

Rutgers School of Social Work

Diversity, Equity, and Inclusion Strategic Plan

Five-Year Strategic Goals

Diversity Equity and Inclusion Strategic Plan: Overview

Call to Action:

Dear University Community,

During the racial reckoning of summer 2020, the question was posed, “What is the academic version of thoughts and prayers?” A wildly popular response was, “diversity and inclusion.” Thoughts and prayers, in and of themselves are not bad, but when they are only statements of support, when actions and help are needed, they are insufficient. The problem is not that higher education articulates a commitment to diversity and inclusion, the problem is oftentimes it ends there. The challenges ahead of us are great, but we must meet this moment with action. The diversity strategic planning process is a mechanism for our university community to assess where we are and commit to what we will do to chart a more inclusive path forward at Rutgers. We will not let perfect be the enemy of the good. As an institution, we are committed to making progress, not just because this moment demands it, but because our future does. Don’t sit on the sidelines, help us build an inclusive academy, a beloved community – the university of our aspirations.

Enobong (Anna) Branch
Senior Vice President for Equity

Strategic Direction from the University

In order to build a more diverse, equitable and inclusive university community and enable the institutional pursuit of excellence, we need a mechanism to articulate Chancellor-led unit efforts and university strategic direction to enable alignment. We have defined five priorities that encapsulate areas where the university needs to make progress.

Five Priorities

RECRUIT, RETAIN, AND DEVELOP A DIVERSE COMMUNITY. Achieve a university population that more closely reflects the state of New Jersey, paying particular attention to historically underrepresented populations among students, faculty, and staff. Provide strategic support to build the capacity of individuals to engage across differences in identity and experience, attending to the difference between compositional diversity and an inclusive community. This dimension refers to community outreach efforts to build awareness of

Rutgers as a destination of choice for students, faculty, and staff, professional development to support the development of multicultural competencies, and engagement opportunities to cultivate an inclusive culture promoting connection among groups that are underrepresented.

PROMOTE INCLUSIVE SCHOLARSHIP AND TEACHING. Value and support research and teaching that advances an understanding of diversity, inclusion, equity, and access. This dimension refers to the centering of students' backgrounds, experiences, and cultural/linguistic frames of reference as well as the experiences of Indigenous and other marginalized communities, reviewing and amending the curriculum to promote understanding of diversity and equity within academic disciplines, and promoting/supporting scholarly research on equity and social justice—as well as the scholars who produce it.

DEFINE SUSTAINABLE AND SUBSTANTIVE COMMUNITY ENGAGEMENT. Leverage Rutgers' educational mission to improve outcomes and reduce disparities for historically underrepresented and underserved populations in the communities that surround our campuses and throughout New Jersey. This dimension refers to marshalling the universities' core activities of teaching, research, student and staff engagement in service of the public good promoting the institutional commitment to the community on and off campus. We must engage our publics, ensure community engagement is reflected in the curriculum, reward community engaged research and scholarship, and nurture reciprocal relationships with community institutions. Our aspiration is to serve as institutional anchors, moving beyond location “in” but being “of” and in partnership with the surrounding community.

BUILD THE CAPACITY OF LEADERS TO CREATE INCLUSIVE CLIMATES. Equip leaders to address instances of systemic racism, homophobia, sexism, ableism, classism, xenophobia, etc. and promote inclusion in their areas of responsibility. This dimension refers to promoting an understanding of how bias and discrimination along visible and invisible identity is woven into the fabric of institutions of higher education that disrupts recruitment and retention efforts, highlighting how issues of institutional culture impact climate and unit culture, and build confidence in their ability to act in real time when instances of inequity appear.

DEVELOP AN INSTITUTIONAL INFRASTRUCTURE TO DRIVE CHANGE. Create and sustain an infrastructure that supports accountability for institutional change. This dimension refers to the procedures, processes, policies, resources, organizational structures, recognition and rewards for progress, and the use of metrics and other evidence to drive intentional decision making around diversity, equity, and inclusion.

The School of Social Work Response

Mission of the School of Social Work

The School Social Work was established in 1954 by an act of the legislature. The School offers the BASW, MSW, DSW, and PhD degrees. Its mission is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being in this diverse and increasingly global environment of New Jersey and beyond.

