



The Unleashing Social Work and Nursing Initiative

Initial Plan



A Suzanne Dworak-Peck School of Social Work
Initiative

to Increase Diversity and Equity,
Inclusive Community and Inclusive Excellence

USC Suzanne Dworak-Peck
School of Social Work



Submitted by

Marilyn Flynn, Dean; Maria Aranda, Chair of
Faculty Council; and Cherrie Short, Associate Dean
for Global & Community Initiatives

Contributing Authors:

Devon Brooks and Jungeun Olivia Lee

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Part I. Introduction

“We can disagree and still love each other unless your disagreement is rooted in my oppression and denial of my humanity and right to exist.”

@sonofbaldwin

This document represents an initial plan for increasing diversity, inclusion and equity in the USC Suzanne Dworak-Peck School of Social Work. The plan pertains to all members and constituencies within our community, including students, staff, faculty, alumni, field agency supervisors and staff, community partners, key stakeholders and other friends of the school.

Consistent with guidelines provided by the Association of American Colleges and Universities, the values and standards of the social work and nursing professions, and school-wide surveys and assessments, **diversity** refers to dimensions that characterize and shape the human experience. These dimensions are understood as the *intersectionality* of multiple factors including but not limited to race; ethnicity; tribal sovereign status; nationality; immigration status; sex; gender, gender identity and expression; sexual orientation; age; socioeconomic status; ability and disability; color and physical appearance; relationship or marital status; religious or spiritual ideology, orientation or affiliation; and political ideology, orientation, affiliation or religion/spirituality. Dimensions of diversity also include those related to educational or professional type, role or rank; geographic location; and learning, workplace or teaching environment. **Inclusion** refers to authentic, intentional and ongoing efforts to ensure that individuals and groups from diverse backgrounds and with diverse perspectives are represented in all aspects of the school’s activity, decision-making, governance and leadership, and that they have a sense of belonging in the school. **Equity** refers to ensuring that individuals and groups from diverse backgrounds and with diverse perspectives have equal or fair access to opportunities, resources and experiences.

Our plan for increasing diversity, inclusion and equity will be addressed and achieved through a new school-wide initiative — the **Unleashing Social Work and Nursing Initiative**, which will be launched in spring 2017. This groundbreaking initiative will provide an infrastructure that formalizes the school’s deep commitment to diversity, inclusion and equity, as well as to **inclusive community** and **inclusive excellence** in and through scholarship, curriculum and community service programming (described in detail in subsequent sections). As such, the initiative serves as our five-year diversity and inclusion plan to increase diversity, access, opportunity and inclusion in the university.

Considering the cultural, social and political climate in the United States and around the globe (e.g., racial profiling and bias in police use of force, rising political intolerance, and anti-Semitism, anti-Muslim and LGBTQ hate crimes), and especially the fact that individuals and groups are vulnerable to a host of negative outcomes — including death — this



initiative is needed more than ever. In designing the initiative, we are aware of the urgency of addressing oppression, discrimination and injustice whenever and wherever it occurs.

Relevant Background

The USC Suzanne Dworak-Peck School of Social Work and the professions of social work and nursing have a deeply rooted and longstanding commitment to the values of diversity, inclusion, equity and social justice. These values are embedded in the school's mission, policies and practices, and our profession's code of ethics, educational policy and accreditation standards. Yet the school has experienced enormous growth during the past few years in the number and diversity of our members and the complexity of our relationships and activities. Indeed, we are the largest school of social work in the world. Our current enrollment has surpassed 3,500 students yearly, and we now graduate about one of every 20 social workers in the nation who earns a social work graduate degree. We have more than 500 full-time and adjunct faculty members and 205 staff members employed either full- or part-time. Nearly half of our faculty and staff members are relatively new to the school, joining us in the past three years. We collaborate with more than 5,000 agencies and organizations to provide field placements for our students. And we offer services and consultation to or in collaboration with more than 6,000 agencies and organizations.

Our faculty, staff and students are incredibly diverse culturally and in terms of their perspectives, professional roles, interests and aspirations. Our interdisciplinary faculty includes seven faculty types and profiles, including tenure track, clinical teaching, clinical field, research, practice, adjunct and part-time faculty. We are one school composed of many different communities, some of which exist solely or mostly on the ground in the Los Angeles region, while others exist solely or mostly in the virtual world through their membership and involvement in our Virtual Academic Center. We have experienced an incredible transformation from a small and homogenous school to the largest and most diverse school of social work.

