

Anti-Racist Pedagogy in Social Work Doctoral Education: A Compilation of Reports

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Additional Contributions from

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All Session Executive Summary

In August of 2020 the Group for the Advancement of Doctoral Education in Social Work's (GADE) Board members Drs. Mo Yee Lee, Lawrence Farmer, Julia R. Henly, and Jerome H. Schiele invited the authors of this compilation to take part in a cross-program student discussion on Anti-Racist pedagogy. The four authors agreed and requested full autonomy on the direction and goals of our discussions. Respectfully and thankfully, the four Board members agreed and thus birthed the Anti-Racist Pedagogy in Social Work Doctoral Education series.

As both facilitators and students of color, the authors chose to lift up Black, Indigenous and People of Color (BIPOC) as the guiding voices of our series and outcomes. Across four meetings our goal was to engage social work doctoral students across the country and challenge us with envisioning the realities of developing, implementing, and sustaining Anti-Racist Pedagogy across all schools of social work. The first three sessions were exclusively for doctoral students. This was done to both acknowledge and protect the power dynamic inherent in academia. We wanted students to freely share without the fear of repercussions within their programs or otherwise. We also believed that the experiences of BIPOC students should be centered on voices outside of our own. Session one was exclusively for BIPOC PhD/DSW identified students only. The second ally session was exclusively for White PhD/DSW students. For this session the authors reached out to contributors Kess Ballentine, William Frey, and Kristen Brock-Petroshius inviting them to host. Ally hosts were chosen for their active track-records challenging White supremacy and to ensure White students could freely share in a space that would not further harm students of color. The third session was inclusive of all students. The fourth and final session included students, post-docs, faculty, and administrators. Meetings one, three, and four were planned and hosted by the four authors. This four-part series was sponsored by Group for the Advancement of Doctoral Education in Social Work (GADE) in partnership with Fordham University School of Social Services.

In this compilation you will find reports written following each session, references, and a PowerPoint Presentation shared during the final session. Please note that the references listed also include references for the PowerPoint presentation.

Anti-Racist Pedagogy in Social Work Doctoral Education: BIPOC Meeting
By Alicia Mendez, Maxine Taylor, Durrell Washington, & Kimberly Bonds-Grocher,

“Racism is a moral issue and of concern for moral educators, with recent social movements such as #BlackLivesMatter highlighting how far we are from obliterating racial oppression and the unearned privilege Whiteness confers” (Lynch et al., 2017, p. 129). Silence and inaction are complicity.

Executive Summary

On September 10th, 2020 we, doctoral students Durrell Washington, Kimberly Grocher, Maxine Taylor, and Alicia Mendez hosted the first session of the student led Anti-Racist Pedagogy in Social Work Doctoral Education series, sponsored by Group for the Advancement of Doctoral Education in Social Work (GADE) in partnership with Fordham University School of Social Services. Its goals were to 1) engage social work doctoral students across the country to co-create and re-envision developing, implementing, and sustaining Anti-Racist Pedagogy across doctoral programs; 2) create meaningful Anti-Racist action steps for doctoral programs to enact in this movement; 3) establish an ongoing student-voice presence within GADE; and 4) build solidarity and community across doctoral programs.

Method

Session one exclusively included Black, Indigenous, and People of Color (BIPOC) identifying doctoral students in an effort to create a sensitive space for those most impacted by the absence of Anti-Racist pedagogy. To ensure this exclusivity, a two-step registration process was required to join the session that included students having to report that they identified as BIPOC and were currently a student--only those who identified as both were sent a link to our meeting. Limiting the first session to only BIPOC students ensured that BIPOC doctoral students could safely share their ideas of *how* to embed Anti-Racist pedagogy in doctoral programs and share about their experiences without also having to engage in the emotional labor of justifying their statements.

Session one was recorded. All attendees were made aware of this choice during the registration process and during the session. Further, the organizers shared that the recordings were not to be shared with anyone other than the organizers. These recordings served as the mechanism for data collection of BIPOC student input. Recordings were then transcribed verbatim by the authors.

Additionally, to maximize gathering BIPOC student input we co-created a short qualitative survey (questions included below) for any interested BIPOC students to voluntarily participate in between September 17th - October 14th 2020. This survey was only shared with BIPOC doctoral students as their voices are the ones the authors would like to magnify in these efforts. Importantly, session one data will be used to guide the direction of subsequent sessions to ultimately achieve our aforementioned goals. This choice was made to ensure BIPOC student voices were no longer “tokenized, misrepresented, or forgotten” (Wazni et al., 2020).

Results

In total, 90 students attended the first session and 24 completed the online survey. The respondents represented BIPOC doctoral students from various schools of social work across the US, including international students who identified as POC. The authors engaged in a thematic analysis of the session and survey data. We did this by first open-coding session one dialogue and survey responses. These codes were then presented to one another, justified, and edited if necessary. Additional axial coding was then conducted across our initial themes to highlight nuance and variance within the data. The participants' point of view underscored pedagogical obstacles that hinder instructors from placing students of color as a primary educational concern parallel to their White cohort members. These insights are valuable to exploring the challenges of Anti-Racist pedagogy in social work education.

Key takeaways from the session and the survey include a sense of urgency to implement Anti-Racist pedagogy *now* into social work doctoral programs, a direct call to financially invest in Anti-Racist work, a need for recurring BIPOC only spaces for social work doctoral students to participate in without faculty or administration presence, and a call to listen and believe BIPOC students' experiences. First, we present data to support these themes. Next, we provide a short summation of responses shared to each question in the survey with supporting data.

Sense of Urgency & Financial Investment

Students expressed a *sense of urgency* in engaging and implementing an Anti-Racist social work doctoral education. Students of color noted that they have tried tirelessly to get their programs to take notice of these issues that are unique to BIPOC students. These are not new issues. However, students reported that when bringing issues of racism, lack of support, inequity, inequality, and discrimination to administration and faculty they are often met with resistance, blatantly ignored, or sometimes not believed. Students also reported, there have been meetings or "Anti-Racist" groups created in their programs with little to no implementation.

This sense of urgency was also interconnected with students believing that to do this work it requires a financial investment. They noted that they are tired of the expectation for students to volunteer for the newest affinity group or share their stories because for BIPOC students (and faculty) this work is personal, emotional, and takes a toll on the mind and body. In fact, students noted that engaging in this work can feel exploitative since students and faculty are rarely compensated for doing this kind of exhausting, free labor.

*"I am tired. **We are tired.** They know what is hurting us, they know why this is painful, they know where this violence is coming from...It's like we are asking Black folks, we are asking BIPOC folks over and over again to relive this trauma to prove that this hurts. **We know it hurts. How many ways do we have to explain that?**"*

*"Where do we go from here? Because this isn't the first time we've had this conversation. I've been at the table, had this conversation since I was a BSW student and the fact that we're coming back to the table to have the same conversation and talk about the same objective, the same goals that we always have. **It's like, man, you're wasting our time...now I'm going to start sending you a bill. At what point do we get to the place of implementation?**"*

“We need to create exactly what we need moving forward so we’re not having this same conversation three years down the line still sitting here like ‘what are we gonna do’ because no one is respecting our truth.”

*“It also means paying the BIPOC folks who have been doing this work to update our syllabi to be representative and paying them now. **Invest in this work.**”*

*“We should be included in conversations about what the issues are, how racism shows up in our program, and what we see as solutions. **Our experiences/knowledge/perspectives should actually be taken seriously!** However, I think this is quite complicated, especially for BIPOC students because some of us get tired of being called upon to share our experiences and recommendations and then nothing happens. **Also, there should be some way to compensate BIPOC students for their labor. Or, if outside people are brought into the process of moving toward Anti-Racism, they should be BIPOC and they should be compensated.**”*

The Need for BIPOC Doctoral Student Spaces

Nearly all students reported feeling very grateful for the BIPOC-only space the organizers provided. They shared that no such spaces exist for BIPOC students to safely share and support one another. Students noted that creating spaces, such as the one we did with session one (BIPOC only students with no professors or administrators), is needed on a more consistent basis. Session one was originally scheduled between 7:00-8:30 p.m. and students stayed on continuing to chat, share, and express gratitude until 9:00 PM, when the hosts decided to bring the meeting to a close.