Our Planning Process:

The School of Social Work's strategic plan "Toward a More Just Future" was launched in Fall 2020 and contains a number of goals related to the University's five strategic priorities. Those goals emerged from an extensive process that took over 18 months. An abridged version of the plan can be found in the Appendix A, and the full plan can be found here:

<https://socialwork.rutgers.edu/about/toward-more-just-future-five-year-strategic-plan>

In the summer of 2020, as a result of the death of George Floyd and other national racial justice events and discussions, the School held forums with faculty, students, and staff. At these forums, participants identified their concerns related to diversity, equity, and inclusion (DEI) as it relates to the School. Data from these forums helped the School address these concerns and to inform its long-term DEI goals. Since the University started its diversity strategic planning process in January of this year, the School has conducted additional focus groups with faculty and alumni to gather information related to the five University priorities.

Here we align the goals of our Diversity, Equity, and Inclusion Strategic Plan with the University's five priority areas. It may help to view the short or long version of our strategic plan in conjunction with this document to see the full scope of the School's work. The major initiatives in the strategic plan are:

- *Inclusion, Intersectionality, Diversity, Equity and Advancement (IIDEA)*
- *A Curriculum for the Future of Social Work*
- *Supporting the 21st-Century Student*
- *Research for a Just Future*
- *Innovative Community Engagement*

The full goals from the *IIDEA* and *Innovative Community Engagement* initiatives are included in Appendix A. Some of these goals are clearly aligned with the University's priorities and will be included in the School's Diversity, Equity, and Inclusion plan, while others will be ones the School will work on over the coming years.

We have chosen some of these goals to bring forward the University's planning process but will be engaging all of them over the coming years.

Primary among those goals was the establishment of the IIDEA Committee, which has led our community in a robust set of DEI work during the past academic year. Appendix B contains the current members of the IIDEA Committee. A website was launched in Spring 2021, which summarizes the work of the IIDEA Committee and provides detail on how it is accomplishing its goals (see <https://socialwork.rutgers.edu/iidea>).

In December 2021, the Community Engagement Task Force was established to lead this portion of the strategic plan, work that was delayed due to COVID. The position of Associate Dean for Diversity and Inclusion was established by the Dean in Summer 2020, and Dr. Antoinette Farmer was appointed to the position. The IIDEA standing committee was voted into the School bylaws in September 2020. Faculty on the committee were elected and also appointed by the Dean, while staff and student representatives were elected by their peers.

During the AY 2020/2021 the committee completed the following initiatives:

- Established School definitions of the IIDEA elements, which were subsequently approved by faculty.
- Examined, considered and recommended a conceptual framework to undergird the School's IIDEA work. A Liberatory Consciousness Framework (Love, 2010) was approved by faculty upon the recommendation of the IIDEA Committee in May 2021. This high-level framework allows for incorporation of a number of theoretical and practice frameworks already in existence in our curriculum, and provides guidance for curriculum enhancement, which will be undertaken by our curriculum committees for each degree program, in partnership with the IIDEA committee.
- Created a new website that communicates our IIDEA definitions and conceptual framework, and that outlines the School's progress toward IIDEA Goals.
- Engaged a consultant to complete focus groups with faculty, staff, and students during Fall 2021 to provide input into the development of a comprehensive multi-year plan a focused on School culture and climate.
- Conducted focus groups with faculty, the School's new staff council, and alumni groups relative to the University's Priority Areas for its Diversity, Equity, and Inclusion Strategic Plan.

Translating the Strategic Plan to the University Priority Areas

Priority 1: RECRUIT, RETAIN, AND DEVELOP A DIVERSE COMMUNITY

Goal 1: Increase the diversity of the faculty composition (T/TT, NTT and PTL) to better reflect the demographics of the School's student body and that of the state of New Jersey. The School will continue and monitor its of diversity hiring over the next five years. Diversity in hiring may include, but is not limited to, ethnicity, race, gender expression or sexual orientation, socioeconomic. status, disability, or other personal or professional characteristics that have led to systematic marginalization from the research and academic mission.

Action Steps

- Engage in targeted outreach and recruitment processes to increase diversity in hiring (defined above).
- Monitor the impact of competitive total compensation packages on the recruitment of a diverse applicant pool and retain those who are subsequently hired.
- Expand mechanisms that recognize and reward those whose research, dissemination efforts, teaching, service, or community engagement efforts promote the principles of IIDEA.
- Expand recognition of civically engaged/community-based scholarship, service, teaching and outreach (especially in the tenure and promotion process).
- Ensure faculty search committees use evidence-based practices to promote diversity in hiring.

