DIVERSITY & INCLUSION STRATEGIC PLANNING TASKFORCE REPORT

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UNIVERSITY *of* **MARYLAND**
SCHOOL OF SOCIAL WORK

STRENGTHENING SOCIETY

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
o   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.

o   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.

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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

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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 non-faculty 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.

SUMMARY AND SYNTHESIS OF STAKEHOLDER FEEDBACK
What follows is the Subcommittee's effort to synthesize feedback about three parts of the Task Force's efforts:

(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.

The Domains of Attention and Action within the UMSSW: 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 multi-cultural 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 multi-cultural 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 multi-cultural 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

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[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 domains[5] – 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

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[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		

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

Engagement in the Council will be seen as part of staff members' work – not as something that is to be done on their own time. By Spring 2020, the Council will have a budget for trainings and other activities that support staff members, and their meaningful inclusion in the life of the UMSSW. (SF1, SF3, SF4, SF5, SF6)			
3-2. 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. (SF1, SF2, SF3, SF5, SF6)	Diversity and Anti-Oppression Committee, Faculty Organization, Staff Council		
3-3. By fall 2020, all staff involved in hiring and promotion 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. (SF1, SF2, SF3, SF5, SF6)	Dean's Office, HR		
3-4. All staff with supervisory responsibilities will participate in anti-oppression supervisor training beginning by the spring of 2020. (SF1, SF, SF4, SF5, SF6)	Staff Council, HR, Dean's Office		
3-5. Beginning in spring 2020, annual Performance Development Plans will include (1) a review of the staff member's job description and assigned duties; (2) feedback from coworkers identified by the staff member who can provide critical and constructive feedback on the staff member's performance; and (3) a conversation with the supervisor about the staff member's areas of excellence, possible areas of improvement, and potential interests and pathways for growth and promotion. (SF1, SF2, SF3, SF4, SF5)	HR, Dean's Office		
3-6. By fall 2020, conduct an equity analysis of all staff and staff categories – including UMB staff who work at the UMSSW – with a view to identifying inadequacies and inequities in compensation and benefits. (SF1, SF2, SF4, SF5, SF6)	HR, Dean's Office, Staff Council		
3-7. In the fall of 2019, develop a process to recognize exceptional staff contributions to the UMSSW – with a particular focus on promoting inclusion, equity, and social justice.	Staff Council, HR, Dean's Office		
3-8. By the spring of 2020, all new staff will participate in anti-oppression and undoing racism workshops at the beginning of their association with the UMSSW.	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)	Student Government Association, Student Services, Admissions		
4-10. By fall 2019, develop work-study position(s) for facilitation of student engagement in decision-making (e.g., faculty hiring),	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		

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.

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[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).

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 well-being, 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)	6.1. 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.
(EC2) Challenge students to develop critical self-reflection, radical openness, cultural humility, growth and healing;	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)	6.2. Academic Affairs, MPC	6-2.1. FO will vote to require the online "History of Oppression" course as a program prerequisite by the 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-reflection, diversity, and anti-oppression practice. (C2)(C1)		July/early-August to prepare them for successful facilitation of monthly seminar meetings.
			6-3.3. Develop field seminar curriculum for monthly synchronous online field seminar meetings.
			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. By August 1, 2019, 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. (C2)(C1)	6-4. OFE, with Field Committees and IDEA Team	6-4.1. Modify process recordings, monthly reports, and other components of the EFN to explicitly encourage students to reflect on issues of diversity, structural oppression, and social justice.
	6-5. By January 2020, assess and enhance content related to the causes, manifestations, impacts, and means of overcoming structural	6.5 Foundation Committee, with MPC	

	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

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

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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

<u>Next Meeting:</u>

- TBD
  - 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
  - March 30th
- SSW annual all staff meeting
  - August 2018
- New Hire Onboarding
  - 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)

Objective/Purpose: 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

Questions/Things to consider: 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.

Objective/purpose: 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?
    - o 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?
    - o 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 *Seeing the Invisible: How Implicit Bias and Other Factors Can Impede Teaching, Learning, and the Delivery of Professional Services.* 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 *Seeing the Invisible: How Implicit Bias and Other Factors Can Impede Teaching, Learning, and the Delivery of Professional Services* 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 ***"professional development day/implicit bias day training"*** 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.

Benefits: Neutral party and allows for better management of the institutional power dynamics.

Potential power dynamics- 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://lbsbaltimore.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 *"DAO Sub-committee on Training 2017-2018"*** 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 No.	Action Item	Action Officer	Date Opened-Due Date

1	Type/upload minutes to Google drive	Geneen	March 16th-March 23rd
2	Create/upload training facilitator grid to google drive	Geneen	March 16th-March 23rd
3	Training Framework Draft	Dean Meyer	March 16th- April 2nd
4	Research training facilitators/Cost	Subcommittee members	March 16th-April 9th
5	Create/email Doodle poll	Geneen	March 16th- March 26th
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.

1. 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)
      i. 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.

> DAO Training Sub-committee Focus: 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.
>
> Targeted Training for Faculty: Designed to strengthen teaching and facilitation skills related to diversity, inclusion, equity and anti-oppression in social work practice.
>
> Training for ALL members of SSW Community: 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

<u>Sub-Committee thoughts/observations included the following</u>:

- o Great to see a full room with mix of faculty, staff, and students in attendance.

- o Use of Poll Everywhere was effective and impactful. Allowed participants to share anonymously and identify commonalities and differences in responses across the group.

- o 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).

- o Dr. McClain was able to navigate the discussion with skill, humility, and authenticity which seemed to be appreciated by those in attendance.

- o Discussed how to incentivize and institutionalize the training for faculty in particular, to increase commitment and engagement.

<u>Feedback from Participants</u>:

- o 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.

- o 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

  - Possibly offer a morning and afternoon session on both days, with lunch provided.

  - May 31st could potentially focus on faculty and March 29th could be open to all.

  - 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:

  - Dr. McClain will make recommendations.

  - 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 time-consuming 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.

<u>NEXT STEPS:</u>

    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

<u>NEXT MEETING OF THE TASK FORCE:</u>

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) o 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*	Restorative healing circle can be done on 5/15 from 10-12 • 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 sub-groups recommendations that would be added to the report

12:45 pm	Sub-committee Reports (15 minutes per a committee)	Report from each sub-committee regarding work conducted and recommended next steps

	Endorsements/Inputs
	
	- Update on endorsement process
	- Longer session to discuss objectives
	- Update on survey
		Endorsement and input: Adam Schneider
		
		   o 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
		   o 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)
		   o Another concern was raised about accountability and how the power structures that already exist will work
		   o How to ask the right questions to facilitate dialogue with colleagues to get their participation in giving feedback

	Stakeholder 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 sub-committee report (attachment A)
		   o Concerns were raised about individuals who would not be able to complete the survey online and not making the survey too lengthy
		   o 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

<table>
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		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)
		    o The question of adjusting the number of representation
		
		and how that would affect voting power and decision-making;
		
		    o The question of compensation—Matt Lasecki gave reason why this cannot be done
		    o 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
		            o Adding members who would have voting power and/or ex-officio members
		
		Communications – Website:
		
		• Suggestions on how to get more individuals to participate in the survey

1:30 pm	Next Steps *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