



SCHOOL OF SOCIAL WORK

**Diversity, Equity, and Inclusion
Strategic Action Plan**

2020-2023

School of Social Work
Diversity, Equity, and Inclusion
2020-2023 Action Plan

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GOAL 1: Integrate Diversity, Equity, And Inclusion into Teaching, Research, and Service, Which are the Core Components of the School Of Social Work's Academic Mission

Strategy 1-A: Culturally Responsive Teaching

Critical Tasks in Course Development

- Include one stand-alone privilege and oppression course in all social work program options at both BASW & MSW levels by Fall 2022
- Increase the inclusion of diverse “authors” in required course readings by Fall 2022
 - Faculty will review current textbooks to ensure that they contain appropriate and updated information about marginalized groups. The textbook review will include particular attention to accurate statistics and information regarding specific groups by Spring 2021. If deemed necessary, the Faculty will adopt new textbooks with the most accurate and inclusive information regarding marginalized groups.
 - Faculty will utilize culturally appropriate content and images in course materials. At least 30% of the materials required in course syllabi will include works (readings, videos, and websites) from authors of diverse backgrounds by Fall 2022. Authors from diverse backgrounds is broadly defined to include diversity in age, ability/disability level, ethnicity, gender, immigration status, LGBTQ+ status, mental health status, race, religion, and socioeconomic status.
- Create ADA accessible documents and Canvas/ MyClasses template courses and ensure that all new courses utilize these templates by Fall 2022
- Create and implement Deaf Studies minor for all interested students at Salisbury University
 - Create specific social work courses for the Deaf Studies minor and submit through the Undergraduate Curriculum Committee review process by Spring 2020
 - Submit the appropriate paperwork for the Deaf Studies minor to the Undergraduate Curriculum Committee process by Spring 2020
 - Ensure that adequate resources, including but not limited to, faculty teaching assignments, budget for interpreters, and course materials are provided to support the Deaf Studies minor by Spring 2021
- Create and implement social work with Latinx community concentration
 - Create specific social work courses for the concentration and submit through the Undergraduate Curriculum Committee review process by Fall 2021
 - Submit the appropriate paperwork for the concentration to the Undergraduate Curriculum Committee by Fall 2021
 - Ensure that adequate resources, including but not limited to, faculty teaching assignments, budget for interpreters, and course materials are provided to support the concentration by Fall 2021

- Review and revise the current discussion prompts in field seminars. At least twenty percent (20%) of discussion topics and readings will focus on issues regarding racial justice by Spring 2021
- All social work study abroad courses will include modules on cultural voyeurism, cultural competency, cultural sensitivity, and cultural humility by Spring 2021

Critical Tasks for Raising Awareness about Oppression

- Offer a Culturally Responsive Teaching and Learning training for Faculty and Staff in Fall 2020
- Make Faculty aware of learning opportunities related to diversity, equity, and inclusion within the School of Social Work and across campus by posting such opportunities to a shared SSW calendar by spring 2021
- Provide faculty training via Quick Tutorials (QTs) at the start of faculty meetings regarding the following topics related to diversity, equity, and inclusion:
 - Demonstrate how to connect the NASW Code of Ethics, specifically the social justice and human rights clauses, into courses by Fall 2021
 - Encourage Faculty to enhance students' cultural humility by providing extra credit for attending diversity-focused events on campus for all courses by Spring 2021
 - Demonstrate how to create ADA accessible documents in Canvas/MyClasses courses by Fall 2021
 - Discuss the possibility of international field placement opportunities by Fall 2021
 - Support the School of Social Work annual theme (Voting Engagement for 2020-2021 school year) by providing examples of how to include this topic in all courses by Spring 2021
- Collaborate with ODI, OIE and other SU committees to explore current and potentially new processes within the School of Social Work to address when incidents of discrimination/prejudice occur in the classroom and/or at our university by Spring 2021
- Create pamphlets/handouts/PowerPoints regarding microaggressions and how to address incidents of discrimination for Faculty to use within Canvas/MyClasses by Spring 2021