Goal 2: Retain at the University, 90% of those hired during this 5-year time period.

Action Steps

- Facilitate faculty networking opportunities within the School and across the larger University.
- Provide formal supports for professional development in order to enhance research, teaching, service, community engagement, and dissemination of knowledge, teaching, and practice innovations.
- Evaluate the School's mentoring programs for TT and NTT faculty and use feedback to make substantive changes, as needed.

Goal 3: Increase the diversity of the staff to better reflect the demographics of the School's student body and that of the state of New Jersey. The School will continue and monitor its diversity hiring over the next five years. Diversity in hiring may include, but is not limited to, ethnicity, race, gender expression or sexual orientation, socioeconomic status, disability, or other personal or professional characteristics that have led to systematic marginalization from the research and academic mission.

Action Steps

- Engage in targeted outreach and recruitment processes to increase diversity in hiring (defined above).
- Ensure staff search committees use evidence-based practices to promote diversity in hiring.

Goal 4: Retain at the University 90% of those hired during this 5-year time period.

Action Steps

- Provide formal supports for professional development.

- Establish a staff mentoring program to enhance opportunities for advancement within the University.
- Once established, evaluate the effectiveness of this mentoring program and use feedback to make substantive changes, as needed.
- Formalize processes to recognize staff for their service and their important milestones and contributions.
- Provide pathways for career development, promotion, retention, and leadership advancement for staff to advance within the university.

Goal 5: Retain at least 95% of students enrolled to maintain the diversity of the student population in each one of the School's programs (i.e., BASW, MSW, PhD., and DSW).

Action Steps

- Collect demographic data during the admissions process that allows for examination of the intersectional identities of the student population, in order to track and eliminate institutional barriers that may block academic success.
- Ensure strong financial support packages to meet student varying financial needs.
- Increase institutional support to ensure the success of all students.
- Collect data on student retention for each of the School's programs (i.e., BASW, MSW, PhD, DSW) to identify potential barriers to student success, and develop institutional supports as needed.

Priority 2: PROMOTE INCLUSIVE TEACHING AND SCHOLARSHIP

Goal: Promote inclusive pedagogical practices for faculty, part-time lecturers (PTLs), and doctoral students. Foster IIDEA-related content in scholarship and in the BASW, MSW, PhD, and DSW curricula. The School will increase the number of trainings focused on inclusive pedagogical practices for faculty, part-time lecturers PTLs, and doctoral students by 30% over the next five years. The School will increase content related to IIDEA in 50% of the courses offered in each of its programs (i.e., BASW, MSW, PhD, and DSW) over the next five years.

Action Steps

- Support the Office of Academic Affairs and the curriculum committees to create and deliver skills-based training for all faculty (T/TT, NTT, PTL) in inclusive pedagogies.
- Provide opportunities for all faculty to participate in both formal and informal co-curricular learning experiences that help foster inclusive pedagogies and IIDEA initiatives.
- Increase support and resources for faculty to infuse content related to IIDEA into the BASW, MSW, PhD, and DSW curricula.
- Increase support and resources for faculty, PTLs, and doctoral students whose scholarship, teaching, and dissemination efforts focus on furthering IIDEA.

- Encourage visiting appointments of scholars who advance the university's institutional diversity goals, the principles of IIDEA, and build community through mechanisms that foster diversity, equity, inclusion, and justice research.

Priority 3: **DEFINE SUSTAINABLE AND SUBSTANTIVE COMMUNITY ENGAGEMENT**

Goal 1: Establish 20 mutually beneficial community collaborations over the next five years, extending the School's reach throughout the state of New Jersey and beyond.

Action Steps

- Create a new Community Engagement Task Force (comprising faculty and staff), in which reciprocity and equity serve as guiding principles.
- Define a continuum of community engagement that ensures representation of faculty and staff members' varied expertise and knowledge dissemination.
- Strengthen relationships with communities to facilitate mutually beneficial collaborations.
- Develop community roundtables, advisory groups, and other avenues to ensure that the voice of the community is prioritized in community-partnerships.
- Create processes for tracking and sharing information related to community engagement efforts.
- Provide resources and establish institutionalized supports for community engagement efforts.
- Establish mechanisms to recognize and reward faculty and staff for effective community engagement activities.
- Implement the recommendations of the Community Engagement Task Force to ensure the effective leveraging of community and university resources.

