundation Committee, with MPC		

IMPLEMENTATION, ASSESSMENT, AND ONGOING REVISION

As we synthesized the recommended objectives, the Subcommittee identified "Responsible Parties and Key Stakeholders" – those who would be best positioned to identify and lead necessary actions. Take, for example, the following objective:

6-3. Beginning in the fall of 2019, the foundation field placement will include a required field seminar component facilitated by field liaisons, which will bring together ~10 students for at least 90 minutes each month and have an explicit focus on issues of critical self-reflection, diversity, and anti-oppression practice.

Neither the Subcommittee nor the Task Force had the requisite knowledge to identify the activities, resources, and timeline needed to advance this objective. Instead, we believed that the Office of Field Education is best positioned to do so.⁶

After objectives are adopted by the UMSSW, the Subcommittee recommends this as the next step in the planning process: identify and empower those with both the expertise and mandate to determine and implement activities necessary to achieve the objectives, as well as to assess the resources and timeline needed for implementation. Together, they become an Implementation Team. The Subcommittee believes this to be critically important. The Task Force reviewed numerous reports and plans as it developed the vision, domains of attention and action, and strategic goals/themes articulated above. These reports and plans all seemed to lack a mechanism for implementation; they described what to do, but did not articulate how to do it or who would be responsible. While most of the work will take place separately – by the responsible parties and key stakeholders – the Subcommittee recommends quarterly open meetings of the Implementation Team, which would provide an ongoing structure for assessment and furthering of progress.

Because the objectives identified by the Subcommittee were developed to be achievable in the next 12-18 months, additional objectives will need to be developed in the spring of 2020. Some will follow directly from those identified above – e.g., as the new course on structural oppression continues to be scaled. Other successes will lead to new opportunities – e.g., as a Staff Council is developed, the staff will be better positioned to identify and organize for goals and objectives it identifies for itself. In addition, the Subcommittee recommends that Equity Action Group and Diversity and Anti-Oppression (DAO) Committee solicit feedback in various forms to reach as wide and representative feedback as possible when developing objectives for the next period – i.e., academic year 2020/21.

⁶ This became clear to Subcommittee members when the Office of Field Education's representative to the Task Force quickly identified five specific activities toward this objective. (See Appendix A).

Appendix A

Domains of Attention and Action within the UMSSW	Objectives	Responsible Parties & Key Stakeholders	Activities (to be developed by responsible parties and key stakeholders)
The (explicit) curriculum of the UMSSW will (EC1) Rigorously prepare students to challenge the structures and impacts of oppression, and to advance wellbeing, equity, and social justice across difference in a diverse society;	6-1. At least two sections of a new 15-week course on structural oppression will be offered in the fall of 2019 and in the spring of 2020. (EC1)(EC2)(EC3) 6-2. All students entering the program in the fall of 2020 will complete an	6.1. Academic Affairs, MPC 6.2. Academic Affairs, MPC	6-1.1. Identify and assemble a cohort of 2-4 faculty members who will develop and facilitate a new 15-week course on structural oppression in academic year 2019-2020. 6-2.1. FO will vote to require the online "History of Oppression" course as a program prerequisite by the
(EC2) Challenge students to develop critical self-reflection, radical openness, cultural humility, growth and healing;	online prerequisite that introduced them to the history and dynamics of structural oppression. (EC1, EC3)		fall of 2020. 6-2.2. Identify and assemble a cohort of faculty/staff to revise and update the online "History of Oppression" course with greater focus on the Baltimore region.
(EC3) Highlight the voices and contributions of people and communities that have been marginalized and excluded;	6-3. Beginning in the fall of 2019, the foundation field placement will include a required field seminar component facilitated by field liaisons, which will bring together ~10 students for at least 90 minutes each month and have an explicit focus on	6-3. OFE, with Field Committees, Alumni Office, HR, IDEA Team	6-3.1 Recruit 50 field liaisons who are committed to facilitated effectively a monthly field seminar with ~10 foundation students. 6-3.2. Develop and facilitate an intensive training for field seminar liaisons in late-

issues of critical self-		July/early-August to prepare
reflection, diversity, and		them for successful
anti-oppression practice.		facilitation of monthly
(C2)(C1)		seminar meetings.
		6-3.3. Develop field seminar
		curriculum for monthly
		synchronous online field
		seminar meetings.
		semma meetings.
		C 2 4 Decimate field
		6-3.4. Designate field
		seminar liaisons as adjunct
		instructors.
		6-3.5 Identify and prepare
		platform for synchronous
		online field seminar
		meetings.
6 4 5 4 14 2040		6-4.1. Modify process
6-4. By August 1, 2019,	6-4. OFE,	recordings, monthly reports,
components of the	with Field	and other components of
Electronic Field Notebook	Committees	the EFN to explicitly
(EFN) – including monthly	and IDEA	encourage students to
report and process	Team	reflect on issues of diversity,
recording templates – will		structural oppression, and
be modified to explicitly		social justice.
encourage students to		555.01 justice.
reflect on issues of		
diversity, structural		
oppression, and social		
justice. (C2)(C1)		
	6.5	
6-5. By January 2020,	6.5	
assess and enhance	Foundation	
content related to the	Committee,	
causes, manifestations,	with MPC	
impacts, and means of		
overcoming structural		

oppression in foundation courses based on the new course on structural oppression. (C1)(C2)(C3)		

RECOMMENDATIONS FOR EQUITY WORK AT THE SCHOOL OF SOCIAL WORK

- 1. The SSW should hire a Full-Time Equity Officer who devotes their time to equity work. Search committee members should be chosen based on interest, commitment, and experience with equity work and be representative of the SSW stakeholders.
- 2. Make a restorative practice facilitator available to all faculty, staff, and students throughout the SSW.
- 3. Mandatory school-wide training for all SSW faculty/staff from People's Institute for Survival and Beyond.
- 4. Recommend that the SSW administration find a way to make these trainings as unavoidable as possible, i.e. put it in hiring contract/ racial equity training at HR orientation, or heavily incentivize it in University promotion requirements.
- 5. Have a strong list of the different SSW administrative/HR roles that need to continually meet with Equity Officer.
- 6. It is recommended that the SSW and EAG should access external experts on equity. Groups should be nominated by the EAG (and their represented stakeholder groups). Those external expert should be nominated and then vetted for ethical, legal, and qualitative standards by the SSW and EAG.
- 7. Enable a process (such as on the website) to allow people to give feedback regarding the culture and climate of the SSW. Feedback should be monitored by the full-time Equity Officer and feedback should be accessible to public review on the website.
- 8. The SSW website should include a method to access the final report of the Equity Task Force.

