

Podcast Power:

developing
diversity and
social justice
skills among
faculty members

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#NSWM30



Introductions

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Objectives

1. Using podcasts as learning opportunities
2. Cultural awareness and the development of interfaculty curriculum
3. Connect the presentation content to NASW Code of Ethics and CSWE Standard and Indicators for Cultural Competence

Why

“...training teachers how to facilitate meaningful dialogues about race and racism is needed to effectively implement a diversity curriculum.”

Le-Doux and Montalvo

- ★ UI SSW
 - Student Commitment
 - Strategic Plan
 - Curriculum
 - New Faculty
- ★ UI Climate Survey
- ★ UI Diversity and Inclusion
 - G.E.requirement

Institution-wide Diversity, Equity, Inclusion study

- Diversity, Equity and Inclusion Study
- Multi-year study mapping campus activities
- Sought priorities for a paradigm shift from “diversity” to DEI
- Sought implementation of DEI among students, staff, and faculty
- Units can develop approaches for DEI

Key findings from the study:

- Under-represented minorities (URM) provided disparate data
- URM identified “department climate” as biggest issue, followed by “salary” (for non-DRM, “salary”)

Professional Frameworks

NASW Code of Ethics

1.05 Cultural Awareness and Social Diversity

(a) **Social workers should understand culture and its function in human behavior** and society, recognizing the strengths that exist in all cultures.

(b) **Social workers should have a knowledge base of their clients' cultures** and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) **Social workers should obtain education about and seek to understand the nature of social diversity and oppression** with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

Pedagogical Frameworks

2015 EPAS Standards

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Literature is limited

Women are twice as likely as men to incorporate diversity into curriculum; men are least likely to feel they can teach passionately about the subject.

Departments are going to have a bigger impact on how faculty talk to students than the broader institution.

“Since faculty members are ‘gatekeepers’ of the curriculum, more studies examining how faculty members make decisions to incorporate diversity-related material are needed.”

Mayhew & Grunwald (2006)

What we did

- 15 episodes
- Each month, two or three episodes are assigned and embedded in the course management system
- A discussion board with prompts are set up and assigned for each module
- Time set aside in each faculty meeting to discuss

Faculty Meeting	Episodes
December	2 and 13
January	3 , 7 , and 4
February	5 and 6
March	8 and 9
April	11 and 12
May	10 , 14 and 15

To start, head over to the [Modules](#) page.

Why a podcast?

- Easily accessible to all faculty members
- Asynchronous; does not require time during the faculty meeting to “set the stage”
- The same podcasts are carried across multiple platforms, transcript, and study guide questions
- The Canvas “hub/home base” for this project allowed for episodes to be embedded
- Unique; for some faculty, this approach modeled a new way to deliver media
- Transcripts available for “Seeing White” episodes

Exercise: “Seeing White” podcast



Clip 1: [Chenjerai's Challenge](#)
(Episode 37)

Clip 2: [That's Not Us, So We're Clean](#)
(Episode 36)

Writing Prompts

Writing Prompts

- a short self-reflection about your reaction to the episode and how it relates to your current event, personal life, or professional setting
- document a part of the podcast that grabbed your attention or tugs at your heartstrings (note the time or copy the portion of the transcript)
- document a part of the podcast that you would like to unpack but not necessarily in the faculty meeting and if another faculty member would like to volunteer to have that discussion respond on the working document (note the time or copy the portion of the transcript.)
- How has whiteness come up in your class(es)
- How has what you've learned from the podcast so far impacted your teaching
- What are two examples of how listening to the podcast changed the way you look at/experience the world, including your professional or personal relationships

Faculty Engagement

- Leadership positions of clinical faculty
 - YS - Leader, Critical Cultural Competence Certificate
 - SC - Distance Education, technology focus
- Ground rules
 - We started with the premise “we are all social workers” but this was not an easy place to start
- Challenges
 - Non-Tenured, Tenure-track, and Tenured Faculty all in the same session

Faculty Engagement

Challenges

- Dynamics of faculty engagement needed to be addressed
- Junior and Senior faculty did not necessarily engage on the “same playing field”

Learning Management Hub: Canvas

The screenshot shows the Canvas LMS interface. On the left is a navigation sidebar with the following items: Home, Modules (highlighted in blue), Discussions, Announcements, Grades, People, Pages, Files, Syllabus, Outcomes, Quizzes, Conferences, Collaborations, Assignments, UDOIT, Media Gallery, My Media, and Settings. The main content area is divided into sections. The top section is titled 'START HERE | Introduction: "Seeing White" project' and contains a link for 'Ground Rules for Engagement'. Below this is a section for 'Episode 1 | Turning the Lens --- C' which includes links for '"Scene on Radio" podcast se', 'Episode 1', and 'Episode 1 Discussion'. The bottom section is for 'Episode 2 | How Race Was Made' and includes links for 'Episode 2' and 'Episode 2 Discussion'.

Ground Rules for Engagement

UISSW is on a mission!!! The commitment we are making by listening to this podcast and critically explore the idea of whiteness and how it relates to our personal lives, current events, academic pursuits, and our professional relationships/lives is amazing.

"Why? Where did the notion of 'whiteness' come from? What does it mean? What is whiteness for? "

Scene on Radio host and producer John Biewen took a deep dive into these questions, along with an array of leading scholars and regular guest Dr. Chenjerai Kumanyika..."

The first episode (31) Turning the Lens is a 17 minute listen and all the episodes have an accompanying transcript if you want to read through it. I think it may be helpful for faculty discussion to have a space to jot down some ideas and thoughts to raise during the November faculty meeting. An ICON site has been created. Here are some writing prompts that may help:

- a short self-reflection about your reaction to the episode and how it relates to your current event, personal life, or professional setting
- document a part of the podcast that grabbed your attention or tugs at your heartstrings (note the time or copy the portion of the transcript)
- document a part of the podcast that you would like to unpack but not necessarily in the faculty meeting and if another faculty member would like to volunteer to have that discussion respond on the working document (note the time or copy the portion of the transcript.)

Throughout the modules, we will be basing our discussion prompts on the [NCBI Principles](#) . We will provide a brief statement on the principle being addressed in each module.

Grows

- **Assigning a “leader”**
- **Distancing behavior**
- **Calling In / Calling Out**
- **Dealing with guilt and embarrassment**
- **Moving from “this is what I learned” to “learning”**
- **Being the Black Person in the room.**
- **MAKING MISTAKES**

Glow

- **Got members of senior faculty to buy into the project, provide support to larger faculty**
- **Created small groups to discuss prompts (scribe, reporter, participant)**
- **Last session included plan to continue next academic year**
- **MAKING MISTAKES**

Going Forward

- Positive faculty support
 - Continue project and assess further outcomes in the next academic year
- Increased visibility and involvement of Diversity and Social Justice Committee

Questions ?????

References

Assessing DEI campus climate, University of Iowa.

<https://diversity.uiowa.edu/assessing-dei-campus-climate>

Code of Ethics, The National Association of Social Workers.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

2015 EPAS Standards, The Council on Social Work Education.

<https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>

Le-Doux, C., Motalvo, F. F. (1999), Multicultural content in social work graduate programs: A national survey. *Journal of Multicultural Social Work*, 7, 37-55.

Mayhew, M., Grunwald, H. (2006). Factors contributing to faculty incorporation of diversity-related course content. *The Journal of Higher Education*, 77(1), 148-168.

Center for Documentary Studies, Duke University (2017). *Seeing White*, Scene on Radio Podcast.

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