Goal 2: The School will collaborate with 3-5 communities to identify their strengths, challenges, and the resources that will empower them and enhance their resilience.

Action Steps

- Develop a collaborative community engagement plan that can be used as a model to identify specialized field placements for students, opportunities for faculty and staff volunteerism, and areas of emerging social work practice.
- Provide opportunities for NTT/TT faculty to collaborate on community engagement efforts by developing a competitive internal funding initiative to foster collaboration between T/TT/NT faculty to engage in substantive community engagement initiatives.

- Engage in fundraising efforts to leverage external support for substantive community engagement initiatives.
- Establish institutional support and resources to sustain these community engagement initiatives.

Goal 3: The School will ensure that community engagement is reflected in the curriculum and in co-curricular opportunities to ensure reciprocal relationships with community organizations in New Jersey and beyond.

Action Steps

- Continue and expand student's practical learning experiences through field placements in a multitude of social work settings.
- Continue to highlight the importance of community engagement in coursework, especially when designing research studies and developing micro-, meso-, and macro-level interventions.
- Build on the strength of the School's study abroad programs, in partnership with Rutgers Global for service learning opportunities to include new offerings.

Priority 4: BUILD THE CAPACITY OF LEADERS TO CREATE INCLUSIVE CLIMATES

Goal: Equip administrators, program and center directors, and student leaders to develop and sustain academic and workplace cultures that center respect, address instances of inequity, and promote an environment where all students, faculty, and staff feel welcome and valued. Administrators, program and center directors, and student leaders will quickly address instances of systemic racism, homophobia, transphobia, sexism, ableism, classism, xenophobia, among others, and promote inclusion in their areas of responsibility. We expect that 90% of administrators, program and center directors, IIDEA Committee members, and staff and student leaders will participate in trainings in the next 5 years.

Action Steps

- Train administrators (i.e., dean, associate and assistant deans), program and center directors, IIDEA Committee members and staff in how to promote IIDEA principles and values, such as practicing liberatory consciousness, cultural competence, and cultural humility.
- Leverage existing University-wide leadership development initiatives and training resources to equip administrators and program and center directors with the competencies to create academic environments that foster respect and promote IIDEA principles.
- Provide students with opportunities to develop the competencies needed to become leaders who promote academic and workplace cultures that center respect, address instances of inequity, promote welcoming environments, and the principles of IIDEA.

- Identify how bias and discrimination are woven into the fabric of higher education, how they disrupt recruitment and retention efforts, and negatively impact school culture and climate.
- Address bias and discrimination in recruitment and retention efforts to ensure they do not impact school culture and climate.
- In partnership with the School's Staff Council, develop and implement an IIDEA-related internal leadership development program that builds confidence in staff members' ability to act in real time when instances of bias and inequity occur.
- Create conflict resolution and conflict mediation pathways for faculty, staff, and students to quickly address instances of bias and inequity when they occur.
- Support initiatives that prepare individuals with diverse identities and backgrounds for leadership positions. Diversity includes, but is not limited to, ethnicity, race, gender expression or sexual orientation, socioeconomic status, disability, or other personal or professional characteristics that have led to systematic marginalization from the research and academic mission.

Priority 5: **DEVELOP AN INSTITUTIONAL INFRASTRUCTURE TO DRIVE CHANGE**

Goal: Ensure that the School's policies, practices, procedures, and processes promote equity, facilitate the principles of IIDEA, provide transparency, and enhance accountability. Revise 100% of the School's policies, practices, procedures and processes that are recommended for revision, taking into consideration University policy and relevant state and federal laws.

Action Steps

- Audit and revise all policies, practices, procedures, and processes through the lens of IIDEA principles.
- Revise any identified policies, practices, procedures, and processes that hinder the promotion of diversity, equity, and inclusion or do not facilitate the principles of IIDEA.
- Develop policies, practices, procedures, and processes that support a school climate that promotes the principles and values of IIDEA
- Advocate for University revision of any identified policies, practices, procedures, and processes that are beyond our local control that do not adhere to the principles of IIDEA, in partnership with other University units.
- Provide an annual update on the policies, practices, procedures, and processes that were either revised or developed in order to support a School climate that promotes the principles and values of IIDEA.
- Develop and implement a strategic communication plan that provides ongoing updates to faculty, staff, students, and other constituents about the School's efforts to advance IIDEA and its progress toward attaining the goals in the DEI strategic plan.