*“I just want to say that I really enjoyed the session we had. **I didn't realize until then how freeing it is to listen and talk to other people in the same position as I am without concern for judgement/repercussions and without having to code switch.** I would love a group where we could keep up with one another.”*

*“It was refreshing. **I would definitely be a part of a session like that regularly, if offered.**”*

*“Thank you for this space. **We need this more.**”*

*“I would love to see something come out of this, not just support, but some kind of networking that we can all do just to stay in contact with each other to make sure people are well. I think that we have all mastered the art of looking like we’re well when we’re not. That has been a survival strategy. **I would love a space that is just ours, where we can be real with each other about the things we are carrying and dealing with on a daily basis just to get through these systems because they weren't meant for our survival.** They are designed for our destruction and we are in opposition to it. That’s going to come with lots of expensive costs to it, so I would love for us to figure that out.”*

*“Can you tell we love this conversation so much that we’re just here...**It’s amazing because this just doesn’t happen, a bunch of minority students getting together does not happen either**”*

because we're too busy or because we don't feel like it's truly safe but I feel like you guys laid the foundation to make it safe and I'm so appreciative of that."

Responses to Survey Questions

1. What does Anti-Racist Pedagogy in Social Work Doctoral Education mean to you?

Anti-Racist Pedagogy challenges White Supremacy and names Anti-Blackness. Students shared that engaging in Anti-Racist pedagogy means that professors and administrators are actively dismantling the power dynamics created by academia by including BIPOC students in *all* parts of academia (e.g., hiring, recruitment, syllabi development). Importantly, it also means validating and honoring the lived experiences of BIPOC folks.

"The bottom line is making sure that administrations are making sure that we have a seat at the table, at all of the decision-making tables. That means a doc student of color needs to be sitting on every committee, including hiring committees, whenever a potential new faculty is coming to a job talks, we need to be in the room, our evaluation needs to weigh just as heavy as everybody else's..."

"It's culturally relevant and honors the life experiences, culture, and history of Black students from Africa to all the way up to the present...That's what's missing. There's no honor of my history or my background in the classroom. The administration [in their doc program] does not honor me, it does not honor my viewpoint. They're happy to see me when it's time to take pictures for these pamphlets...These organizations are happy to see me when it's time to pay my dues...They don't embrace the concept of collectivism which is the background of our cultures. They're not open to culturally based styles of communicating."

"Having more BIPOC social work researchers, authors, professors, clinicians in the field; Acknowledging that power dynamics are not equal in spaces of learning that include BIPOC and White students/professors; As a professor, reflecting on how Anti-Blackness is a part of our profession and what it means for us personally and professionally; reflecting on the ways in which Anti-Blackness is a part of our research."

"Anti-Racist pedagogy limits the use of hierarchy, and powerplays...It's throwing out the hierarchy that shouldn't exist, being open to collectivism, being intentional about what they put on their syllabi, being intentional about how they welcome us into their classrooms on day one, how they talk to us about the semester, how you debrief what you show me in my social welfare classes, and just giving a damn. I just need you to give a damn."

"Anti-Racist pedagogy means having more faculty teaching us who are BIPOC and bringing in lived experience, together with objective delivery of facts. The two forms of knowledge, together, are the richest way we can learn, absorb, and be inspired. It would be so helpful to have people teaching us who look like us and will not single us out to be the "link" to diversity and inclusion. Anti-Racist pedagogy is also creating a collaborative learning environment in which each body in the room is seen and respected."

“Anti-Racist Pedagogy in SW means program directors and deans relinquishing power and ensure BIPOC faculty and students are represented and supported at every level of a doctoral program.”

“Anti-Racist pedagogy means actively resisting the centering of Whiteness, specifically Eurocentric ways of knowing and validating information, as “right” or the preferred mechanism to share/teach information. It means centering Black lives, voices, knowledge, including oral histories, spoken word and rap music, as a means of learning and more fully understanding what it means to be Black. Unless we are actively resisting Anti-Black racism, we are indeed racist and complicit to the established racist paradigm.”

2. How would you like to see your doctoral courses to include Anti-Racist education?

BIPOC doctoral students want their programs to begin their journey toward Anti-Racist education by explicitly owning their previous/continued acts of racism inside the classroom and within their program. Further, students emphasized that Anti-Racist literature, pedagogical, and content experts are available. Students felt it is time, if not overdue, for programs to incorporate them into our education via hiring and curriculum development.

“We need representation on our curriculum committees because we know the inclusion of the information that needs to be disseminated so we can speak to White fragility and Black rage and this is not just including Black authors in the syllabi, not just including videos specific to us and our reality and our truth...”

*“Anti-Black racist pedagogy needs to be immersed throughout every single course—from epistemology and theories to research methods and policy courses. **The literature exists. Do the work to revamp and include this within the readings and assignments.**”*

“I’d like to see a statement about Anti-Racist pedagogy for all classes and for White professors to acknowledge their privilege and power. I want to see actionable steps and accountability towards using an Anti-Racist education framework. I would like more BIPOC professors and more opportunities for funding/scholarships especially for BIPOC [Doctoral] students...”

“I would like to see all of our syllabi revamped from late policies, extensions, assignments, and readings. I also would like to see our professors, at the start of each semester, sharing how they have perpetuated racist education but are striving to do better and then list each of the ways they have already done that for the class and will continue to do so throughout the semester”

3. Do you feel like your program has qualified professors to teach Anti-Racist doctoral courses? Please provide examples.

When asked whether students had professors in their program who were qualified to integrate Anti-Racist education, some students shared they do have some professors who can engage in Anti-Racist education and many more who cannot. Students who shared they do have professors to engage in this work predominantly were from a Historically Black College or

University (HBCU), whereas those who reported their program was lacking were from Predominantly White Institutions (PWIs). Further, students shared that their departments need to do more work on being actively Anti-Racist by training all professors/administrators to understand this work instead of relying on the same select faculty who are often BIPOC.

*“Yes, there are qualified professors to teach Anti-Racist doctoral courses. We have a Race course in our department. But, **why should there be a designated "Anti-Racist professor" Anti-Racist pedagogy should be the expectation for all professors**, because if not then you are adding so much more workload to Black and POC faculty who often are expected to be "Anti-Racist professors.”*

*“ABSOLUTELY NOT!! There is a lack of faculty representation, cultural humility, understanding, and empathy. Our faculty is full of a bunch of imitators who appear to try, but the students who have had them in classes know otherwise. **Sadly, the administration doesn't really listen to us, so we have stopped talking...Somehow, our anger nor frustration seems to get us anywhere. Our voices are marginalized. We are neither centered nor fully supported. When Black students have an issue, there is no recourse**”*

*“There are very few Black professors in our program. **Our BIPOC faculty are the only folks who study "race" or racism, and most are junior faculty, so they have limited time for us. However, other professors should be able to teach these things too. I cannot think of any White professors who understand race outside of a control variable.**”*

*“Yes. [Professor Name] did a great job of teaching from an African-centered perspective; [Professor Name] **challenged us by having us read literature that challenged racist ideologies such as Black Spirituality in Social Work and [their] new book...**”*

4. Does your program conduct Anti-Racist research and/or provide funding for it? Please provide examples.

Students shared that their universities have opportunities for race-related research, but not Anti-Racist research opportunities. They also shared that providing funding for Anti-Racist research also means providing fellowships/funding opportunities for BIPOC students. Importantly, a lot of students also shared they were not sure whether their school focuses on this line of research, showcasing a need in schools of social work.

*“I'm not sure about funding for Anti-Racist research, but **our program does encourage us to read Anti-Racist literature and examine the strengths of Black individuals/families in our research.**”*

*“Within empirical research that approaches racism as "bias," then our program does contend with "disparities" and "inequalities" between "White" and "non-White" groups. However, **there is limited research using "critical" approaches to Anti-Racism that maintain the nature of reality is fundamentally racist, and the nature of knowledge is political....**”*

“We have a Center for Race and Social Problems with adequate funding but to be honest I do not know what research is being conducted, they are not loud about Anti-Racism or current BLM events, and they focus almost exclusively on Black/White dichotomy, in an 'academic and

*respectable' fashion. **They have not reached out or communicated with students doing Anti-Racist work in our program with offers to support.***

*"I think there are **"ways to implement" Anti-Racism research into studies** but nothing that is exclusive to this research area independently."*

*"I'm not sure on this one. My school is a PWI in the south and is known by many for its racist roots. There have been some efforts to encourage a diverse student body (for example, **I received a diversity fellowship for the first 4 years of my PhD program**), but we're also in the middle of renaming buildings on campus to remove known racists' identities, and the pushback on that has been shocking. So, while I'm not sure about my program conducting/funding Anti-Racist research, I know my university as a whole still has some work to do."*

5. What has been your mentorship experience in your program?

BIPOC students receiving mixed quality mentorship. Some students reported strong and supportive relationships with their mentors. Others shared they do not receive any mentorship at all. For those who reported not receiving mentorship within their program, they shared they have found connections outside of their school or department. Further, some students shared their school or department's faculty is not diverse enough to find mentors with shared identities.