TASK FORCE LESSONS LEARNED

- The Equity Action Group (EAG) should focus on recognizing/deconstructing white supremacy.
- White members of the EAG should participate in an activity based on the "Me and White Supremacy" workbook.
- The importance of identifying members of the EAG through the process outlined in the stakeholder subcommittee report.
- Appoint a person to be able to mediate the hurts that happen within the EAG.
- It is important to provide clarity on the purpose of the EAG at the first session.
- Decisions should be made democratically in the EAG and documented so that there is a written transcript of decisions made and actions taken.
- EAG should report to the Equity Officer.
- All EAG members should undergo training on structural racism, implicit bias, and equity work to include race, class, gender, religious orientation, sexual orientation, and gender identity. Training should be offered by an expert consultant with the outcome being an action plan that addresses equity at the SSW.
- Group norms should be established during the first EAG meeting.
- A person should be identified to take notes and send out minutes of all EAG meetings.
- External organizations with expertise in equity/racial equity should be accessed as needed for training, consultation, and collaboration.

APPENDIX A: TITLES OF PRIOR EQUITY REPORTS AND RELATED LINKS

The Equity Reports can be found by accessing the hyperlinks below.

Equity Reports from 1990-2018

- 1990 Task Force Report Building Bridges
- 2016 UMB Climate Survey
- 2016-2017 Ombudsman Report
- 2017 Achieving Inclusive Excellence Report
- 2017-2018 Infographics
- 2018 CSWE Response Letter
- 2018 Dean Richard Barth Complaint Response Letter to CSWE
- Summary of Diversity and Inclusion Efforts at the SSW

APPENDIX B: MINUTES FROM TASK FORCE MEETINGS

DAO Sub-Committee Training for Faculty, Staff & Students Meeting Minutes 11-15-17

Discussion:

In order to begin developing Diversity and Anti Oppressive training content for faculty, staff, and students, this sub-committee decided it would be imperative to outline a structure for implementing training sessions.

Faculty and Staff Structure:

- 1. Required onboarding for incoming faculty
 - Start Date??
 - Include Human Resource Department on this discussion. This would provide more clarity on what incorporating DAO training content into the on-boarding process would entail.
- 2. Professional Development Day
 - Professional development day is held on the 5th Friday of every month that has a fifth Friday, in the School of Nursing. This is recommended for adoption in the SSW. (During the Spring 2018 semester there are two fifth Fridays--three professional development days were held).
- 3. All staff meeting
 - All staff meetings are held annually
 - Reserve a portion of the meeting for Diversity Anti-Oppression training
- 4. Transformational Experiences
 - People's Institute for Survival and Beyond

Concerns:

Requiring faculty and staff to attend mandatory trainings is a challenge. As a result of the aforementioned, the above training structures are being proposed.

Student structure:

- 1. New student orientation
- 2. New MPC/DAO 3 credit course
- 3. Transformational Experiences
 - People's Institute for Survival and Beyond

For additional details regarding Diversity and Anti- Oppression training structure, refer to DAO structure chart.

Next Meeting:

- TBD
 - o Doodle poll will be emailed to gauge availability
- Discuss training content for each target audience (Faculty, Staff, and Students)
- Discuss post assessment structure
- Review training structure chart

DAO Subcommittee Training for Faculty, Staff & Students Meeting Minutes 1-19-18

Discussion(s):

Following reviewing the meeting minutes from the DAO sub-committee meeting on November 15, 2017. Sub-committee explored the idea of focusing endeavors on growing the training opportunity for faculty and staff at this time. Rationale for the aforementioned is based off of multiple factors:

- Details to develop and implement training for students in addition to students at this time is a task that expands beyond the current academic semester
- Other initiatives within the SSW are underway to create a learning narrative for students regarding various other forms of oppression.
 - Acknowledgment was made of the importance of training opportunities for students.

Sub-committee members in attendance of the January 19, 2018 meeting reviewed the structural framework that was discussed during the November 15, 2017. In addition to the aforementioned sub-committee reviewed the agenda on *Implicit Bias Training* that was held at University of Maryland, Baltimore School of Nursing (SON). Discussion was held surrounding possibly adopting this training for the SSW and building upon this training for the future.

- This document is included in the DAO sub-committee google drive file.

Opportunities for training include:

- Professional Development Day
 - o March 30th
- SSW annual all staff meeting
 - o August 2018
- New Hire Onboarding
 - o Consult SSW Human Resources (HR) for further guidance

Given the interest in implementing a training/learning narrative for faculty and staff before the end of the current 2017-2018 academic semester, discussion was held around creating a professional development day during the month of March 2018.

University of Maryland, Baltimore School of Social Work Faculty and Staff Professional Development Day

Diversity and Anti-Oppression/Implicit Bias Training

Date: March 30th 9-12:30

Time: 9:00 a.m. - 12:30 p.m.

Location/setting:

- 1. SSW Bld-Auditorium; classrooms for break out
- 2. SMC-various rooms for break out

Concern regarding hosting the professional development day in the SSW building is which location would be able to be utilized for small group discussions?