We greatly value the diversity of our school. Not only does this diversity reflect the world outside the school, but it also broadens our perspective and enriches every aspect of who we are as a school. Although we are well on our way, we have yet to fully realize our enormous potential for achieving transformative impact through our diversity, size, reach and programs of scholarship, education and community service. The very generous recent gift from alumna Suzanne Dworak-Peck will further enhance our capacity to create a diverse, inclusive and equitable community not only in our school but also within USC and in the world beyond.

In order to increase diversity, inclusion and equity and to create a campus climate inclusive of all, USC President C. L. Max Nikias recently announced an overall university strategy that was operationalized by Michael Quick, provost and senior vice president for academic affairs, and the Faculty Senate through its Access and Opportunity, Diversity and Inclusion initiative. Subsequently, the provost began making structural changes and requested that



each academic unit develop a five-year diversity and inclusion plan. For the USC Suzanne Dworak-Peck School of Social Work, this request coincided with efforts already underway.

Development of the Initiative and Initial Plan

This document presents our **initial** thinking about the Unleashing Social Work Initiative and a plan for implementing, evaluating and sustaining the activities carried out as part of the initiative, and thus is subject to the school's budgetary and resource constraints. The plan offers a framework to guide the effort, including priority areas and a set of concrete actions to ensure that the initiative is implemented as intended and has the best chance of being successful.

Unleashing Social Work and Nursing Initiative and this initial plan are the products of the collaborative efforts of faculty and staff members, students and community partners. Leadership was provided by Associate Dean Cherrie Short and an advisory committee¹ consisting of two representatives from each of the school's four departments: Adults and Healthy Aging; Children, Youth and Families; Community, Organization and Business Innovation; and Nursing. The committee was made up of tenure-track faculty, teaching and field faculty, and ground and virtual program faculty; administrative staff members; and students. Dean Short collaborated with Dean Marilyn Flynn, Associate Professor Maria Aranda (chair of the Faculty Council), and representatives from the school's Committee on Diversity and Inclusion. Associate Professor Devon Brooks and Assistant Professor Jungeun Olivia Lee (members of the Advisory Committee) were heavily involved in the conceptualization of the initiative and were lead authors of this written plan.

The Advisory Committee was charged with providing a framework for a school-wide effort to create and sustain an environment that allows people of different backgrounds and perspectives to flourish both individually and collectively. Ultimately, implementing our plan is the responsibility of all constituencies comprising the larger school community. Thus, most details of the plan, by design, will be determined in spring 2017 by the faculty, staff and students, with support from the Advisory Committee, the Dean's Office, the Office of Global and Community Engagement, and our councils, departments and committees. It is important to note that, unlike some existing councils, committees and initiatives in the school, the Unleashing Social Work and Nursing Initiative and plan pertain to and involve the **entire** school community. This includes the faculty, staff and students in both our ground and virtual programs, community partners, alumni, friends of the school and other key stakeholders.

Importantly, this initial plan was developed with direct input from faculty, staff and students. Conceptualizing the initiative and initial plan served as our first step toward the

¹ Advisory Committee members and contributors to this plan include: Estela Andujo, Maria Aranda, Anil Arora, Sherry A. Blair, Devon Brooks, Christy Cho, Christine Chung-Camacho, Susan Cornwall, Harmony Frederick, Alonso Fuente, Olivia Lee, Jennifer Lewis, Eric Lindburg, Cynthia Joseph, Katherine Lopez, Stephanie Marchese, Deidre Norville, Michal Sela-Amit, Melissa Singh, Candace Smith, Renee Smith-Maddox, Tyan Parker Dominguez, Lynn Tamayo, Nytasha Thomas, Catalina Vazquez, Benita Walton-Moss, RiTara Williams, Ben Wilson, Deborah Winters, Kathy Woodruff, Ann Marie Yamada and Michelle Zappas.



formalization and infusion of strategies already underway. The strategies we have been implementing are in response to historical struggles and current political, economic and societal challenges rooted in cultural insensitivities and injustices. We approached development of the initiative and initial plan with the intent of creating a diverse and inclusive community in the school and also for the sake of social transformation and justice beyond our school and our region.

Multiple sources of information shaped development of the initiative and initial plan, including data from focus groups carried out during an all-faculty meeting in September 2016 and a summary report prepared by our Faculty Council; data collected from a web-based survey administered to faculty, staff, students, alumni and community partners (e.g., field supervisors); reports from the school's Committee on Diversity and Inclusion; and various departmental and committee reports. Perspectives from all constituencies in the school informed and are reflected in the initiative and plan. The initiative and plan also were informed by reviewing similar plans from educational and noneducational institutions around the world and by the theoretical and empirical literature.

