Faculty Draft Action Plan

PROPOSAL: Increasing the visibility of our anti-racism and oppression commitment within SSW’s process and procedures

July 5, 2016

This preliminary plan has been created to elevate the visibility of our anti-racism/oppression commitment within the academic consultation and review process and within field education procedures and process. It was created in response to a clear student voice for the need for change. I want to thank our SSW students for their courage to speak out about their experiences and to prod our organization to move. I also want to thank my faculty and administrator colleagues and Mamta Dadlani, Sotomayor Fellow, for their contributions to this (draft) action plan. We have undertaken this work with integrity and openness.

Our goal is to interrupt the ways that structural racism and oppression is at play within our organizational processes, attenuate their impact on the academic progress and emotional lives of SSW students generally and students of color specifically, and to build structures and processes of accountability into our organizational practices.

The items listed below, once finalized, will be added to an ongoing list of recommended changes identified through the 2015 student petition and faculty discussions.

The items are broken into two groups: actions that we will complete by August 31, 2016 and items on which we will work on starting in September 2016 to be implemented over the course of next year. While we wish to work expeditiously, making complex organizational change takes time and much discussion to ensure effectiveness and sustainability.

NEXT STEPS

We are instituting a comment period open to our SSW community to gather as much feedback as possible between now and July 18th, 2016 regarding the items on this plan. Please use this link to provide your comments or questions. Our next Anti-Racism Consultation Committee (ARCC) meeting will be held on July 18th from 6:30-7:30pm (location TBD) where we will continue to discuss this plan before finalizing it. Based on comments and feedback received during this period, the faculty and I will revise the action plan accordingly and then launch it into action.

Moving forward, progress on this plan will be monitored by the ARCC. Each meeting provides an opportunity for discussion and shaping our path forward. Much of the work to be completed to bring these items to fruition will occur within relevant or new administrative, curricular, or faculty decision making structures.

The faculty and I enter into this process with students in a spirit of collaboration and transparency.

Marianne Yoshioka
Dean and Elizabeth Marting Treuhaft Professor
To be instituted by August 31, 2016

**Student Support**

1. Identify the resources that will be available across the academic year to provide support and consultation. This could include reactivating the alumni mentorship program, the Sotomayor Fellow position, other Field Education students who have immediate concerns around their upcoming placement have the option of having the Sotomayor Fellow facilitate a conversation with a member of the Field Department.

2. Discontinue the policy of requiring that student’s evaluations of the field supervisor/site are signed by the supervisor.

3. Create special meetings or other similar structures to support students of color and other students with marginalized identities while in their field internships.

4. Invite student input to revise the agenda for the 2016 Annual Conference on Field Education so that FFAs, supervisors, directors of training develop a deeper understanding the student experience in field learning.

5. In response to the student petition, a revised orientation and additional consultation support for students of color with regard to the second year anti-racism assignment has been developed. We will seek input from students and faculty to make a decision whether we will implement these new resources or pause the anti-racism assignment for one year to allow for a full redesign.

**Academic Progress Consultation and Review**

1. Until we can complete a full re-assessment of the academic consultation/review process, any student under academic consultation and/or review will have the option of inviting an advocate/support person to be present to raise the visibility of the ways that racism and social oppression may be at work. The advocate/support person will be asked to speak to the committee and answer questions.
   a. The advocate/support person may be a faculty member, Sotomayor Fellow, FFA, advisor, administrator, or other student in good academic standing.

2. Send an annual communication re: how the consultation/review process works

**Other curricular/administrative process**

1. Institute exit interviews with students who leave the program temporarily or permanently
Other items to be considered through academic year 2016-2017 and beyond

1. Assess the SSW Essential Abilities from the lens of anti-racism and the Code of Ethics and formulate recommendations for change if necessary.

2. A full re-examination of the policy and procedures of academic consultation/review process with an eye toward understanding how we could intervene and support earlier and throughout.

3. Utilize the period of time before students and faculty come onto campus for pre-readings and/or mandatory online training.

4. Require all instructors to institute some form of feedback early in the term to assess whether/how an anti-racism/anti-oppression lens is present in the classroom and course.

5. Re-examine, re-imagine, and create necessary structural supports for students of color and other students with marginalized identities beyond the Sotomayor Fellow.

6. Develop supports and trainings to help students and FFAs to address racism and oppression within organizations that are under pressures and dealing with the effects of structural oppression and racism themselves and to enable them to hold an anti-racism/oppression lens.

7. Build structures of accountability to ensure that anti-racism perspectives are highlighted in the selection of agencies, supervisors, FFAs and maintained over time.

8. Build a data collection strategy to evaluate field learning from a structural rather than individual lens, to build accountability to ongoing progress toward anti-racism.

9. Restructure or reimagine the process by which student academic progress is supported and monitored to include checks and balances and that is willing to hold FFAs accountable to the anti-racism perspective.

10. Build in additional support to students who are on leave and/or questioning whether they want to return to the program.

11. Develop a consultative process for FFAs and supervisors; allow them to access to the Sotomayor Fellow.

12. Continue with work on the petition items from summer 2015.