*"My mentorship experience in my program has mostly come from my main advisor. **I have had to intentionally seek out other forms of mentorship, sometimes from faculty outside of my program.**"*

*"It has been great! I love my advisors, they are humane, I can talk to them about everything. They check up on me to make sure I am alive. **They ask how my parents and family are doing, this is HUGE for me** because I am in charge of a lot in my family because I am not married and do not have children."*

"I have a fantastic mentor- she is the only antiracist person I know in the program"

*"I don't have a mentor in my program. My grad school attempted to provide mentors for those of us that received certain fellowships, but my experience with that wasn't great. **My mentor and I had nothing in common, so the relationship fizzled quickly. Within my program, my chair is the closest thing I have to a mentor.** We have a good rapport, but I would love someone outside of my school to get a different perspective. **It sometimes feels like the faculty is so busy that they don't have time to mentor students unless we're helping them with their research.**"*

*"Obviously this is just my experience, but in terms of mentorship, it has been a pretty terrible experience. I say this as a person who genuinely loves learning and growing. I very much love to have guidance, feedback, and constructive criticism because I want to be the best that I can be at whatever it is that I am doing. I think I was very naïve coming into this program and maybe this is because I am a first gen student. **I really thought that pursuing a PhD meant that I was going to work closely with certain faculty, and they would actually be invested in helping me to become a quality scholar and researcher. I have realized that this is more about jumping through a series of hoops to prove your worth and cheap labor. Further if you don't do think, learn, and present in a certain way, it doesn't matter how motivated you are, how much effort***

*you put into your work, how passionate you are, or how capable you are--you are just not invested in... Luckily, I do have one supportive faculty member, but this person can only do so much and is honestly also affected negatively by the culture in the program (as this person is the only Black doctoral-level faculty member and a woman). Still, I appreciate that person very much and I would not be here without her advocacy and emotional support. **Other than that, I have had to go outside of my program to find quality mentoring.***

*“There is none. **My mentorship has come from programs designed to support Black doctoral students. These sources are from other universities...** To this day, I remain connected to those external sources. I can’t even get a faculty member to publish with me, let alone mentor me.”*

6. How could the mentorship you receive in your program be actively Anti-Racist?

Sharing what Anti-Racist mentorship could look like in practice brought up a multitude of ideas from students, including regularly engaging in conversations about ongoing emotional toll facing BIPOC students, professors acknowledging their positionality, and professors encouraging collectivist research methods that students perceived are discouraged. Some students shared mentorship options should include BIPOC faculty and others who may not be in academia. Importantly, one student shared their mentorship is already Anti-Racist and Anti-Capitalist because their mentor encourages them take daily naps, not work on weekends, and the student shared they didn’t start practicing either of those habits until they began their program.

*“**It would be great if the program recognized what they lacked in mentorship for BIPOC students and worked with other schools or departments at the university (or otherwise) to create a network of mentorship so that everyone feels represented and comfortable, outside of the research conversations.**”*

*“**By acknowledging the social unrest that is happening in the world and how it impacts me as professional and as a person.**”*

*“**First the professors need to be explicitly Anti-Racist. They must address their privileged backgrounds. They must have something at stake.**”*

*“**Engaging in conversations about how your [student’s] research agenda could be oppressed or challenged and support the agenda and student’s needs around these issues**”*

*“**Encouraging readings on the topic and emphasizing the need for research to give back to the communities [students] are studying rather than creating an article that collects dust on a shelf.**”*

*“**It is currently Anti-Racist and anti-capitalist, I am asked to take naps, and enjoy my weekends. I have never taken a nap or enjoyed my weekends until I started this program. The stress I have is because I am trying to shut out peers and non-advisors who take this who doctoral-thing too seriously.**”*

*“**Actually, having BIPOC faculty.**”*

*“Opening the pool to not only full-time faculty because full time faculty reflect the hegemony of non BIPOC educators. Finding a way that a mentor can be someone who just got their PHD that has a strong writing background. **The criteria to be a mentor should not only be being a full-time faculty member. There are personalities and skills other could possess and could share in their mentorship.**”*

7. How would you like to see increased diversity in students enacted in your program?

Students generally focused on increasing the number of BIPOC students in the doctoral program and providing additional support to help retain them, including increasing the number of BIPOC faculty, funding, and affinity spaces. Some students noted an increase in BIPOC students in their program since they began their studies.

*“In some of our institutions there may not be enough of us to coalesce. There’s not enough of us to band together to effectuate change...**We need to force the deans and program directors to respect us enough and our voice that our voice that we’re in our face sitting shoulder to shoulder making them make decisions that impact students like us and that look like us.**”*

*“Informed by Collins' (1993) critique of "diversity" as a "difference framework," **I am not convinced "increased diversity" can "uproot" White supremacy from social work education. That being said, I would benefit from learning with BIPOC faculty, students, and authors to the literature we read.**”*

*“**Our program has tended to have very few BIPOC, but I will admit that this seems to be getting better with the last 3 cohorts. However, we have had 2 BIPOC leave (because of the culture in our department) pretty recently. So, I really think they need to address the culture in the department because it's one thing to admit BIPOC students into the program, but if they are leaving because of a lack of meaningful inclusion, then what's the point? Diversity and inclusion are different things and our program seems more invested in appearances.**”*

*“In order to increase diversity, the school needs to diversify its staff. Scholarships, grants or other funding opportunities need to be provided for BIPOC students. **Once BIPOC students are admitted, there needs to be brave & safe spaces for them to gather, collaborate & consult. There needs to be an accountability group focused on ensuring the school uploads its commitment to Anti-Racist practices.**”*

*“Our program is actually quite diverse. Our cohort is predominately BIPOC. **I was on the admissions committee last year and we had a diverse pool of applicants, and the committee is thoughtful in regard to ensuring we accept people from different lived and academic experiences.**”*

8. How would you like to see increased diversity in faculty enacted in your program?

Students reported a need for more BIPOC faculty to be recruited into their programs, especially for programs wherein its student body is more diverse than its faculty. Additionally, students shared programs should create an environment where BIPOC faculty feels safe and are able to thrive (e.g., equitable pay, seeing other BIPOC faculty in the program who have tenure). Further, there was a desire for more BIPOC faculty teaching at the doctoral level.

“If someone does not do explicitly antiracist work, they should not be faculty in social work.”

*“I also believe here that **they need to create a more welcoming environment**, but I think part of this can be an effort to bring in more female and BIPOC faculty and staff.”*

*“Increased BIPOC faculty would be nice, but I also don't want faculty of color to suffer within the hegemony of Whiteness at our institution. For this reason, **I think the White faculty who are currently at my institution would benefit from "critical" approaches to Anti-Racism that requires critical self-reflexivity on "racism as the norm" in their research and teaching.**”*

*“**More BIPOC faculty as professors, especially tenured ones; more supportive structures for BIPOC faculty**”*

*“**We need a cluster hire of BIPOC faculty. There are no Native American faculty. And though Black students make up, both the [doctoral] and master's program, at least 40% of the student population, the faculty presence is hardly reflective of this dynamic.**”*

*“Better hiring practices with HR, as well as **salary equity.**”*

“It's also changing the mindset of faculty in the room, and we need to be part of that process. Because if we keep hiring racist professors who are guilty of committing race-based microaggressions on the regular then we aren't going to change anything because they'll gloss over the material that they're supposed to teach.”

*“**There is only 1 identified BIPOC faculty who is scheduled to teach one of the [doctoral] courses. There just needs to be more.**”*

9. How should students' voices be part of the process in moving toward an Anti-Racist education in your program?

There was a general theme that BIPOC student voices specifically should be represented on any committee or task force created within the school. Further, students noted that all students should have voting rights on these committees. Finally, some students shared that when focusing on BIPOC student voices, those voices should not merely be the voices faculty and administration are most comfortable with listening to and including.