Appendix A: Toward a More Just Future goals in IIDEA and Community Engagement

INCLUSION, INTERSECTIONALITY, DIVERSITY, EQUITY AND ADVANCEMENT (IIDEA)

RU-SSW embraces inclusion, intersectionality, diversity, equity and advancement as core principles for our curriculum, our community engagement, our research portfolios and our faculty, student and staff community.

Goal 1: Develop a shared definition of IIDEA.

- A. Creating an IIDEA standing committee in the RU-SSW by-laws. (Done AY 20/21)
 - a. Chaired by the Associate Dean for Diversity, Equity and Inclusion,
 - b. Including elected and appointed members of the faculty, staff and students,
 - c. Whose Chair serves as diversity champion for the larger Rutgers-New Brunswick and University-wide diversity and inclusion efforts.
- B. Charging the IIDEA Committee with the creation and implementation of a constantly evolving diversity and inclusion action plan for the School, including items such as:
 - a. Working with faculty to create a statement on diversity and inclusion that is codified into RU-SSW by-laws and policies, (Done AY 20/21)
 - b. In partnership with the Office of Academic Affairs and the Curriculum and Executive Committees, developing a conceptual/theoretical framework that undergirds the School's initiatives that further inclusion, intersectionality, diversity, equity, and advancement, (Done AY 20/21)
 - c. In partnership with multiple RU-SSW entities, leading the development and implementation oversight of a comprehensive evolving, multi-year plan that advances IIDEA within the School and its community partners, (AY 21/22)
 - d. Identifying areas where inclusion, intersectionality, diversity, equity, and advancement need to be addressed and making recommendations to the Dean, administration, and faculty to address the identified areas, (Ongoing)
 - e. Coordinating with search committees to deliver/support Rutgers-New Brunswick diversity-related faculty and staff hiring protocols, (Ongoing)
 - f. Coordinating with all committees, program directors and administrators to support the infusion of IIDEA objectives into yearly work plans, including curriculum consideration discussed below, (Ongoing)
 - g. Coordinating with the Associate Dean for Academic Affairs to add IIDEA specific questions to existing student and alumni surveys, (AY 21/22)
 - h. Developing an ongoing IIDEA survey/assessment process for faculty, staff and students, including specifying timing and methods, and mechanisms for reporting negative IIDEA-related experiences, (AY 21/22)
 - i. Identifying other key priorities determined by the IIDEA committee. (Ongoing)

Goal 2: Create mechanisms to infuse strong IIDEA practices across the curriculum and our community life.

- A. Specifically moving forward recommendations from a) the 2018-2019 Diversity & Inclusion Task Force, which focused on the student experience, and b) the subsequent faculty discussion of key priorities, including:
 - a. Creating a standing committee (see above), (Done)
 - b. Supporting the Office of Academic Affairs and the Curriculum Committees to create and deliver skill-based training for all faculty (TT, NTT, PTL) in inclusive pedagogies, for both formal and co-curricular learning experiences. See curriculum recommendations below, (Ongoing, several trainings offered AY 20/21)
 - c. Developing skill-based instruction for all students re: micro-aggressions, ensuring focus on field settings. See curriculum recommendations below, (AY 21/22)
 - d. Supporting the Field Education team to improve field-related IIDEA training for field instructors and mechanisms for identifying and responding to field-based, negative IIDEA experiences,
 - e. Conducting a full review of the SIRS course evaluation process and bring recommendations for designing additional questions for student evaluations, and practice language for syllabi related to student and instructor bias.
 - f. Ensuring that staff policies and protocols are aligned with the committee's recommendations to create a school climate that is supportive of all.
 - g. Convening a Staff Advisory Council to bring recommendations to the Dean and Associate Dean for Administration and Finance, whose chair serves on the Dean's Advisory Committee, (Done)
 - h. Making resources available to support training and activities that contribute to IIDEA practices in the workplace.

Goal 3 Ensure recruitment and retention of faculty and staff that advance IIDEA goals.