Structure (tentative):

- Half a day of training 9:00 a.m. 12:30 p.m.
- Break Out sessions
 - o Duration of each session an hour and a half (1.5 hrs)

Professional Development Day Agenda (tentative):

8:30 a.m.-9:00 a.m. Continental breakfast

9:00 a.m. – 10:00 a.m. Introduction/Welcome/Purpose(Faculty & Staff)

<u>Objective/Purpose:</u> Foundation setter; Ice breaker; courageous conversation; discuss the importance of diversity and inclusion within the SSW; introduction to various breakout sessions.

Potential Facilitators:

- SSW staff member (no specific department was discussed)
- Glenn Singleton
- Dr. Tanya Sharpe
- Dr. Wendy Shaia

Suggestions:

- -Positionality and power dynamics were discussed, as a result, it is being suggested that the foundation setter(s) be individuals who not only are capable of holding the space and facilitating a safe space. Foundation setter(s) should be individuals whose professional standing within the SSW would not stifle the participation of the attendees.
- -In addition to having the foundation setters consist of both faculty and staff; it was discussed possibly having one or two SSW students, come and speak briefly to the faculty and staff the importance to the student body that the SSW faculty and staff partake in this training/professional development day and future trainings.
 - Objective/purpose: ensuring that the SSW community moves towards being more diverse, inclusive and non-discriminatory.

10:00 a.m. – 10:15 a.m. Break/transition period to break out sessions

10:15 a.m. – 11:45 a.m. Breakout sessions

Session One:

- *Topic:* Invisible Barriers/Bias
- *Objective:* The session will explore the invisible influences that can affect our learning and professional conduct. Specifically, I will address two psychological dynamics. The first is implicit bias which will be defined and explained. The second is called stereotype threat—I will explain how this dynamic can influence our behavior due to our personal fear of confirming negative group stereotypes. This session will discuss together how implicit bias and stereotype threat can work to create a negative learning environment.
- Facilitator: Russell McClain, UMB-School of Law Associate Dean Diversity and Inclusion

Session Two:

- · Topic: Creating Positive Work Spaces: Avoiding Micro-aggressions in Everyday Life
- *Objective:* This micro-aggressions presentation is a very gentle way of presenting bias to participants at all levels of self-discovery and reflection as it relates to cultural competence. This session challenges professionals to put discomfort aside and make an introspective examination of their inherent bias in hopes that they can be reflective and make the necessary changes needed to best interact with colleagues and serve students.
- · *Facilitator:* Courtney J. Jones Carney, Director of Inter-professional Student Learning and Services Initiatives (ISLSI)

Session Three:

- · *Topic:* Privilege Walk / Fairness Triangle Room
- *Objective:* Privilege will be fully defined. We will talk about what helps people feel like they have been treated fairly as well as having been heard. We will also address the different types of privilege and discuss how they impact our perspective.
- Facilitator: Dr. Laurelyn Irving, UMB, University Ombudsperson

11:50 a.m. – 12:30 p.m. Lunch & Debriefing/Discussion

Structure:

1. Small groups tables consisting of individuals who participated in different breakout sessions, ratio of participants and facilitators should be balanced

<u>Questions/Things to consider:</u> Once participants of the professional development day are in their assigned small groups, who would be the facilitator of the debriefing/discussions?

- Facilitators of the three breakout sessions?
- Other SSW faculty who are knowledgeable and comfortable with the content of the training?
- Number of facilitators of small groups would be contingent upon, number of participants who attend the professional development day.

<u>Objective/purpose:</u> create a space that will allow for more in-depth conversation regarding the discussions held during individual breakout sessions. Given the various areas of concern

surrounding a lack of diversity and inclusion within the SSW, it could be challenging and potentially unproductive to have a debriefing/discussion as a larger group. Having groups that are comprised of individuals who participated/sat in on different breakout sessions could result in multiple perspectives/narratives during the debriefing/discussion section.

- 2. Preset discussion questions
 - Have an individual from each small group also record/document their respective group's feedback to the predetermined discussion questions.

Feedback/Training metric:

• Have each participant complete a survey that will provide feedback on the respective breakout session participants attended. Also, have participants complete a survey that will provide feedback on the professional development day structure and effectiveness.

Suggestion: Have one survey that would include survey questions pertaining to both the breakout sessions and the professional day experience.

Follow up:

Logistics

- what would this look like/entail
- Frequency of follow up?

Suggestions: Transfer learning tip sheets for participants

Logistics:

- Budget?
 - Would SSW have to provide payment to the facilitators of the breakout sessions, given that the individuals are current employees of University of Maryland, Baltimore?
 - Food (continental breakfast/lunch)

***Prior to discussing adopting the implicit bias training/workshop that UMB, SON facilitated in October 2017, sub-committee discussed potential activities that participants of the professional development day could complete: ***

- 1. Reflective activities
- 2. Implicit bias

Action Items:

Item No.	Action Item	Action Officer	Date Opened- Due Date	Status
1	Distribute minutes to DAO sub-committee	Geneen	1/19/18- 1/26/18	

	Obtain feedback/suggestions from other committee members			
2	Email DAO co-chairs Possibly having some time on the next DAO general body meeting to solicit feedback from other staff and faculty on additional suggestions/feedback.	Geneen	1/19/18-	
3	Contact/book implicit bias training facilitators (contingent upon consensus to implement implicit bias training.	TBD		

DAO Subcommittee Training for Faculty, Staff & Students Meeting Minutes

Date: March 16, 2018 Time: 1:00 p.m.- 2:30 p.m.