The initial plan has already been shared or will be shared over the next few weeks with administration and the school's faculty and staff councils, departments and select committees. We have already begun to receive feedback about the plan, some of which was incorporated into this version of the plan and some that will be considered and discussed. Upon approval by the Office of the Provost, the plan will be disseminated to the wider school community for further review, discussion and adoption. We will continue to specify tasks, strategies, outcomes and indicators, due dates and responsible parties through the school-wide review process, which will then be subject to the school's evaluation of priorities and resource availability.

The initiative will be introduced to the wider school community during **All School Day**, our annual recommitment to diversity, inclusion and social justice. The event began after the civil unrest of the Los Angeles riots in 1992 that was compounded by existing racial tensions. Since then, faculty, staff, students and community members have gathered each year to celebrate diversity through an exchange of ideas and to learn how to better communicate despite differences in race, gender, sexual orientation, religion, political beliefs, age, social class and disability. This year's All School Day is a special and solemn one, marking 25 years since the riots erupted. In addition to members of our school community (including our virtual community), we plan to invite members of the university and larger communities to join us for this important event.

This plan is a living document and is inevitably subject to change, as the internal and external opportunities, needs and constraints will change over time. Our intent is to continue developing and refining it between now and spring 2017. However, because our approach to evaluation of the plan is in the formative stages, results of the evaluation will be used to shape the initiative and plan through year five.



Part II. The Unleashing Social Work and Nursing Initiative

“The good we secure for ourselves is precarious and uncertain until it is secured for all of us and incorporated into our common life.”

–Jane Adams, social worker and social transformer

In spring 2017, the USC Suzanne Dworak-Peck School of Social Work will formally launch the **Unleashing Social Work and Nursing Initiative**. Building on our past and existing efforts as a school and those of the social work and nursing professions, the ultimate goals of this groundbreaking initiative are to **transform society** and **achieve global social justice**. Clearly, those goals will require more than five years to realize, but they remind us of the importance of this initiative and are included as longer-term goals. More attainable over the next five years are three goals that we believe will enhance our capacity to bring about social transformation and justice: 1) **increase diversity and equity**, 2) **create an inclusive community** and 3) **advance inclusive excellence** in the school.

Part IV of this plan presents some of the many initiatives and actions the school already has underway to increase diversity in a broad sense. Based on faculty, staff and student administrative data, focus groups and web-based surveys conducted this semester to help us plan this initiative, we have been fairly successful in meeting our diversity goals in terms of representation in our faculty, staff and student populations. We have not, however, systematically examined which strategies and actions contribute to our various diversity outcomes. This examination will be part of the Unleashing Social Work and Nursing Initiative.

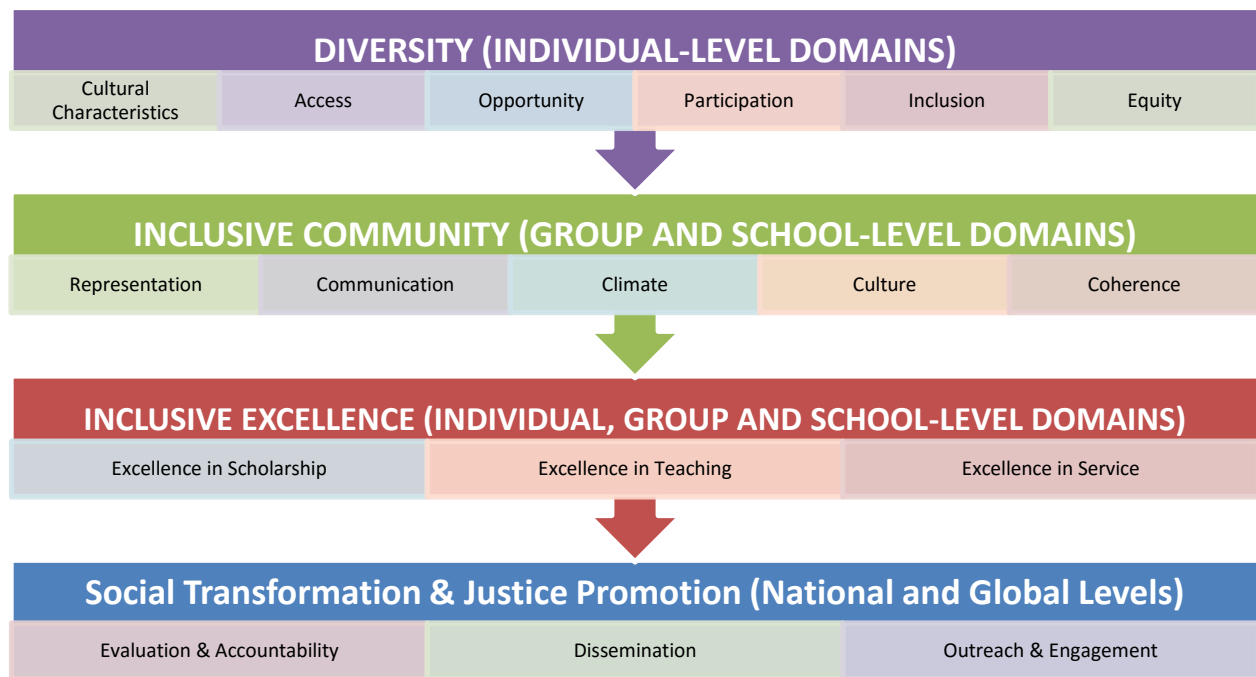
Until about 10 years ago, our school was relatively small and homogenous in the sense that most of our faculty members were tenure track and most faculty, staff and students were located at our Los Angeles campus or a nearby academic center. As such, our school community and relationships were quite manageable. With our rapid growth over the past decade, the school has evolved into the largest and most diverse school of social work in the world. This has brought greater complexity and challenges related to the environment and culture of our school community. Planning data from our focus groups and web-based survey corroborate a concern that we have not been as proactive or aggressive with our inclusive community-building efforts as we have been with our diversity efforts. Our goal of creating an inclusive community is in response to these concerns and to empirical findings that inclusive communities, particularly those with strong social networks, result in greater engagement and better outcomes for individual members and the community as a whole. For us, better outcomes are synonymous with excellence in scholarship, teaching and concrete community engagement in our school’s immediate region and beyond. Our goal of advancing inclusive excellence reflects our belief that our school’s successes stem directly from our diversity and ability to maintain an inclusive community. In short, to fully achieve (and extend) the potential of our faculty, staff, students and school, we **need** a community that is both diverse and inclusive.