Strategy 1-B: Culturally Responsive Scholarship and Research

- Prioritize funding for professional development for Faculty, Staff, and students who present on diversity and inclusion-based information and research
 - SSW will provide registration funding for all who attend the Culturally Responsive Teaching Conference to be held in Maryland in April 2021 (and in future years as funding is available)
 - SSW will provide additional funding, specifically one night of hotel costs, for Faculty, Staff, and students who present scholarship projects related to diversity, inclusion, and equity at the Culturally Responsive Teaching Conference to be held in Maryland in April 2021 (and in future years as funding is available)
- Encourage Faculty to explore diversity, inclusion, and equity-based scholarship that include research on topics related to age, ability/disability level, ethnicity, gender, immigration status, LGBTQ+ status, mental health status, race, religion, and socioeconomic status
- At least one faculty meeting per year will focus on SSW efforts with regard to diversity research opportunities, advances in scholarship, and increasing campus awareness on diversity issues
- Support the development and planning of campus-wide conferences and invite expert speakers on issues of diversity, equity, and inclusion to empower Faculty, Staff, and students by Fall 2021

Strategy 1-C: Culturally Responsive Service

- SSW will encourage Faculty to participate in service activities in support of population-specific programs such as TRIO, the Disability Resource Center, the Office of Veteran Services, and the Center for Justice, Equity, and Inclusion by Spring 2021
- SSW will encourage Faculty to engage with at least one diverse population-specific university committee, club or organization each academic year by Fall 2021
- SSW will encourage Faculty to engage with at least one diverse population-specific community activity (external) each academic year by Fall 2021
- SSW Tenure and Promotion Committee will review the tenure criteria guidelines so to incorporate and recognize the additional service demands for diverse Faculty. The committee will research best practices for the integration of this additional service criterion into the tenure-track process by Fall 2022
- SSW Clinical Faculty Promotion Committee will review the promotion criteria guidelines so to incorporate and recognize the additional service demands for diverse Faculty. The committee will research best practices for the integration of this additional service criterion into the reappointment and promotion process by Fall 2022

GOAL 2: Recruit, Retain, and Advance a Diverse School of Social Work Community of Faculty, Staff, and Students

Strategy 2-A: Expanding Pathways for Access and Success for Faculty

Critical Tasks in Recruitment of Faculty

- Increase the number of adjuncts and full-time Faculty from underrepresented groups, particularly persons from traditionally marginalized racial and ethnic groups by Fall 2023
 - Develop a standardized list of places to advertise faculty positions, specifically targeting diverse groups by Fall 2020
 - Require a diversity statement from all faculty candidates in the application/hiring process by Fall 2021
 - Ensure that there is at least one Equity Officer on all SSW faculty hiring searches by Fall 2022 (This is dependent on the University adopting training for Equity Officers)
 - In collaboration with ODI, require all SW faculty to participate in a face-to-face (virtual when SU operates remotely) search committee training to include unconscious bias by Spring 2023
 - Implement a specific recruitment plan for diverse adjuncts of color by Spring 2021

Critical Tasks in the Retention of Faculty

- SSW will encourage attendance to diversity and inclusion professional development training for full-time and part-time Faculty starting Fall 2020. Faculty will attend diversity-related training at least one time per semester each semester through Fall 2023 (e.g., “Brown Bag” lunches, Quick Tutorials (QTs), civic reflections, workshops, and book discussions)
 - Provide ongoing financial support for Faculty to engage in diversity and inclusion focused professional development by Spring 2021 through Fall 2023 (e.g., Culturally Responsible Teaching and Learning Conference)
- Provide ongoing training for field liaisons and adjuncts in areas of diversity, equity, and inclusion by Fall 2023 (e.g., how to have courageous conversations about race, gender, sexual orientation, and mental health during field seminar)
- Discuss the prospect of a visiting scholars’ program with CHHS Dean by Spring 2021
- Explore potential opportunities for SSW scholars (Faculty & students) to engage with international universities and global programs by Spring 2021
- Continue and expand the mentoring of full-time Faculty by allowing all junior Faculty to choose a mentor by Fall 2021
- Require at least one diversity goal by all Faculty in their annual evaluation in an area of teaching, scholarship, or service by Fall 2020