*“**Critical Anti-Racist student voices should be present, not just "students of color"....**”*

*“They **NEED** to be integrated into any Anti-Racist program. **Students need to steer the info sharing and advocacy.**”*

*“**Include students in committees with voting power - ensure that there is at least 2 BIPOC students in any school committees**”*

*“**Deans, directors, and faculty should include all student voices, but especially those that make them uncomfortable. Our program has silenced or ignored student voices that challenge the***

racist practices. Instead, faculty and program directors put students who they like to address these issues, when those students are often White and completely not impacted by the racist practices of our school.”

“BIPOC students' voices need to be heard in a "safe space" a school needs to accept that the negative experience is real and even unconscious it has been harmful. Acknowledgment is the first step to healing.”

“Students should be involved in all committees and important meetings where these important decisions are being made.”

10. How should your program respond to personal experiences of racism?

Students shared that they wanted to see more accountability and consequences for acts of racism within doctoral programs. This emphasized the need for schools of social work to take accountability and exact restorative justice upon faculty members who convey acts of racism towards students of color. This theme reiterated the need to listen to and believe BIPOC students' experiences.

*“Taking accountability, **demonstrating in action**, and not just words how unacceptable acts of racism are.”*

*“In terms of more an implicit things, **can we have procedural conversation of the emotional toll and trauma that happens in these conversations for [students] of color...they kind of get tired of retelling their story.**”*

*“**Real consequences for the person or system that was racist, rooted in restorative justice, and enacting change to change this pattern.** An outside person should be brought in to work with the student on ways to resolve the issue / allow them to feel comfortable. Maybe students should be allowed to transfer to another doctoral program if something like this happens.”*

*“There needs to be a clear process and protocol for students to report racism & get support. **Faculty or staff who conduct racist acts need to receive appropriate consequences for their actions.**”*

*“It needs to be fully investigated, corroborated and **there need to be repercussions even if the faculty are tenured...There is a diversity council within the school, but...Some of the members on that council are also part of the problem.** Without real repercussion, such as pulling folks' tenure, then there will be no substantive change.”*

*“By actively listening and **encouraging us to write and speak about it.**”*

11. What are the steps needed in developing Anti-Racist social work doctoral education in your program?

Students shared a desire for collaboration cemented with support—they noted that the programs should be take steps toward this by a) financially investing incorporating Anti-Racist education and b) hiring faculty and administrators dedicated to this work. They also alluded to the need for internal faculty and administrative support for BIPOC students, coupled with the need for collaboration from other schools that are grounded in Anti-Racist paradigms, practices, and principles.

*“I think collaboration and partnerships are key, **it’s going to take a village, and social work must take the challenge.**”*

*“Providing more support to BIPOC students, financially, in mentorship, etc.; **bring in an outside entity to review current practices in administration and curriculum and make recommendations; talk to and learn from schools that are more Anti-Racist or moving in the right direction.**”*

*“A budget is a moral document. **There needs to be money allocated towards this work.** And that work must be done at the structural level.”*

*“**Having leadership get on board and take action in making changes** without relying solely on students and faculty of color to do this work.”*

*“I argue we need to intervene on racism the same way we intervene on "mainstream" problems, such as child welfare. **We need to use theory, literature, and be accountable to the people we serve. With this in mind--using Black feminist thought--social work needs to make a "paradigm shift" from addressing race as a "deterministic" demographic category to a "system of dominance" in which social work is situated.**”*

*“**Transparency in hiring**, transparency in admissions data, and town halls.”*

“Admitting that racism exists and genuinely collaborating to pull it out of the corners of the classroom.”

*“Money is priority. **Programs need to put money toward creating more Anti-Racist education, bring BIPOC faculty on, and creating BIPOC only spaces for students.**”*

12. Please share anything you'd like to share that we haven't yet covered.

The majority of responses captured BIPOC students’ desire for more BIPOC doctoral student only spaces, these responses are shared above. However, students also shared the need for an intersectional lens fused with ethical values to be used in this work. They shared that social work in practice and education lack the intersectionality where social justice, power, and privilege, meets Anti-Racist pedagogy.

*“I think in discussions on **Anti-Racist pedagogy intersectionality, social justice, and issues of power and privilege should be included.** I’ve heard rumblings of this being addressed on the BSW and MSW but not on the doctoral level, so I do appreciate this survey for allowing me to express my thoughts on the subject.”*

*“Universities "not taking a stance" because they're funded by the state, even as the college of social work, is sickening. **We are not holding up our ethical values when we remain silent because of funding**—we are being paid to be quiet from the oppressors.”*

Anti-Racist Pedagogy in Social Work Doctoral Education: White Student Session

By Kess Ballentine, William Frey, & Kristen Brock-Petroshius,

Executive Summary

This session was held on November 10th, 2020, with forty-four students in attendance. The agenda and discussion were guided by the BIPOC session's themes and responses to the qualitative survey. The facilitators focused on action-oriented outcomes centering the call for White students to do more for their BIPOC counterparts. Below are key lessons learned through this discussion. We also include a table summarizing various actions White students mentioned they were willing to take in support of BIPOC students (Table 1).

Key Lessons

Attendance

One issue that came up as a point of frustration and anger was the low turnout. This was a point of discussion in multiple breakout groups and in our facilitator debrief. White students noted they need to do more to mobilize White students to attend and support initiatives.

Break Committee Co-optation Model in Doctoral Programs

Some students noted that committees were being set up to address Anti-Black racism or general "diversity and inclusion" issues. However, students were concerned that committees would slow down and suffocate efforts through the machinations of bureaucracy. Additionally, some students were concerned about lack of accountability and transparency in committees. One way to combat this was to set and enforce deadlines to track accountability and for student representatives to serve on committees and report back to their fellow doctoral students. Still, among members of student groups that had set demands, some students were concerned that ultimately bureaucracy would stall or disrupt progress.

What are White students doing/willing to do?

Based on our discussion with the lead facilitators, we chose to center a significant amount of our time on identifying how White students are willing to show up and contribute to the movement. We discussed this in our breakout groups and asked students to share what they were personally going to do or continue to do in the chat. We put these comments together in the list below (Table 1). We chose to organize these by both theme and level of work (internal/personal, group, institution/program) to better understand these results. Reviewing the level of work reveals some themes, though more data would be needed to fully understand and interpret what is driving students' responses.

First, White students' actions seem heavily weighted to the internal/personal level. While individual work is foundational, there may be limited latitude by which GADE can get involved at this level other than recommending curricular changes. This may speak to White student attendants' personal commitment to the work and learning. However, it may also suggest that

White students feel unprepared or incompetent in areas of Anti-Racist advocacy work, suggesting both that their social work education has failed to prepare them and also that they may not immediately participate in Anti-Racist advocacy for fear of their own incompetence. Indeed, this issue was raised in breakout sessions, and facilitators encouraged students to continue learning while also humbly participating to support ongoing efforts. On the bright side, a key theme is that White students shared a sense of personal responsibility in expanding their learning, deepening their reflection, and working to have conversations with White colleagues while supporting BIPOC-defined goals.

Second, the relatively low action that students saw at the institution/program level is concerning. It may suggest simply that students feel they have little control over this level, which is likely true. However, in the context of an event where we are working toward recommendations for GADE, which would work to intervene at this level, this was a time where students could suggest these strategies. Additionally, the goals set by the BIPOC students likely require institutional and programmatic changes. Despite this, White attendants focused more actions on what they could control: themselves and in some cases groups of doctoral students. Those whose schools were working toward transformation had found a long, arduous process of committees and often requiring students to speak up powerfully and through collective work to be heard. Thus, it is possible that students do not trust that their institutions will change without significant pressure.

