

## What have you tried and what happened?

- Teaching students how to run for office and work in a campaign
- Healing – utilized one woman drama with a message of hope and social justice called “One Drop of Love”
- Write columns in NASW newsletters, local news, and other outlets
- Adopt a statement for SW interns – to not supply any information to authorizes
- Webcasts (not in person) and presentations
- Workshop on trauma re: DACA and folks with undocumented status
- Designation (unofficial) as “sanctuary” campus
- Presentation by an immigration lawyer
- “Dream” Center presentation (DACA)
- Open discussions and silence
- Connecting our actions to hope, agency and the SW Grand Challenges
- Regular drop in listening sessions for students
- Nonviolent communication training for students and difficult conversations
- Intensive teaching with faculty on structured reflective dialogue techniques for difficult classroom conversations
- “Teach Ins” with topics selected by students, focused on advocacy skills and information
- Create a social justice committee with faculty and students to sponsor social justice events related to local issues
- Training Muslim student association on managing conflict
- Student and faculty collaboration with city in supporting vulnerable populations
- Dean’s “advocacy fund” – raise private dollars for advocacy efforts
- Engaging with leadership
- 100 day events focusing on impact of administration on social work values
- Offering continuing education on macro practice
- Hosting town meetings
- Connect with campus organizations
- Supporting upper administration to respond to increased violence and intolerance
- Student led conversation with faculty liaison from both political parties (offering a voice to students with #1 rule – we can only use facts – no opinions. Respect all ideas)
- Created a “standing tall for social justice” wall. Each week a question is posed such as “what will you do you to promote social justice? What sources of information do you use?” Members of school respond each week to the questions. These are archived and expect that the information will lead to action steps.
- Standing up for social justice “wall” with post it notes.
- We had a post-election dialogue with students and faculty. It did not go well – low attendance and poor facilitation.

- We met as a faculty to talk. Very powerful. Jewish faculty very emotional. Bridges made with African American faculty – “welcome to our world”
- Support from upper administration is extremely important – lack of support is not helpful
- Weekly “coffee and conversation” on race gradually migrated weekly sessions on immigration and social justice.
- Students put up sticky notes in response to posters that asked “I marched because....”
- “Solidarity hour” for students, faculty and staff – every two weeks
- Showed Whitney Young’s “Power Broker” DVD to students and faculty to demonstrate how a social worker navigated between Johnson and Nixon. SW gave copy of DVD to President and Provost.
- Bringing other faculty into classroom to model asking for help when faculty were feeling too vulnerable to hold post-election discussions.
- College created a course called “what comes next” – based on results of election – 60 students registered
- Panel on immigration – attorney, social worker (works with undocumented adults, families) and others
- Social justice initiative, community day of learning on the topic of “belonging” – students who voted for Trump left school because they felt they didn’t belong.
- Building new coalitions across campus
- ACLU presentations re: know your rights when demonstrating – also immigration
- Social justice initiative
- Blog
- Hold teach ins about policy, what we can expect and what we can do – what organizations to get involved with , etc.
- Our university social work librarian put together a “fake news” prevention guide (<http://guides.library.pdx.edu/fakenews>)
- Held a college-wide sit in – not well attended – dean not supportive or strong voice
- Worked with faculty to collectively address with students what social workers believe and why – regardless of who voted for who
- Challenged faculty, students, alums and staff to develop initiatives, projects and advocacy efforts around putting social worker principles in action in the community (local and national)
- Asked students to create one minute videos about what it means to be a social worker – school provided \$\$\$ prizes for top 10 videos and support for community efforts.

### **What opportunities are you discovering?**

- Including voter registration in field courses – register clients
- Faculty hear from and listen to students in a new way

- To articulate what social workers believe – core values but also action – making that connection
- Helps faculty increase awareness of a whole range of other changes impacting the profession and higher education that they have been anxious to address
- Mobilizing students for social action
- Guest speakers, student led discussions, and forming new entities
- Create forums for both sides to speak – see faces of others who differ in opinion
- Supporting campus “dream center” (for students who are part of Dream Act)
- Placing MSW students in immigration center to help support Dreamers and students/families who are undocumented
- Engage a group of previously silent groups of people who are angry and do not feel part of the system
- Organize meetings of people who are affected by the new/changing policies to put a face on social policy
- Brought in the conversation project ([theconversation.com](http://theconversation.com))
- Dealing with post-fact environment
- Bring students together to discuss differences in 1) political thoughts and stances, 2) discuss their impatience with some students not being aware of their issues, and 3) to discuss how they learn new ideas and advocacy for more radical ideas and then return to their families who have not changed and see their daughters/sons as too radical
- Intergroup dialogue experience in group practice class
- Courageous conversation between faculty and staff – impacts on campus and university-wide
- University-sponsored training for faculty and staff – learn about supporting undocumented students, what to do and not to do
- Opportunities for deeper discussions (across spectrums)
- Greater understanding of political process and strategies
- Increased political/electoral participation
- Macro students learning comes alive
- More actions/tabling on campus
- Helping students find their political voices
- Bringing people across the campus/city together
- Formation of HBCU network aimed at political advocacy
- Use this as an opportunity for creating resources for those who are negatively affected – such as at Cal State LA a new funded (privately) resource center for DACA students (Dream Act)
- Opportunities for re-invigoration of student organizations to be involved in projects
- Macro students doing needs assessments in various communities – then present findings to neighborhood organizations who take preliminary information anywhere they want

- We have to teach history/history of civil rights, internment camps, womens' rights movements, PFLAG (and so forth) – teaching history and social work values together
- At Baylor, a Christian university, we have had the surprising opportunity to help crate an interfaith studies program in part due to the election results. We invited Muslim Scholar Eboo Patel to speak, which helped launch our involvement.
- Message development – consistent message that pulls all “liberals” together
- Sorting “lousy” messages
- Rapid response networks (faculty and students) to develop actions

### **What can we do together?**

- Leadership development – finding and supporting candidates for political office
- Have students, faculty and alumni participate in national dialogues through Macro SW twitter chats, etc. (Search Macro SW to find blog)
- What are we willing to risk?
- Focus on the science and mission of academia
- Creating a list re what our values are to incorporate with Grand Challenges
- Partner with NASW
- Web site (SW responds)
- Use code of ethics and social justice frameworks to frame responses and actions
- In Utah, bringing all 6 schools of social work together for a “spring forum” on April 21 to see how we can collaborate and be a force for change on a statewide basis – a special invite to the forum is the Executive Dir. of the Utah Chapter of NASW
- Promote values and principles – stand up and do not back down
- Affirm HBSE – in context of social environment
- Own the “bias” of social work
- Work collaboratively and in partnerships to promote social work
- Join together and revive “rock the vote” – Cloward & Piven
- Work with state legislatures and help get people elected
- Op-ed pieces
- NADD needs to find our voice
- NADD is the deans and directors group – what skills and supports do we need to fight the good fight?
- We need to manage up and help campus leadership understand the impact on the classroom