- Encourage use of resources of the National Center for Faculty Development and Diversity Institutional Membership by Fall 2020

Strategy 2-B: Expanding Pathways for Access and Success for Staff

Critical Tasks in the Recruitment of Staff

- Develop a standardized list of places to advertise staff positions, specifically targeting diverse groups by Fall 2020
- Ensure that there is at least one Equity Officer on all SSW staff hiring searches by Fall 2022 (This is dependent on the University adopting training for Equity Officers)
- Require a diversity statement from all staff candidates in the application/hiring process by Fall 2021
- In collaboration with ODI, require all SW faculty and staff to participate in a face-to-face (virtual when SU operates remotely) search committee training to include unconscious bias by Spring 2023

Critical tasks in the Retention of Staff

- Encourage staff participation in University population-specific networking/mentoring/service opportunities by Spring 2021
- SSW will encourage attendance to diversity and inclusion focused professional development training for full-time and part-time Staff starting Fall 2020. Staff will attend diversity-related training at least one time per semester each semester through Fall 2023 (e.g., university-wide diversity trainings sponsored by Office of Diversity and Inclusion, recruiting diverse students' workshops, social work-specific diversity classes, etc.)
 - Provide ongoing financial support for Staff to engage in diversity and inclusion professional development by Spring 2021 through Fall 2023 (e.g., Culturally Responsible Teaching and Learning Conference or conferences consistent with staff roles and responsibilities)

Strategy 2-C: Expanding Pathways for Access and Success of Students

Critical Tasks in the Recruitment, Retention and Professional Development of Students

- Enhance BASW and MSW program recruitment efforts in diverse locations (e.g., NAACP events, HBCUs) by Spring 2021
- Enhance orientation services and experiences for dual degree and transfer students by Fall 2020
- Advise and inform students about various electives focused on diverse populations and issues

- Establish, maintain, and support mentoring programs for diverse students by Fall 2020 and continuing through Fall 2023 (e.g., NIA Mentoring Initiative & CUSP)
- Create, maintain, and support an organized funding system so that SSW student clubs and programs may request funding by Fall 2022
- Establish, maintain, and support extracurricular activities for students by Spring 2021 (e.g., advocacy day, field trips, and homecoming events)
- Create and maintain financial assistance/scholarships/fellowships for students by Fall 2020 and continuing through Fall 2023
- Explore 2+2 Articulation agreements with Community colleges to enhance transfer process of underrepresented students (focusing on schools with large numbers of diverse students) by Fall 2022
- Offer professional development opportunities to students at least once per semester starting Fall 2020 and continuing through Fall 2023. Professional development opportunities include workshops, book clubs, “train the trainers” seminars for having difficult conversations about social justice, microaggressions, and other civic reflection topics.
- In collaboration with Career Services, create a “Social Workers on the Market” series to better prepare students for future success by Fall 2020 and continue yearly events through Fall 2023 (e.g., resume writing workshops, interviewing skills seminars, alumni student panels, and networking events)
- Provide financial support for diversity and inclusion-focused professional development for students by Fall 2020 and continuing through Fall 2023 (e.g., Culturally Responsive Teaching and Learning Conference)
- Increase faculty engagement with students through informal gatherings by Fall 2020 (e.g., Pop with Profs) and formal activities (e.g., research events and School of Social Work Spring Symposium) by Spring 2021 and continue until Fall 2023
- Identify MSW students/alumni who are capable of and interested in part-time teaching opportunities
 - Review possible mentoring for those identified above in anticipation of open part-time teaching positions

GOAL 3: Create and Sustain an Inclusive and Equitable School Environment

Strategy 3-A: Enhance School-Wide Diversity, Equity, and Inclusion Accountability, Effectiveness, and Collaboration.