Table 1. Actions White Students are Willing to Take/Support			
Action	Internal/Personal	Group	Institution/Program
Personal Reflection & Education			
Past actions/History in own program	X		X
Reflect on current actions in own program	X		X
Reflect on actions by Students	X		X
Reflect on actions by the Program/Institution	X		X
Attend another session such as this	X		
Examine our own gendered whiteness and white supremacy in social work	X		
Research anti-racist pedagogy	X		
Read more	X		
Reflect on my own involvement in racism and white supremacy	X		
Listen to experiences of students in our programs	X		
Attend anti-racism trainings to improve our own teaching and research	X		
Evaluate the work going on in our own institutions and work to hold them accountable to student demands	X		X
Participate in personal development of various sorts: thinking, reading, learning, developing	X		
Getting Involved Personally			
Support demands by BIPOC students in program/institution	X		X
Be willing and ready to be a follower and supporter at all times	X		
Engaging Other Students			
Reengage students in anti-racist student organization		X	X
Start and continue conversations on anti-racist pedagogy		X	X
Engaging White Colleagues			
Talk with and engage white students who didn't show up	X	X	
Organize discussions on anti-racism with white students in my program	X	X	
Engage white women in program and profession	X	X	
Engaging Faculty & Admin			
Have conversations with professors	X		X
Contact a trusted professor	X		X
Elevate BIPOC experiences to Faculty/administrators	X		X
Raise the BIPOC needs/goals to own program directors	X		X
Commit to holding our programs accountable to demands of BIPOC students			
Organizing Strategies			
Complete a power analysis of own program to map decision-makers and process in order to organize around programmatic change	X	X	X
Understand how our program defines success and argue at those levels for change and inclusion of people, material, and methods	X	X	X
Specific Feedback/Recommendations			

Anti-Racist Pedagogy in Social Work Doctoral Education: All Student Session
By Alicia Mendez, Durrell Washington, Kimberly Bonds-Grocher, & Maxine Taylor

Executive Summary

This session was held on January 28th, 2021. Eighty-seven students attended this session. During this session the authors presented tentative recommendations as influenced by the prior two sessions in PowerPoint presentation. Authors then solicited feedback from students to amend and add to the recommendations. The following is inclusive of all feedback from the three sessions. Below are titles of recommendations followed by a summary and operationalized suggestions of how to meet these recommendations. These recommendations were presented in the fourth and final meeting to students, post-docs, faculty, and administrators on April 14th, 2021.

Recommendations

Recommendation 1: Provide Racial and Cultural Sensitivity Training as an Annual ‘Mandatory’ Requirement for Faculty

Racial and cultural sensitivity training starts with developing a clear, detailed definition of what the program should entail. Social work department administrators (chairs/deans) should create, offer, and require that all faculty members annually take a comprehensive racial and cultural sensitivity training that provides concrete ways to engage in respectful and positive interactions with students in the academy while reducing discrimination and prejudice based on factors such as race, ethnicity, gender, and socioeconomic status. Provisions for diversity and inclusion must be a part of this required training—targeting all administrators and faculty members within the department and address a range of issues, including unconscious bias, microaggressions, and cross-cultural communications—and should be executed in tandem with the NASW code of ethics and the departments’ vision, mission, values, and goals and then move towards valuing all aspects of diversity with BIPOC students within the academy and the greater community. Within this framework, practical training moves beyond simply encouraging faculty members to tolerate differences but instead move towards teaching faculty members how to work cohesively with BIPOC students while embracing diverse perspectives.

Two types of training are specifically recommended, racial and cultural competence. Racial sensitivity training refers to the skills and attitudes required to develop and maintain healthy and impactful cross-racial relationships, notice and analyze racial dynamics, and confront racism in the environment and in oneself. Cultural sensitivity training refers to a paradigm that teaches individuals how to recognize and adapt their own style while appreciating and valuing different perspectives and different ways of communicating or behaving.

Recommendation 2: Restorative Justice Through the Lens of Eliminating Structural Racism and Discrimination

Based on the wide number of schools represented in the meetings, far too many social work doctoral programs in the United States are failing to fully build an equitable and just

society for all (Dominelli, 1989). There has been a push toward restorative justice, also known as restorative practices, in K-12 education and recently higher education (Karp et al. 2018; Protonentis et al., 2021). Restorative justice is a powerful approach to accountability that focuses on repairing harm through inclusive processes that engage all stakeholders. By “making things right,” this approach seeks to knit wholeness back into the fabric of a scholarly community that has been torn. It seeks to repair harm done in the classroom and by the school/program that many student participants described. By having an active process for addressing harm born of racism, ethnocentrism, and/or Anti-Blackness, BIPOC students would be able to focus on their academic work and reconnect as members of the learning community.

Recommendation 3: Instill a Permanent Student Voice with GADE

The student - faculty collaboration within GADE has proven incredibly fruitful and sets a standard for ways doctoral student voices should be included at all levels of their education. The year 2020 has also shown the power and vision of doctoral students in pushing social work education and the field at large forward. Institutionalizing a permanent student voice within GADE is necessary as the evolution of education is ongoing. Furthermore, this recommendation is in alignment with GADE Strategic Plan, specifically to “build the capacity of doctoral programs to prepare scholars, researchers, and educators who function as stewards of the discipline.” Specifically, it addresses the objective to “develop and provide information on best practices related to social work doctoral program education and doctoral program administration.” To truly implement and guide “best practices,” student voices, particularly those of BIPOC students, should always be included in this process. As GADE works to promote students and our education, this new partnership will only prove mutually beneficial.

We specifically recommend GADE amend its constitution to include the creation of a 4-6 person doctoral student group. Following the example set by The Society for Social Work Research, we suggest two of these members be elected to the GADE board who will also co-chair the GADE student group. Nominations and self-nominations of board members should be encouraged. Student terms on the GADE board would not exceed two years.

Recommendation 4: Formalize Social Work Doctoral Program Accountability Workgroup

In line with the sense of urgency felt among students regarding immediate and lasting change is the need to formally operationalize and track the implementation of Anti-Racist pedagogy within doctoral programs. The conversations from this year should not be the end of this work, rather the start of measurable and meaningful change. This recommendation aligns with GADE’s strategic plan to “be recognized as the leading voice for issues related to doctoral education.”

In alignment with the objective to “increase strategic alliances with other organizations,” we suggest an Anti-Racist pedagogy in social work doctoral education workgroup is formally created in collaboration with other social work organizations including (NADD, SSWR, CSWE, Associate Deans of Research, SSWR’s Research Development Capacity Committee). We specifically suggest:

Creating a separate and independent workgroup to review and evaluate the curriculum for the inclusion of Anti-Racist pedagogy in schools/programs.

- Students and faculty should be included on this workgroup.
- Each faculty and student on this committee should be vetted thoroughly to ensure they are suitable for the position with a proven track record in ‘doing’ Anti-Racist work.
- This committee would draft Anti-Racist standards to be implemented in all doctoral programs.
- This committee would hold biannual evaluations to ensure programs are meeting these standards.

Steps to be taken within each program (detailed further in subsequent recommendations):

- Program directors and deans should write an open letter to students/program taking accountability for and apologizing for how they or their programs have engaged in oppressive and harmful actions that perpetuate racism and harm BIPOC students and faculty.
- Make, track, and report effort to decolonize curriculum. This would be reported to the independent workgroup created.

Recommendation 5: Establish a Student Group Within all Schools to Internally do Anti-Racist Pedagogy Work

Anti-Racist pedagogy and praxis are not something that we can read or lecture into practice. It is not enough to write a statement or add readings by BIPOC scholars on a syllabus. Anti-Racist work is always evolving thus programs must continually engage in this work and assess how Anti-Blackness and other forms of oppression show up within our individual programs. It is clear many students do not yet know how to engage in Anti-Racist work and that education should begin in their programs. Internal work within each school of social work is needed. We are recommending that a student led group is established within each school of social work with the goal answering the question of *what can Anti-Racist pedagogy look like within our social work program?*

We specifically recommend for this group:

- Allow and support doctoral students to establish a student led organization that will develop their own action plan to address Anti-Racism within their individual school.
- Compensate students for doing this work as either a stipend or giving students an organizational budget.
- Work with students to develop an action plan to address any issues they bring to the attention of the department.

Recommendation 6: Create a Formal Space for BIPOC Students That is Supported by GADE

Research indicates that affinity groups are helpful and supportive spaces for BIPOC and other individuals that have shared identities (Blackwell, 2018; Chaudhary & Berhe, 2020). Burey (2021), discusses the dilemma BIPOC professionals experience when debating on whether to present their authentic selves to work or not. Burey shares that *not* bringing her authentic self to the workplace is an important part of being able to acclimate to the workplace in a way that is beneficial to her career. Further, she notes, that only bringing parts of herself, not her authentic

self, are vital to her mental and physical health due to the culture created by White supremacy in corporate America. There are many BIPOC students and faculty who share this sentiment in academia as well.

Several BIPOC doctoral students indicated that they are the only or one of a few BIPOC students in their cohort or in their entire doctoral program. While it is important to form relationships with other students in one's cohort and program, as this series has revealed, BIPOC students face unique challenges and desire safe spaces to connect with other BIPOC doctoral students in social work to receive additional support on the doctoral journey.

We recommend that GADE, potentially in partnership with other leading social work organizations, creates and facilitates a group for BIPOC doctoral students. We specifically suggest that this group is doctoral student led and meets virtually at least quarterly. Further we recommend that it is fiscally supported and sponsored by GADE and other social work organizations that are willing to financially support.