Attendees: Geneen Godsey, Jennifer Kelman, Megan Meyer, and Theresa Washington

Discussion:

-Sub-committee reviewed meeting minutes from January 19, 2018, and the tentative agenda for University of Maryland Baltimore School of Social Work first "professional development day/implicit bias day training" for faculty and staff. Discussing the purpose, objectives and prospective outcomes of the training and the intention to institutionalize similar DAO sponsored trainings, sub-committee members explored the following:

- 1. Postponing DAO (Diversity Anti-Oppression) committee "professional development day/implicit bias day training" for SSW Faculty and staff.
 - a. *Pros:* Will allow for additional planning time, to outline the framework of the training.
 - b. *Cons:* Planning endeavors will lose momentum particularly considering that participation within the DAO sub-committee is voluntary. In an efforts to deter the aforementioned, sub-committee discussed option two, noted below.
- 2. Inviting Russell McClain, Associate Professor and Associate Dean for Diversity and Inclusion at University of Maryland Baltimore Law School to facilitate the <u>Seeing the Invisible: How Implicit Bias and Other Factors Can Impede Teaching, Learning, and the Delivery of Professional Services.</u> Professor McClain facilitated this training at the Diversity Speaker Series for the Diversity Advisory Council (DAC) on November 9, 2017 at the University of Maryland Baltimore SMC Center. Subcommittee discussed inviting Russell McClain to facilitate this training at the School of Social Work annual All Staff Meeting in August 2018.

To review the faculty bio of Professor McClain, please review the link below http://www.law.umaryland.edu/faculty/profiles/faculty.html?facultynum=492

- a. *Pros:* Offering this training for SSW Faculty and Staff will begin to lay a foundation that University of Maryland Baltimore School of Social Work is aiming to be an anti-racist academic institution.
- b. *Cons:* Training may not be able to meet the needs of the SSW community to create an anti-racist school climate.

-Sub-committee discussed drafting a proposed framework of the training to be presented to the DAO general body members during the upcoming DAO meeting on Monday, April 2nd. Following the DAO April 2nd meeting, DAO Sub-committee on Training will collaboratively draft a proposal for upcoming training series that will include facilitators, budget request, and other event logistics. The training/event proposal will be provided to the DAO co-chairs to potentially be presented to Dean Barth. Given that this subcommittee is within the DAO larger committee, in order to ensure cohesion it was discussed that it may be fruitful to have DAO co-chairs present the proposal to Dean Barth.

-Purpose of training framework is to obtain feedback from fellow DAO committee members on the proposed framework for training series. The framework will guide the proposal phase of this initiative.

-If integrating the training on <u>Seeing the Invisible: How Implicit Bias and Other Factors Can Impede Teaching, Learning, and the Delivery of Professional Services</u> into the SSW All Staff Meeting is not feasible, **sub-committee discussed moving forward with rolling out/presenting the proposed framework on trainings for the upcoming 2018-2019 academic year at the August 2018** *All Staff Meeting***. The objective of trainings such as that on racial biases is to ensure that respective trainings on various biases that hinder workplace inclusivity are institutionalized in order to improve the academic climate.**

-Next DAO sub-committee on training meeting would include discussion of prospective training facilitators, cost and logistics that would potentially be presented at the final DAO general body meeting on Monday, April 30th.

SSW Professional Development Training Day Framework (tentative)

The DAO sponsored <u>"professional development day/implicit bias day training"</u> will include a total of three (3) training sessions that expand across a given academic year.

Learning objective(s)/Outcome(s):

-Using an anti-racist lens, School of Social Work faculty and staff will be able to develop skills that will support with increasing self-awareness of racial bias that impeded/hinder an academic setting/work environment from being inclusive and anti-racist.

Facilitators:

- -It would be beneficial if facilitators have an understanding of the Social Work profession.
- -To better achieve the above outcomes, DAO sub-committee members discussed the benefits of having outside facilitators and organizations facilitate the training sessions.

<u>Benefits:</u> Neutral party and allows for better management of the institutional power dynamics.

<u>Potential power dynamics</u>- concerns that participants will be apprehensive to be transparent and communicative about incidents of a lack of inclusion and racism within the SSW because of potential backlash from individuals in a supervisorial position.

**Facilitators/Organizations that were explored consisted of People's Institute for Survival and Beyond (PISAB) Undoing Racism Workshop- Facilitator Dr. Kim https://www.pisab.org/programs; Baltimore Racial Justice Action Network (BRJA)-Facilitator A. Adar Ayira http://bmoreantiracist.org/about-brja/bios/; Leaders of a Beautiful Struggle (LBS) http://bbsbaltimore.com/. The aforementioned is not a complete list of outside facilitators. **

Date(s):

-September 28, 2018; January 25, 2019 and April 26, 2019 (tentative).

The tentative dates noted would be training dates to span over the upcoming academic year (2018-2019).

Location:

- -UMB, School of Social Work
- -University of Maryland Baltimore SMC Campus Center.
- **Opting to have the SMC Campus center host the trainings would influence the expense incurred for reserving meeting space and food.**

Audience:

-SSW community (faculty and staff). Given efforts to improve the SSW climate, it was discussed to reserve the DAO sponsored trainings for the SSW faculty and staff.

Cost:

• Facilitators- Given the discussion surrounding consulting with outside organizations to facilitate the training, research on cost to bring outside facilitators in will need to be conducted. Being mindful of other associated cost for facilitators

Please refer to SSW Outside Facilitator Grid document in the <u>"DAO Sub-committee on Training 2017-2018"</u> folder.

• Food/Beverages- Dean Meyer shared that Dean Barth is willing to allow funding to be allocated for food during the training.

**As the subcommittee has explored organizing three trainings over the course of an academic year. Budgeting the cost of food for each training will need to be explored. (example, will the budget tentatively allocated for food/beverages be reduced to allow for funding to be reserved to pay for facilitators.

Assessment Metric:

- -Sub-committee members were unable to explore the structure of the assessment metrics to be used to gauge participants feedback on training day and the effect impact the respective training would have on individuals and within departments of the SSW.
- -A feedback form the University Of Maryland Baltimore School Of Nursing (SON) used to obtain participant feedback from their Implicit Bias Day Training can be found under the "Assessment Metric" folder within the "DAO Sub-committee on Training 2017-2018" drive. This form can be used as a guide for this sub-committee to create a feedback/assessment form for DAO sponsored trainings.