- A. Building and enacting a robust full-time faculty hiring model to meet IIDEA goals, including:
 - a. Continuing to help build larger University mechanisms to support IIDEA hiring.
 - b. Strengthening our internal IIDEA hiring mechanisms,
 - c. Working strategically toward the goal of a faculty composition that matches our student composition, and that of our state.
- B. Ensuring that our Part-time Lecturer (PTL) faculty mirror the diversity of our student body.
 - a. Strengthening our hiring processes to ensure strong IIDEA practices,
 - b. Developing a system to monitor and report progress in these practices.
- C. Ensuring that our staff hire and promotion practices correspond to our IIDEA goals
 - a. Strengthening our HR processes to advance IIDEA hiring with an eye to, ensuring that our staff composition correspond to the demographics of our state,
 - b. Monitoring and reporting progress in our IIDEA hiring and promotion outcomes.

INNOVATIVE COMMUNITY ENGAGEMENT

RU-SSW will actively support New Jersey social work practice communities through its research and community engagement efforts.

Goal 1: Identify, develop, and leverage new and existing strategic partnerships between the School and communities.

- a. Creating a new Task Force on Community Engagement (faculty and staff), with a multiyear charge to oversee our community engagement efforts.
- b. Ensuring that the Continuing Education team is responding rapidly to emergent community training needs.
- c. Conducting an audit of existing community partnerships between faculty and community entities, including articulation of the existing, center-based efforts.
- d. Developing a portfolio of existing faculty expertise and interests in community engagement, and use existing faculty relationships to broker connections for unconnected faculty.
- e. In partnership with the community, identifying and prioritizing 3-5 areas of emerging social work practice that warrant a team approach to social community engagement (including perhaps areas identified for research priority along with emerging areas of practice—these areas should focus/embrace diverse and marginalized communities).
- f. Developing a model for intensive community engagement in these key areas that includes NTT/TT faculty leadership, specialized field opportunities for multiple students, opportunities for RU-SSW faculty and staff volunteerism, etc.
- g. Developing a competitive internal funding initiative (course release and pilot dollars) to support start-up for community engagement initiatives, funding 1-2 such start-ups per year. Engage RU-SSW development efforts in engaging potential donors and supporting faculty in grant writing efforts. These efforts should be sustainable, after initial start-up through faculty/staff leadership, field education support, and fundraising efforts.

Goal 2: Increase faculty, staff and student engagement in social policy advocacy.

- a. Providing training to the entire RU-SSW community on policy advocacy, community organizing and proactive media engagement.
- b. Developing a media rapid-response process for faculty experts willing to provide commentary on emerging social issues, and provide training.
- c. Developing a peer support group for those engaging in policy advocacy in their area of expertise.

Goal 3: Create faculty promotion supports for community engagement activities.

- a. Operationalizing the new (upcoming) Rutgers Community Engaged Research standards for T/TT promotion.
- b. Including community engagement standards in NTT annual review promotion ladders.
- c. Developing training for NTT faculty on connecting community engagement and dissemination efforts.

Goal 4: Develop a robust community engagement communication plan. Developing a framework and plan for disseminating information on RU-SSW community engagement efforts, including:

- a. Creating a strong web and social media presence highlighting community engagement, Developing an annual internal faculty/staff award for exemplary community engagement.

Appendix B: IIDEA Committee Members

- Antoinette Y. Farmer, PhD, Professor and Associate Dean for Diversity, Equity, and Inclusion, Chair,
- Edward Alessi, PhD, Associate Professor and Chancellor's Scholar of LGBTQ Mental Health, Trauma and Resilience,
- V. DuWayne Battle, PhD, Associate Professor of Teaching, Director of Baccalaureate Program,
- Thomas Benjamin, Staff Representative
- Elsa Candelario, MSW, Professor of Professional Practice,
- Iris Cardenas, MSW, PhD Student Representative,
- Jacquelynn Duron, PhD, Assistant Professor, Angela Jones, BASW Student Representative,
- Christine Morales, MSW, Assistant Professor of Teaching
- Monica Sanagustin, MSW Student Representative Traditional
- Tangela Dockery-Sawyeer, DSW Student Representative
- Vimmi Surti, MSW Representative, Hybrid Programs,
- Emmy Tiderington, PhD, Assistant Professor, and
- Cathy Thompson-Fix, Institute for Family Representative