Notice of Ongoing Work by Students

BIPOC Students will be Creating a Social Work Doctoral Program “Greenbook”

During the mid- 20th century, the Greenbook, was a small book that was published by and for Black Americans traveling the U.S. under Jim Crow laws. The book provided recommendations for establishments that were safe and welcoming places for Black Americans to eat, rest, board and patronize while traveling, primarily by road, throughout the country. Students that have attended the series and provided insights have expressed the desire to create an informal Greenbook for BIPOC students considering enrolling in Social Work doctoral programs. The criteria that will be included in this Greenbook is still being established, but it will most likely include criteria such as a school's implementation of Anti-Racist pedagogy into the required curriculum for the doctoral program, attentiveness and responsiveness to BIPOC students concerns around Anti-Racism in the program at large, recruitment & retainment of BIPOC faculty, etc.

Anti-Racist Pedagogy in Social Work Doctoral Education: Student & Faculty Session
By Alicia Mendez, Kimberly Bonds-Grocher, Maxine Taylor, & Durrell Washington

Executive Summary

This session was held on April 14th, 2021. More than 180 students, post-docs, and faculty were in attendance. During this session the authors presented all recommendations listed pages 19-22 of this report. The following are final thoughts from the authors. We have chosen to end the report with our reflections as to highlight and practice the valuing and honoring of the lived experience—our lived experience. Please note, one of our members experienced a grave family emergency, so only three accounts are below. However, for all of the authors this experience was an act of love, pain, and necessity. In many respects, upon being invited to work on this endeavor, we felt we *had* to do this for our BIPOC colleagues—students, post-docs, and faculty. Importantly, we wanted to do this “right.” Mistakes are inevitable, language is always changing, and we too are always evolving.

Reflections

Kimberly

I am still amazed at the drive, consistency and dedication of my colleagues in this endeavor and am honored that I had the opportunity to work alongside all of them for this initiative that we are each so passionate about. It was also rejuvenating to be in a position to fellowship with other BIPOC doctoral students, hear their stories and ideas, while being in a position to help amplify their voices and lived experiences.

There were also aspects of this work that were draining and disheartening. Hearing the same issues repeatedly, witnessing the blatant lack of inaction in programs and over long periods of time, challenged my faith in our ability to institute real change in social work doctoral programs and my faith in our profession as a whole. Our fourth session with faculty and students was a reminder that there are tremendous obstacles that we must eliminate before we can truly begin to address the racism and oppression within our social work doctoral programs and much of it lies at the individual level which ultimately bleeds into our institutional practices. I am choosing to keep the faith that those academic leaders and change agents who resonated with our message will move from the ongoing conceptualization and discussion of this issue into pure action recognizing that there is no value in talking about the work if we are not engaged in actively doing the work.

Durrell

When I was first asked to embark on this journey, I was excited, to say the least. Having the opportunity to join a group of passionate, energetic and brilliant doctoral students and together attempt to develop recommendations for what an Anti-Racist doctoral education could look like within the field of social work seemed like a step in the right direction for our field. From my perspective, we all understood the need for this kind of initiative, and all understood it could not just center around the four of our voices. As we sought feedback from our fellow colleagues, many of the stories were disheartening to hear but not surprising. The commonalities

amongst the needs of BIPOC students across universities further solidified the need for universal reforms across all schools of social work. Many of the testimonies were extremely disheartening to hear, especially those we were not allowed to share. Though the work has been draining and difficult to hear, we knew it was necessary to continue to push forward with our plans and make sure that BIPOC student voices, recommendations, and concerns were heard. I am very happy with the list of recommendations we presented at the final meeting, and noting our recommendations are far from an exhaustive list. There is much work to be done outside of what's in our final report. I will say that I can't really say what expectations I had at the final meeting, but I left feeling empty. I was proud to be associated with my colleagues, proud of our work, and proud of those who shared their experiences with us. But, hearing not many faculty make commitments to at least try to push for any of our recommendations out loud in front of their colleagues in an open forum was again not surprising but left me thinking. When do we move past the email statements, liked and retweeted post, and actually start taking these steps? I will continue to push for a better doctoral education for all BIPOC students and push our profession to be better and make sure the work we spent this year wasn't in vain.

Alicia

This opportunity to work closely with students, administrators, and faculty has been unparalleled to any other experience I've had in academia. GADE, specifically its four board members Dr. Mo Yee Lee, Dr. Jerome Schiele, Dr. Lawrence Farmer, and Dr. Julia Henly, gifted the four of us with autonomy and trust. I hope future administrators and faculty see the benefit that comes with trusting students' vision and putting those words into action by allowing them to plan independently. This series was very life-giving and collaborating with my colleagues made me a better organizer/planner/advocate for students.

I would be remiss to not share the mental and emotional toll this kind of work had on myself. While the first installment of this series (BIPOC students only) filled me with hope and a sense of connection, it also reminded me just how long we've been asking to be heard. There were stories of students being torn down, publicly shamed, and demonized just because we wanted our education to be inclusive of our needs. The subsequent meetings made it clear that despite these issues being decades old, particularly within social work, our recommendations and next steps would be an uphill battle. I am left wondering if this work, like work before ours, will be something future students and organizers come across and reference years later to demand and ask for the same things, reminding us yet again, you've heard us but that was all you were willing to commit to--listening without action.

This work is dedicated to every student and faculty member who has been silenced, called divisive or disrespectful, ignored, gaslit, and told their experiences didn't matter. We see you, we hear you, we have been you, we are you.

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Appendix A

PowerPoint Slides from Anti-Racist Pedagogy in Social Work Doctoral Education: Students & Faculty Session

ANTI-RACIST PEDAGOGY IN SOCIAL WORK DOCTORAL EDUCATION

April 14th, 2021

Discussion Facilitators:

Kimberly Bonds-Grocher, MSW, LCSW, Fordham University

Alicia Mendez, MSW, Rutgers University

Maxine Taylor, MSW, LGSW, Morgan State University

Durrell Washington, MSW, University of Chicago

LAND ACKNOWLEDGEMENT

We open our meeting by collectively acknowledging the lands we live on have been stolen. Together the facilitators would like to respect and collectively honor the people who have stewarded this land, namely the lands we are currently inhabiting including the: Kiikaapoi, Peoria, Potawatomi, Myaamia, Lenape, and Piscataway territories.

Furthermore, we acknowledge that slavery took place on these lands, as did the dehumanization and erasure of Indigenous and Black people. Today, we regularly see and feel that Anti-Blackness still permeates in our nation. Stolen people on stolen land.

AGENDA

Who are we?

Why are we here?

What is pedagogy & anti-racist pedagogy?

Method & Sample

Themes and Recommendations

Discussion

Close

ANTI-RACIST PEDAGOGY IN SOCIAL WORK DOCTORAL EDUCATION:

A Series Led by and Created for
Doctoral Students.

Who we are



Kimberly Bonds-Grocher
Fordham University



Alicia Mendez
Rutgers University



Maxine Taylor
Morgan State
University



Durrell Washington
University of Chicago

WHY ARE WE HERE?



GROUP FOR THE ADVANCEMENT OF
DOCTORAL EDUCATION IN SOCIAL WORK

The Group for the Advancement of Doctoral Education (GADE)

- Members are Program Directors of PhD & DSW programs
- Focuses on networking, funding opportunities for students/programs, and advocacy
- Partnerships with other SW organizations
- GADE disseminates "Guidelines for Quality in PhD Programs"

Steps GADE has taken to address anti-racism:

- On June 12th GADE released statement on anti-racism
- Beginning July 9th GADE held parallel meetings for its membership
- Solicited feedback in 2020-2021 for the guidelines (happens every ~10 years)

Purpose

The session will consider how our PhD curriculum could be reformed to achieve some of the action steps outlined in the recent GADE statement. We will consider both implicit and explicit aspects of PhD pedagogy including domains such as teaching, research, mentoring, institutional policies and practices, and professional service. The hope is that there will be time to share both successes and failures as a means of learning about what has worked and what hasn't and the challenges inherent in doing anti-racist work in social work doctoral education.

Published between 2020-2021

Racialized Trauma on the Tenure Track

Black Lives Matter, and Yes, You are Racist: The Parallelism of the Twentieth and Twenty-First Centuries

Confessions of a Social Work Leader: I Didn't Realize Many Social Workers Weren't Aware of Their Own Racism

PERSPECTIVE: Are You a Social Worker Guilty of Performative Allyship for Black Lives Matter?