Next Steps/Action Items:

See Action Item Grid Below

Resources:

University of Maryland Baltimore County (UMBC)

"Workplace Learning and Wellness Fall 2017 Diversity Workshops"

www.umbc.edu/training

UMBC has facilitated trainings on workplace wellness, the above URL will take you to the website that will provide more information on such trainings. This resource can be helpful in steering the training framework for UMB, SSW.

Action Item(s)

Item	Action Item	Action Officer	Date Opened-Due Date
No.			

1	Type/upload minutes to Google drive	Geneen	March 16 th -March 23rd
2	Create/upload training facilitator grid to google drive	Geneen	March 16 th -March 23 rd
3	Training Framework Draft	Dean Meyer	March 16 th - April 2 nd
4	Research training facilitators/Cost	Subcommittee members	March 16 th -April 9 th
5	Create/email Doodle poll	Geneen	March 16 th - March 26 th
6	Email DAO co-chairs regarding April 2nd agenda- subcommittee will like to share training framework	Geneen	March 16th-March 26th

FYI-

Upcoming meeting dates-DAO General body meeting(s)

- Monday, April 2nd, 12-1:30pm Location: Room 2W11
 Monday, April 30th, 12-1:30pm Location Room 2E02

Diversity and Anti-Oppression Committee Minutes from meeting on 9/17/18, 12:15-1:45pm Room 3E04

Attended: Laura Loessner, Lauren Siegel, Jeff Singer, Dawn Shafer, Marcela Mellinger, Gail Betz, Sophie Sieback-Glover, Geneen Godsey, Theresa Washington, Chelsea Gray, Mary Hodorowicz, Janice Hicks, Megan Meyer, Kimberly Saunders, Scott Stafford, Paul Sacco, Fernando Wagner (co-chair), Adam Schneider (co-chair)

MINUTES

The meeting was conducted according to the agenda. Agenda items are highlighted in an italic font. A discussion summary follows each item and action items are highlighted in a bold font.

- Welcome and Introductions
 - Participants introduced themselves in a round of presentations.
- 2. Review of 2017-18 Goals and Activities.
 - a. Promote diversity and anti-oppression training for faculty, staff, and students
 - i. Faculty open space sessions
 - ii. Jeff Ash, SON Associate Dean Diversity & Inclusion joins SSW as a consultant to work with HR and DAO on developing a Diversity and Inclusion Plan
 - b. Create more inclusive spaces at the UMSSW
 - i. Campus HR launches "Career Chats" for SSW staff
 - ii. Water-gallon games
 - c. Encourage various interactions among diverse members of the UMSSW community
 - i. Faculty spotlights" added to webpage
 - ii. "Staff spotlights" added to webpage
 - d. Develop a required 3-credit course on diversity and anti-oppression content (with MPC)
 - New 1-credit course "Communicating and Assessment Across Cultures" offered in spring term
 - ii. Fall 2018, new Diversity and Anti-Oppression course pilot implementation

Note: Please refer to DAO committee report.

- 3. Current Events and Opportunities
 - a. Engaging and Inclusive Spaces

Matt Conn, Assistant Dean of Communications, presented ideas on how the SSW can use available spaces (walls, elevator doors, façade, etc.) to promote inclusiveness and engagement.

In the discussion, members asked about mechanisms to promote participation in the decision-making process, and requested a degree of transparency. In addition, it was requested that local artists and communities be included as partners and providers of art products, in alliance with SSW partnerships (e.g., Promise Heights). We would like to see that students are encouraged to contribute. A DAO-subcommittee will be created to

facilitate committee involvement. Fernando Wagner will collaborate with Matt to convey all potential members so we cast a wide net of ideas and proposals in search for consensus about immediate steps. DAO members who expressed interest in participating are Lauren Siegel, Dawn Shafer, Theresa Washington, Mary Hodorowicz, and Kimberly Saunders

b. CSWE Site Visit: 9/19-20 Meeting with DAO on 9/19 at 3:30pm-4:45pm Both Adam Schneider and Fernando Wagner will meet with the visitors. All other members are invited to attend. Meeting will take place in Rm 5E11.

4. Setting Priorities for 2018-19

The first priority was the creation of an actionable plan. The discussion opened with comments about the need to have a diverse & inclusive planning process, which would facilitate stakeholder buy-in. One of the questions that need to be answered is the extent to which the political will exists in the SSW for such a planning process to occur. The co-chairs of DAO need to have conversations with the Dean to figure out best ways in which DAO can engage in the planning process. For example, to determine the role of DAO and the relationship with the consultant for developing the School's Diversity and Inclusion Plan. A consensus was formed that DAO can collaborate in the plan but cannot undertake the leadership and actual development of the plan. Instead, DAO's best contribution is to serve as engagement promoter and as engagement accountability agent. We want a plan that is actionable, with a realistic assessment of needs and resources, which involves all and every stakeholder group (Students, Staff, Faculty, Leadership, Alumni, Advisory Board, Community Partners).

A number of questions were posited about the consultant for Diversity and Inclusion, and a request was made to have periodic (e.g., quarterly) updates, but many members wanted to gain more clarity about the role and availability of Mr. Jeff Ash. Furthermore, we need to know what plan model is proposed to use.

There was consensus for DAO to engage with MPC in relation to the Diversity and Anti-Oppression course as our second priority for the year.

A third priority was to maintain a subcommittee that will work on inclusive spaces, as mentioned earlier, with Matt Conn.

A call was made to make sure there is ample representation of students and staff in the DAO committee but no actionable agreements were established. This prompted discussions about the need to ensure diversity among staff and faculty. Fernando Wagner and Laura Loessner informed DAO that they are members of two current search committees (Tenure Track and Clinical) and that the committees have an intentional focus on increasing diversity of the faculty and broadening expertise in anti-oppression practice. Brief updates will be provided at future DAO meetings about the current faculty searches.

A fourth priority, which is connected to and necessary for expansion of the new Diversity and Anti-Oppression course and infusion of related content, will continue to be promotion of trainings related to oppression and teaching of anti-oppression practice.