- In collaboration with the ODI Campus Diversity Awards program, sponsor SSW faculty, staff, and student diversity awards and if possible, give a gift/cash prize for those who win each year starting spring 2023
- Host a SSW Townhall once per semester starting spring 2021
- Send out biennial (every other year) diversity climate survey to all Faculty, Staff, and students within the SSW
 - Update the current survey to include questions regarding microaggressions and students' perspectives about SSW and other campus departments
- Utilize SSW diversity climate survey data to inform changes to future SSW diversity, equity, and inclusion plans (e.g., reward structure, management responsibilities, event options, hiring practices) by Spring 2023
- Create a quick response team that is prepared if and when there is an incident/domestic terrorist act/racist vandalism by Fall 2020. This team will work together to provide a space for conversation and acknowledgment to address all incidents by Fall 2020
 - The team should provide students information about the reporting chain at SU and make it clear who they can talk to about concerns and/or incidents by Spring 2021

Strategy 3-B: Engage in Maintaining a Visibly Inclusive School of Social Work Environment

- Audit our artwork and physical School of Social Work Community Spaces to determine if we have diverse representation by Fall 2020. If not, obtain artwork that showcases diverse people and lifestyles by Spring 2022
- Review documents and website for the inclusion of gender language (single they) instead of he/she and replace in identified areas by Spring 2021
- Display pronouns on door signs and on business cards for all Faculty, Staff by Spring 2021 (or as new team members join and/or new cards are needed). Also, encourage Faculty to utilize pronouns on email signatures
- Actively use display screen downstairs in Conway Hall to increase the visibility of diversity-related events including all sponsored SSW events by fall 2020
- Advocate for the listing of all custodial Staff and their names in Conway Hall with the Dean's Council by Spring 2021
 - Send suggestions to Deans and Faculty Senate to do this in all buildings on campus by Spring 2021
- Actively utilize our social media accounts (#SUsocialwork) to promote diversity-related content and increase the visibility of human rights and social justice related to inclusion by Fall 2020

Goal 4: Enhance Community-Wide Diversity, Equity, and Inclusion Effectiveness and Collaboration.

- Explore and collaborate with Office of Diversity and Inclusion and other committees across campus to host a community-wide speaker series on topics of diversity, and partner with other groups, as needed by Fall 2020
- Share information and promote current SSW strategies/events around diversity, equity, and inclusion (e.g., make pamphlet/handout about how we address incidents in the classroom and/or on our university and add to every course via Canvas/MyClasses)
- Increase community communication specifically around diversity, equity, and inclusion by increasing email blast communication and posts on social media by Fall 2020
- Open up student eligibility to enroll in SOWK 309: Privilege and Oppression to other CHHS programs in Spring 2021 (This is dependent on the CHHS curriculum committee and other school/department needs)
- Explore the option of creating SOWK 309 as a general education course option by Fall 2021 (This is dependent on general education diversity requirements)
- Learn more about Student Affairs' structure and culture and help students navigate this structure to ensure equity and inclusion by Spring 2021
- Provide ongoing training for field supervisors in field agencies in areas of social justice, diversity, equity and inclusion starting in Fall 2020 and continuing through Spring 2023
- Invite community members and field supervisors to participate in SSW events around diversity and inclusion by Fall 2020
- Host CEU events specifically focused on topics of diversity, equity, and inclusion (e.g., book club series) at least once per semester by Spring 2022
- Develop a community inventory of expertise of field supervisors to increase partnership with faculty, students, and staff for classroom lectures and other projects by Fall 2021