Addressing racism within academia: a Q&A with UNC-Chapel Hill PhD of Social Work Students

What Do You Call a Black Woman With a PhD? A N***: How Race Trumps Education No Matter What**

Academic Turning Points: How Microaggressions and Macroaggressions Inhibit Diversity and Inclusion in the Academy

A Racism Burnout: My Life as a Black Academic

Academia Isn't a Safe Haven for Conversations About Race and Racism

Surviving Academic Karens While Black

Published between 1990-2018

Racism, anti-racist practice and social work: articulating the teaching and learning experiences of Black social workers

CRITICAL RACE THEORY AND THE CULTURAL COMPETENCE DILEMMA IN SOCIAL WORK EDUCATION

Racial Arrested Development: A Critical Whiteness Analysis of the Campus Ecology

Black perspectives and social work practice

**MINORITY FELLOWSHIP PROGRAM
IMPLICATIONS OF THE EQUALITY-OF-OPPRESSIONS PARADIGM
FOR CURRICULUM CONTENT ON PEOPLE OF COLOR**

Anti-racist pedagogy: from faculty's self-reflection to organizing within and beyond the classroom

'What good is anti-racist social work if you can't master it?': exploring a paradox in anti-racist social work education

Responding to Racism and Racial Trauma in Doctoral Study: An Inventory for Coping and Mediating Relationships

Success in Doctoral Programs: Experiences of Minority and White Students

"Am I going crazy?!": A Critical Race Analysis of Doctoral Education

PURPOSE

- To create meaningful anti-racist action-steps for doctoral programs to enact as guided by student sessions--namely BIPOC voices
- To build solidarity and community across programs
- Address accountability among White faculty and students
- Discuss



Shadow on the Land, an excavation and bush burial. A commentary on taking down racist monuments.
Nicholas Galanin, 2020

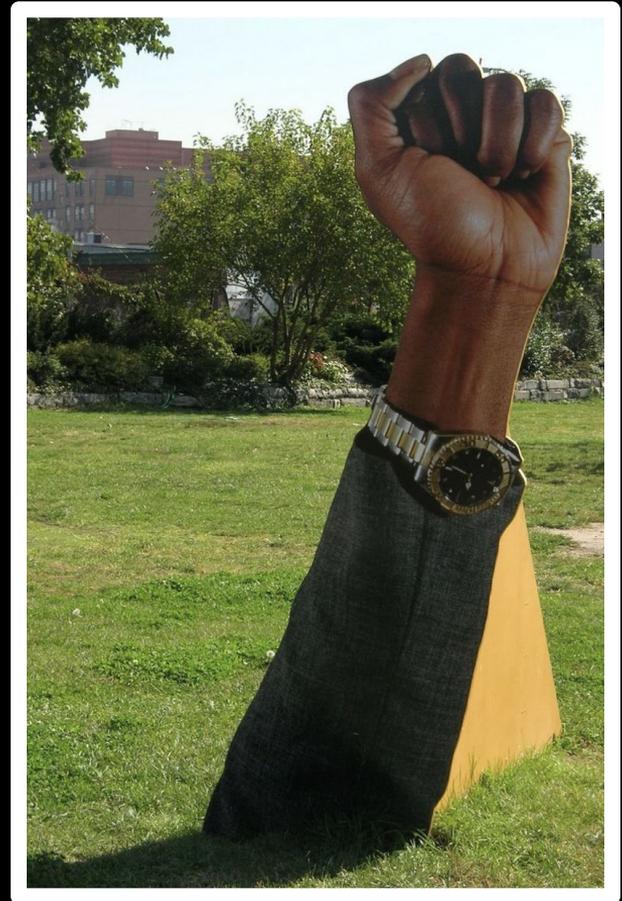
DEFINING PEDAGOGY

The art or science of teaching.

Pedagogy is about how one teaches. It is a bidirectional process (between student and teacher) that is influenced by both conscious and unconscious understandings of teaching and learning. Pedagogy is about *how* an instructor presents and engages content with students.

WHAT IS ANTI-RACIST PEDAGOGY?

“Anti-racist pedagogy is not about simply incorporating racial content into courses, curriculum, and discipline. **It is also about how one teaches, even in courses where race is not the subject matter. It begins with the faculty’s awareness and self-reflection of their social position and leads to the application of this analysis not just in their teaching, but also in their discipline, research, and departmental, university, and community work.**” (Kishimoto, 2018).



It's About Time
Hank Williams, 2006

Method & Sample¹¹

The goal of all sessions was to center BIPOC voices and needs throughout this series

Three semi-structured conversations were held

- BIPOC students (n=90)
- Ally/white students (n=44)
- All students (n=87)

A voluntary qualitative survey was sent out to BIPOC students (n=24)

All sessions were recorded and dialogue was used as qualitative data

Data were thematically analyzed by the facilitators*

Summaries and results of Sessions 1 & 2 were shared with the GADE Board

For this final product we applied student feedback and ensured our recommendations are aligned with GADE's 2016 strategic plan. Those details can be found in our final full report to be shared with GADE in May 2021.

*Ally session was facilitated by Kess Ballentine, Kristen Brock-Petroshius, and William Frey

Themes

Believe, listen, and validate BIPOC voices

Students expressed a desire to end “sharing trauma” as a means of justifying our requests for an anti-racist education. These stories, the need for anti-racist pedagogy, is not new, so believe, listen, and validate.

*“I am tired. **We are tired.** They know what is hurting us, they know why this is painful, they know where this violence is coming from...It's like we are asking Black folks, we are asking BIPOC folks over and over again to relive this trauma to prove that this hurts. **We know it hurts. How many ways do we have to explain that?**”*

*“**Sadly, the administration doesn't really listen to us, so we have stopped talking...Somehow, our anger nor frustration seems to get us anywhere. Our voices are marginalized. We are neither centered nor fully supported.** When Black students have an issue, there is no recourse.”*

Sense of Urgency

Students expressed a sense of *urgency* in engaging and implementing an anti-racist social work doctoral education. Students of color noted that they have tried tirelessly to get their programs to take notice of these issues that are unique to Black, Indigenous, and Students of Color. These are not new issues.

*“Where do we go from here? Because this isn’t the first time we’ve had this conversation. I’ve been at the table, had this conversation since I was a BSW student and the fact that we’re coming back to the table to have the same conversation and talk about the same objective, the same goals that we always have.... **It’s like, man, you’re wasting our time...now I’m going to start sending you a bill. At what point do we get to the place of implementation?**”*

“We need to create exactly what we need moving forward so we’re not having this same conversation three years down the line still sitting here like ‘what are we gonna do’ because no one is respecting our truth.”

Financially invest in Anti-Racist Work

This work requires a financial investment. BIPOC students are tired of being 'voluntold' for the newest affinity group with no compensation. For BIPOC students (and faculty) this work is personal. It takes a toll on the mind, body, spirit, and collective. Normalize paying BIPOC folx for our work.

*"We should be included in conversations about what the issues are, how racism shows up in our program, and what we see as solutions. **Our experiences/knowledge/perspectives should actually be taken seriously!** However, I think this is quite complicated, especially for BIPOC students because some of us get tired of being called upon to share our experiences and recommendations and then nothing happens. **Also, there should be some way to compensate BIPOC students for their labor. Or, if outside people are brought into the process of moving toward anti-racism, they should be BIPOC and they should be compensated.**"*

*"It also means paying the BIPOC folks who have been doing this work to update our syllabi to be representative and paying them now. **Invest in this work.**"*

Recommendations

BIPOC students need a formal space that is supported by GADE

*"I think that we have all mastered the art of looking like we're well when we're not. That has been a survival strategy. **I would love a space that is just ours, where we can be real with each other about the things we are carrying and dealing with on a daily basis just to get through these systems because they weren't meant for our survival.** They are designed for our destruction and we are in opposition to it. That's going to come with lots of expensive costs to it, so I would love for us to figure that out."*

*"I just want to say that I really enjoyed the session we had. **I didn't realize until then how freeing it is to listen and talk to other people in the same position as I am without concern for judgement/repercussions and without having to code switch.** I would love a group where we could keep up with one another."*

BIPOC students need a formal space that is supported by GADE

- Research indicates that affinity groups are supportive and necessary spaces for BIPOC and other individuals that have shared identities (Blackwell, 2018; Chaudhary & Behre, 2020)
- Showing up as our “authentic selves” is often detrimental to our careers and our health (see [“Why You Should Not Bring Your Authentic Self to Work”-Jodi Ann Burey TedX Talk](#))
- BIPOC students face unique challenges on the doctoral journey and need counter-spaces to connect with other BIPOC doctoral students for additional support

We recommend the creation of a doctoral student led affinity group for BIPOC doctoral students that meets virtually at least quarterly and is fiscally supported & sponsored by GADE and other social work organizations willing to partner with GADE.