Given the added focus of plan development (which should bring together diverse stakeholders), the committee decided to deprioritize the creation of opportunities for engagement of diverse members of the school community. Instead, the DAO will attempt to promote already occurring opportunities among the various members of the UMSSW community.

5. 2018/19 Meeting Dates

It was established that the meeting dates for the DAO committee be the 3rd Monday of every month, with opportunity to teleconference for those unable to attend in person.

DAO Training Sub-Committee Meeting Minutes December 7, 2018 11:00 am - noon

Meeting Attendees: Megan Meyer, Adam Schneider, Mary Hodorowicz, Janice Hicks, Theresa Washington, Jennifer Kelman, Laura Teetermoran

A. Review Committee Scope and Focus:

The group reviewed and reconfirmed the previously agreed upon scope and focus of the DAO Training Sub-committee, as outlined below.

<u>DAO Training Sub-committee Focus</u>: The promotion and active advancement of diversity, inclusion, equity and anti-oppression training for faculty, staff and students.

Specialized/targeted training will be developed and offered to meet the unique needs of each audience as appropriate. In addition, there will also be opportunities for all members of the SSW community to participate in learning sessions together.

<u>Targeted Training for Faculty</u>: Designed to strengthen teaching and facilitation skills related to diversity, inclusion, equity and anti-oppression in social work practice.

<u>Training for ALL members of SSW Community</u>: Designed to increase self-awareness, knowledge, and understanding related to diversity, inclusion, equity and anti-oppression within the SSW community.

B. Review Existing Training Plan:

- The training plan, previously developed by the training sub-committee, was reviewed and discussed. The group confirmed that the existing plan provides a good foundation for shaping structure, content and follow-up efforts moving forward. There is recognition that to be most effective and impactful, learning opportunities should build on a continuum beginning with foundational knowledge, and then moving to self-awareness, actionable techniques/strategies, and finally, transfer of learning support and follow-up.
- Group acknowledged the importance of providing training opportunities that are targeted to specific audiences to meet unique needs/concerns, and also allow for greater comfort and freedom in sharing thoughts and experiences.
- Discussed the goal of creating a culture and climate where SSW community members, regardless of their role and existing power dynamics, feel safe, empowered and supported in calling out instances of oppression, inequity, micro-

- aggressions, etc. It was pointed out that it is especially important for members in majority groups to speak up. Buy in from Dean Barth will also be critical.
- Those on the Strategic Planning Committee, led by Dr. Ashe, reported on the last meeting and the progress of the group.

C. Implicit Bias Training Debrief

Sub-Committee thoughts/observations included the following:

- o Great to see a full room with mix of faculty, staff, and students in attendance.
- Use of Poll Everywhere was effective and impactful. Allowed participants to share anonymously and identify commonalities and differences in responses across the group.
- Small group discussion allowed those who may not regularly interact to share thoughts and experiences. Acknowledged that some participants may not have felt comfortable sharing in the small group setting.
- o It was a good idea to have food, especially given the time of the session. Agreed that future sessions should also provide lunch/refreshments for participants (as the budget allows).
- Dr. McClain was able to navigate the discussion with skill, humility, and authenticity which seemed to be appreciated by those in attendance.
- Discussed how to incentivize and institutionalize the training for faculty in particular, to increase commitment and engagement.

Feedback from Participants:

- Overall, the feedback from participants was positive. Faculty, staff, and students did not differ significantly in reported feelings about the experience.
- o Many participants indicated a desire for a longer, more in-depth training.
- It is clear that participants were at different levels of understanding and awareness with regard to this topic. Points to need for a foundation, baseline training for all that clearly defines important, relevant terms and concepts (implicit bias, explicit bias, racism, stereotype threat, micro-aggressions, etc.).
 This might be best accomplished by developing a brief "primer" video.
- o Dr. McClain was very well received.

D. Actions Steps/Assignments

- Training Dates for Remainder of Academic Year Established: March 29th and May 31st
 - o Possibly offer a morning and afternoon session on both days, with lunch provided.
 - o May 31st could potentially focus on faculty and March 29th could be open to all.
 - o Topic/content/format will be finalized after meeting with Dr. McClain
- Schedule Meeting with Dr. McClain to Plan Two Sessions: Jennifer will contact Dr. McClain re: his availability to meet after the winter break.
- Identify and/or Develop a Primer Video:
 - o Dr. McClain will make recommendations.
 - o Committee members are also welcome to search and make suggestions.
 - If an online learning module for the SSW is going to be developed from scratch, planning needs to begin immediately following the break as this is a timeconsuming process.
- Summer Planning: A subset of the committee will need to meet and continue planning for the next academic year. Dates for summer meetings and action steps TBD.

Meeting Minutes for the Task Force

3/28/2019, Room 2W11

I. Intro from Dr. Ash

- A. The Task Force is temporary and we will evaluate how long it should exist later. Dr. Ash will keep people aware of what's going on in regards to the task force. Eventually, the work started by the task force will be disseminated throughout the SSW.
- B. Seeking endorsements of SSW and key stakeholders (Janice is developing a list): keep stakeholders aware of what is going on
- C. Urgency: we want to be sure we have things in place by summer, not lose momentum, get endorsements about what's going on.
- D. By the end of academic year, we want to have a solid summary of what we're doing
- E. Moving forward, we will try to summarize notes from last meeting at the begin and end of each meeting
- F. Colin Fagan set up folder for Task Force in Blackboard, access details will be given later
 - 1. Community members do not have access to Blackboard, but we will figure this out later
- G. Before we go into next meeting, summarize what we've done and plan what we're going to do next. Who wants to do that?
 - 1. Kyla Liggett-Creel
 - 2. MJ

II. Communications:

- A. Everyone should have a chance to review task force documents/make comments on them
- B. Communications sub-committee: Kyla and MJ

III. Standardized Meetings

- A. We will look for a standardized meeting time for our facilitated work
- B. Community meetings with stakeholders
- C. Janice will set up a calendar/Fill in our graph with who can attend and update