BIPOC students will be creating a “Green Book” about Social Work doctoral programs.

- Inspired by the “Negro Motorist Green Book” created and published by Black Americans in the mid-20th century
- Details are being finalized
- Criteria will include:
 - Implementation of Anti-Racist pedagogy into the doctoral program’s required curriculum
 - Attentiveness & responsiveness to BIPOC students concerns around Anti-Racism in the program at large
 - Recruitment & retainment of BIPOC faculty

Instilling a permanent student voice with GADE

Social work students are doing the work and can speak to our needs

Examples include the student-led CSWE letter writing campaign, students writing their Deans/programs and making those letters public, Justin Harty's "Black contributions to SW..." Syllabus, Op-Eds written, THIS work...

We recommend GADE creating an ongoing doctoral student advisory board (~4-6 students) to continue represent student voices in all things related to our education, networking, and funding opportunities

- Amend the GADE constitution to formalize and permanently instill this group
- Include at least 2 of these students on the GADE Board

*"In some of our institutions there may not be enough of us to coalesce. There's not enough of us to band together to effectuate change...**We need to force the deans and program directors to respect us enough and our voice...so that we're in their face, sitting shoulder to shoulder, making them make decisions that impact students like us and that look like us.**"*

Formalize Doc Program Accountability

In line with the sense of urgency felt among students regarding immediate and lasting change is the need to formally operationalize and track the implementation of anti-racist pedagogy within doctoral programs.

Modeled after the Council for Social Work Education's Educational Policy Accreditation Standards and in collaboration with other leading SW entities (NADD, CSWE, SSWR...) we recommend a permanent anti-racist pedagogy and education task force is created.

1. Forming a committee that drafts Anti-Racist standards to be implemented in all doctoral programs
2. Ongoing evaluation of these Anti-Racist standards and outcomes within programs

All subsequent recommendations are aligned with this formalization process...

Implementation of Restorative Justice Through the Lens²² of Eliminating Structural Racism and Discrimination within Social Work Programs

- **An Uncaring Profession** (Dominielli, 1989)

Social work doctoral programs in the United States are **failing** to fully buy into an **equitable** and **just society for all**

- **Restorative justice is a powerful approach to accountability**
 - repairing harm through inclusive processes
 - by “making things right,”
 - scholarly community that has been torn
 - repair relationships between BIPOC students and faculty

“Real consequences for the person or system that was racist, rooted in restorative justice, and enacting change to change this pattern. An outside person should be brought in to work with the student on ways to resolve the issue/allow them to feel comfortable. Maybe students should be allowed to transfer to another doctoral program if something like this happens.”

Steps to Restorative Justice

- We recommend that **GADE, NASW, CSWE, NADD, SSWR, schools of social work, and particularly social work doctoral programs** who have conveyed horrific acts of racial discrimination towards their BIPOC students and faculty make a **public apology** similar to that of the American Psychological Association on behalf of the discipline, and their respective institutions/organizations to BIPOC students, faculty, and the public for their overt and covert support of **structural and institutional racism** and include **action steps** to eradicate this phenomenon and egregious practices.
- Concrete Action Steps!
- We recommend that schools of social work write “diversity statements” that they provide to their new applicants detailing the ways they are addressing racism and structural inequality in their institutions. These statements should also include explicit areas of improvement such as retention, representation in administration, etc.

Racial & Cultural Sensitivity/Humility Training

- Annual '**mandatory**' requirement for faculty.
- Developing a clear, detailed definition of what the program should entail
- Provide concrete ways to engage in respectful and positive interactions with students in the academy
 - reducing discrimination and prejudice based on factors such as **race, ethnicity, gender,** and socioeconomic status.
- **Provisions for diversity and inclusion**
 - administrators and faculty members
 - unconscious bias, microaggressions, and cross-cultural communications
 - NASW code of ethics departments' vision, mission, values, and goals.
- **Value all aspects of diversity with BIPOC students within the academy**
 - move towards teaching faculty members how to work **cohesively** with BIPOC students.

Defining Racial & Cultural Sensitivity/Humility

Racial Sensitivity/Humility training refers to the skills and attitudes required to develop and maintain healthy and impactful cross-racial relationships, notice and analyze racial dynamics, and confront racism in the environment and in oneself.

Cultural Sensitivity/Humility training refers to a paradigm that teaches individuals how to recognize and adapt their own style while appreciating and valuing different perspectives and different ways of communicating or behaving.

“It’s culturally relevant to honor the life experiences, culture, and history of Black students from Africa, to all the way up to the present...That’s what’s missing. There’s no honor of my history or my background in the classroom. The administration [in their doc program] does not honor me, it does not honor my viewpoint. They’re happy to see me when it’s time to take pictures for these pamphlets...These organizations are happy to see me when it’s time to pay my dues...They don’t embrace the concept of collectivism which is the background of our cultures. They’re not open to culturally based styles of communicating.”

Establish a group within all schools to internally do this work

This group and this effort cannot stop here!!! Schools have to do the internal work themselves!!

Throughout the series White students made it clear they felt unprepared in how to support or do this work. White students shared they had already or were most comfortable with the internal work aspect, however there was less comfort or awareness of how to step beyond the internal work. By now we expect you've done you're reading, now it's time to apply that knowledge and disrupt.

Encourage students to organize around these efforts!

Faculty must engage in the space with students and can not just sit on the sideline.

*“white students [may] feel unprepared/incompetent in areas of anti-racist advocacy work, **suggesting both that their social work education has failed to prepare them and also that they may not immediately participate in anti-racist advocacy** for fear of their own incompetence.”**

*Ally facilitators Kess Ballentine, Kristen Brock-Petroshius, and William Frey shared this in results sent to the GADE Board.

Establish a group within all schools to²⁷ internally do this work

Allow and Support Doctoral Students to establish a student led organization who will develop their own action plan to address anti-racism within their individual school.

- Do not shy for including voices that make faculty, administrators, or even their fellow students uncomfortable. All voices, especially those who advocate for more you are willing to do, must be included.

Compensate Students for doing this work including either a stipend and/or giving students an student organizational budget

With students develop an internal action plan to address any issues, particularly around racism and systemic inequalities they bring to the attention of the department

Discussion

Intention for Discussion

As facilitators and planners of this series we have always been eager to get us here--today.

While we are grateful for your presence and for listening, what is most evident, to us as BIPOC students and facilitators, is that **faculty and administrators are not listening to us** or our BIPOC predecessors and haven't truly been listening for years.

We are stepping away from the age old adage "we have work to do." You, faculty & administrators and we, students, all know this. Yet here we are, exhausted, frustrated and insisting that *this time*, you actively listen and integrate our voices.

This series is about action. Our discussion will be the same.

Rules of Engagement

We/I collectively agree to enter the space with intentions to grow and learn and we acknowledge that this process is ongoing.

We/I collectively agree to respect one another in our similarities and differences through empathic engagement and conversation.

We/I agree to allow space for when we need to take time for ourselves and establish and respect boundaries as needed.

We/I collectively agree to practice community engagement by recognizing our own privileges and acknowledging when to take, share, and give up space.

Move Up/Move Back: Full participation is encouraged. Take note of who is speaking and who is not. If you tend to speak often, consider “moving back” and vice versa.

Expectations of White Folx

Our priority is to center BIPOC student voices, requests and lived experiences.

We want and encourage you to participate, but know that these conversations for BIPOC folx can be retraumatizing.

Thank you for engaging in a way that demonstrates you are mindful of this.

Discussion

1. Students, considering what has been shared today, is there anything from our previous meetings that we left out that you'd like to make sure is included in our final report?
2. Which of these recommendations resonates/challenges you the most, individually and/or as an institution?
3. What are some of the supports that need to be in place to mitigate barriers and implement these recommendations?

**Please feel comfortable to use the chat feature.*

CLOSING

“You always told me, ‘It takes time.’ It’s taken my father’s time, my mother’s time, my uncle’s time, my brothers’ and my sisters’ time. How much time do you want for your progress?” James Baldwin

THANK YOU!