IV. Downsizing of Task Force

A. Task force usually effective when only 8-12 members

- B. We may need to restructure task force, i.e. only TWO members from each group of stakeholders (faculty, staff, students, alumni, community members, etc.)
- C. Group norms/structure/ communication processes need to be established when task force is downsized

IV. Dean's Statements

- A. What we're doing is critically important to school, SSW leads the way in teaching/research/learning on anti-racism
- B. issues raised by students
- C. SSW has long history of not doing enough, need to make amends
- D. Dean recognizes he could've done better, and missed opportunities to address issues of racism, didn't do enough
- E. Supports work of task force, will be engaged to ensure that the plan is strong

V. Updates on vetting objectives

- A. Adam presented at SW administrators group, board of advisors, got full endorsement for admin group, good reception from advisors
- B. SSW commits to challenging racism and all forms of structural oppression
- C. Need endorsements from Alumni board
- D. Dean will defer to Task Force on the direction of the themes

VI. Dean's Official Charge to the Task Force

A. By end of May 2019, present a plan to Dean that clarifies priorities of Task Force for each of the areas of activity that suggest responsible parties for implementation and evaluation of each major part of the plan.

MAIN THEMES OF THE DISCUSSION:

- Definition of group norms
- Equity and inclusion for stakeholders in community; make sure stakeholders on task force are not just people who will uphold the status quo
- Equity ISN'T inclusion: people who would otherwise be recipients of services need to inform the process of how the school teaches how to provide services
- Task Force needs to ensure that it is anti-racism, NOT multiculturalist. We need to clearly define terms and create system that holds itself accountable to the things that we define.

NEXT STEPS:

- I. Subcommittee to identify stakeholders
 - A. Geneen Godsey, Theresa Washington, MJ Lanier, and Kyla Liggett-Creel
 - 1. Identify missing stakeholders
 - 2. Consider these stakeholders through an equity lens, i.e. potentially compensating students and community members for their work on the Task Force
 - 3. Subcommittee should have a list of identified stakeholders that can be updated. It would be nice to have a grid/chart that helps the group to readily identify all of the key stakeholder/constituents that the Task Force has collectively decided to connect with regarding this matter.
 - 4. Add to the grid/chart (whichever is decided) the feedback that has been noted from the various stakeholder/constituents in order to further guide the work this group is doing.
- II. Subcommittee on trying to get endorsement for vision and broad strategic themes from UMSSW (internal) stakeholders on the Domains of Attention and Action
 - A. Adam Schneider, Theresa Washington, Kyla Liggett-Creel, Cherita Adams, and MJ Lanier
 - B. It was mentioned getting feedback from the FO, SGA, and Staff.
 - a. Seeking endorsement for vision/broad strategic themes we have already developed
 - b. Identify input mechanisms on objectives, i.e. special meetings and online surveys
 - C. A day-long session should be held in mid-May to do a final tweaking of these objectives
- III. Subcommittee on communications
 - A. MJ Lanier, Maria Smaldone, Laura Loessner
 - a. Subcommittee will fine-tune the wording and message of the work of the Task Force
- IV. Subcommittee on identifying a facilitator from outside the UMSSW/UMB to guide a restorative circle/discussion on internal racism within the group/group healing
 - A. We need to identify people who will be on this subcommittee
- V. End Goal of the Task Force for 2018-2019: We will identify objectives and have a recommendation for anti-racist infrastructure by May 2019

NEXT MEETING OF THE TASK FORCE:

Tuesday, April 9, 2019, from 12pm-2pm

SSW DAO Taskforce May 7, 2019 Agenda/MINUTES

In attendance: Cherita Adams, Kyla Liggett-Creel, Janice Hicks, Scott Stafford, Ericka Lewis, Mary Hodorowicz, Adam Schneider, Theresa Washington, Geneen Godsey, Maryrejahlil "MJ" Lanier, Matt Conn, Laura Loessner, Danielle White, Matt Lasecki, Chrishna Williams, Maria Smaldone, and Fernando Wagner

TIME	AGENDA ITEM/ DISCUSSION LEADER	MINUTES
12:05 pm	Approval of 4/9/19 Meeting Minutes	 Task force members to confirm receipt of minutes and address any amendments April 9th minutes approved Minutes are posted in Blackboard link under My Organizations "DAO and Strategic Task Force Committees"
12:20 pm	 Old Business Operating Agreement Review of Committee Members Cherita Adams 	Are there additional ground rules to consider? Is the membership list correct? Highlighted the operating agreement and making sure everyone is in agreement and making majority rule List of task force members will be amended with the removal of Dawn Shafer and Jessica Rider Amin (Shady Grove) Chrishna Williams will represent Alumni along with Lori James-Townes who is an alumni board member
12:30 pm	New Business • RP Session • Final Report Dr. Kyla Liggett-Creel	 Two facilitators were contacted to hold a restorative healing circle session on 5/15; but due to the doodle poll responses on who could attend the date will be rescheduled (5/20; 21; or 22nd). The decision for this restorative healing session would be for everyone to gather and express feelings/issues before the end of the term. Summary report of the Task Force for the next group of committee members to work from and not have to start of "zero". The summary report will include a report from Dr. Jeff Ash summarizing his work here at the school and minutes from all task force meetings; along with subgroups recommendations that would be added to the report

12:45 pm	Sub-committee Reports (15 minutes per a committee) Endorsements/Inputs - Update on endorsement process - Longer session to discuss objectives - Update on survey	Report from each sub-committee regarding work conducted and recommended next steps Endorsement and input: Adam Schneider Met with FO, SWAG, Advisory, OASIS, Queer Community Alliance, LUCHA, Parent SW Group, Alumni with FAIR, PhD Committee, Anti-Oppression Work Group, and the Christian Alliance. Macro and Clinical committees would discuss the actions and give their input Concerns about not getting staff feedback and how the staff on the committee could reach out to their colleagues to ask for feedback (ex. one-on-one; community meetings) Another concern was raised about accountability and how the
	Stakeholder	power structures that already exist will work How to ask the right questions to facilitate dialogue with colleagues to get their participation in giving feedback
	Engagement Engagement	
	- Proposed structure of action group	When committee members receive feedback from colleagues email the feedback to the entire committee
	Communications - Website	 Fernando Wagner presented a draft survey that could be used to get feedback on the domains from various groups to help prepare the subcommittee report (attachment A) Concerns were raised about individuals who would not be able to complete the survey online and not making the survey too lengthy Survey will be created through Qualtrics
		Sub-group will put together all the feedback information and present to committee
		 Question raised "when meeting with the students did they give an endorsement or just feedback": Most groups endorsed (ex. LUCHA, Queer Alliance, International Social Work, FO, SWAG) Some groups made a suggestion to remove "multicultural"; but other groups said that "multicultural is really important"; other groups said why is "racism pulled out in particular and not saying challenging all forms of structural oppression; others groups said "why are we

		putting all forms of structural oppression if racism is the most important" Stakeholder Engagement: Kyla Liggett-Creel • Presented a "Proposed Structure of Action Group" document to decide which group for next year would make a more equitable and more representative (attachment B) ○ The question of adjusting the number of representation and how that would affect voting power and decision-making; ○ The question of compensation—Matt Lasecki gave reason why this cannot be done ○ Are the right groups represented right now and do we want equal representation or weighted representation • The committee decided there should be a continued discussion about equal vs weighted representation; and what does representation mean before a final decision is voted on ○ Adding members who would have voting power and/or ex-officio members Communications – Website:
1:30 pm	Next Steps	Suggestions on how to get more individuals to participate in the survey
1.50 pm	Taskforce	
1:40 pm	Wrap up - What have we agreed upon today? - Cascading communication - Any outstanding items we need to address immediately? Dr. Kyla Liggett-Creel Cherita Adams	 Endorsements – will send out the survey and get feedback within 24 hours Stakeholders sub-group – will meet to talk about representation and compensation Communications – will on putting together a statement regarding the Task Force and survey Maria sending out doodle poll to find a date for Restorative Circle Workshop and a final Task Force meeting

NOTES:

Cherita Adams announced her new position as Assistant Dean for Administration and Strategic Initiatives in the School of Social Work

FINAL TASK FORCE MEETING

Tuesday, May 28, 2019 2:00 pm-4:00pm SSW Room 2E06

I. Restorative Circle Follow-up

- A. Prioritized the date where the most people/Geneen could be present
- B. Only POC attended the circle on 5/21--circle attendees voiced the symbolic hurt of black women, and not white people, showing up to spaces meant to promote justice.
- C. Kyla apologized for the resulting damage
- D. Theresa read a letter written by Geneen, who voiced her concerns with how the circle and the task force in general, was run and requested that the University ombudsman attend future task force/Equity Action Group meetings.
- E. Concerns of the circle attendees were validated by most TF members in attendance at the meeting.

II. What do we need to address harm that was caused by the restorative circle?

- A. Another restorative circle will be scheduled, in the fall semester if need be. Those who did not attend the original circle will be heavily encouraged to attend, those who attended the original circle are also welcome to attend.
- B. White members of task force should read the "Me & White Supremacy" workbook by Layla Saad, and then talk about it together to recognize the impact the implicit and explicit ways whiteness has impacted their work on the task force.
- C. Make sure the task force compiles "Lessons Learned" in their final report so members of the task force so they know how they can improve in future endeavors.

III. General Recommendations

- A. SSW should hire a full-time Equity Officer
- B. Having restorative practices throughout the UMSSW, usually, there are several steps/session in order for a restorative thing to happen.
 - 1. Hire a restorative mediator on-staff at the SSW to address individual hurts--be a position under the proposed Equity Officer?
 - 2. Point person to be able to mediate the hurts that happen within the Equity Action Group
- C. Equity Action Group should focus on recognizing/deconstructing white supremacy

- 1. White members of the group should participate in a "Me and White Supremacy" workbook circle
- D. Mandatory school-wide training for all SSW faculty/staff from People's Institute for Survival and Beyond
 - 1. Faculty reps on Equity Action group can recommend this at FO meeting
 - 2. Number one recommendation from this group when the equity group under Damon Williams meets on Friday 5/31.
 - 3. Recommend that the SSW administration find a way to make these trainings as unavoidable as possible, i.e. put it in hiring contract/racial equity training at HR orientation, or heavily incentivize it in University promotion requirements.
- E. Have a strong list of the different SSW administrative/HR roles that need to continually meet with Equity Officer.
- IV. Final Report of the Task Force
 - A. Kyla and Cherita are compiling the following:
 - 1. All reports from past 30 years
 - 2. Minutes of task force meetings
 - 3. Subcommittee reports
 - 4. Lessons learned for the task force/recommendations for future Equity Action Group
 - 5. Report from Jeff Ash
 - B. Once these documents are compiled, they will be sent to all TF members to review and make recommendations if there is something missing.
- V. Stakeholder report will also be sent out to general TF, will be submitted to co-chairs by Wednesday night
- VI. The report will be put on website, submitted to Dean Barth, President Perman, and Damon Williams by June 6
- VII. Suggestions box for submissions/recommendations from SSW community to be included on website for Task Force/Equity Action Group
 - A. Make sure that the website is reviewed by Communications Subcommittee before it goes live

APPENDIX C: COPIES OF HANDWRITTEN NOTES AND NOTES OF ENDORSEMENT

The contents of the Appendix can be found by accessing the hyperlinks below.

- Handwritten Notes
- Handwritten Notes of Endorsement

Appendix C





I love Social Work because it is the profession that covers my passion to be of service to the vulnerable and elderly in society, and I am satisfied doing that. I am also proud of the dedicated social workers who serve, and I want to join them.

— Patricia

CELEBRATE SOCIAL WORK MONTH!





I love social work because it boldly challenges the status quo to promote justice and positive social change for individuals, families, and communities.

—Arriel