The social work and nursing professions emphasize the importance of systems and contexts in terms of the development, prevention and treatment of social problems. Accordingly, we appreciate that our faculty, staff and students are part of a larger context. The Unleashing Social Work and Nursing Initiative, therefore, aims to bring about impact (i.e., social transformation and justice) beyond the school by providing leadership to the university and ground and virtual communities, facilitated by evaluation and dissemination of the initiative’s successes and best practices.

In designing the initiative, we attempted to develop a strategy that is responsive to the needs of the school (as previously discussed), informed by empirical knowledge (particularly implementation science) and guided by a conceptual framework presented in Figure 1. Components of the framework will continue to be conceptualized and operationalized.

Figure 1. Framework for Initiative



Specific aims of the initiative include the following:

- 1) **Increase diversity among the faculty, staff and students in the school.**
- 2) **From an intersectional perspective, improve access, opportunity, participation, inclusion, and equity among diverse and culturally underrepresented faculty members, staff members and students in the school.**
- 3) **Create an inclusive community in the school, including representation of diverse and culturally underrepresented faculty members, staff members, students and perspectives.**



- 4) **Reimagine thinking and scholarship in the areas of diversity, inclusive community and inclusive excellence.**
- 5) **Provide leadership on increasing diversity, creating inclusive communities and advancing inclusive excellence.**
- 6) **Enhance the school's capacity to achieve social transformation and justice through inclusive excellence.**
- 7) **Evaluate the implementation and impact of our efforts and disseminate examples of success and best practices so that others can replicate our work.**

These aims will be supported during the next five years by an investment of time, energy and resources by the dean and the school, subject to evaluation of school resource availability. Because the ultimate success of the initiative rests in the hands of our faculty, staff and students, all constituencies of our school community will be expected, encouraged and supported to engage in this critically important initiative. Faculty and staff members and students in our school's four departments will play critical roles in implementing the initiative. Each department will be responsible for determining strategies and actions to advance the initiative by planning and implementing selected strategies and actions. Additionally, each department will monitor its progress and identify areas that can be improved in subsequent years. Staff members who are not associated with a department will be involved at the school level. Sharing responsibility is intended to promote engagement, ownership, transparency, success and sustainability.

Priority Areas

Goals and aims of the Unleashing Social Work and Nursing Initiative and the strategies we will use to achieve them were informed by input from faculty and staff members, students, alumni, community agency partners and other members of the larger school community. Four priority areas of need will guide our actions during the next five years. Priority areas and actions were determined after analysis and synthesis of data and information from various sources. These sources include a) focus groups with faculty (Appendix A); b) a comprehensive survey of faculty, staff, students, alumni and other members of the school community (Appendix B); c) diversity and inclusion plans developed by each of our departments (Appendices C-F); and a report from our Committee on Diversity and Inclusion (Appendix G).

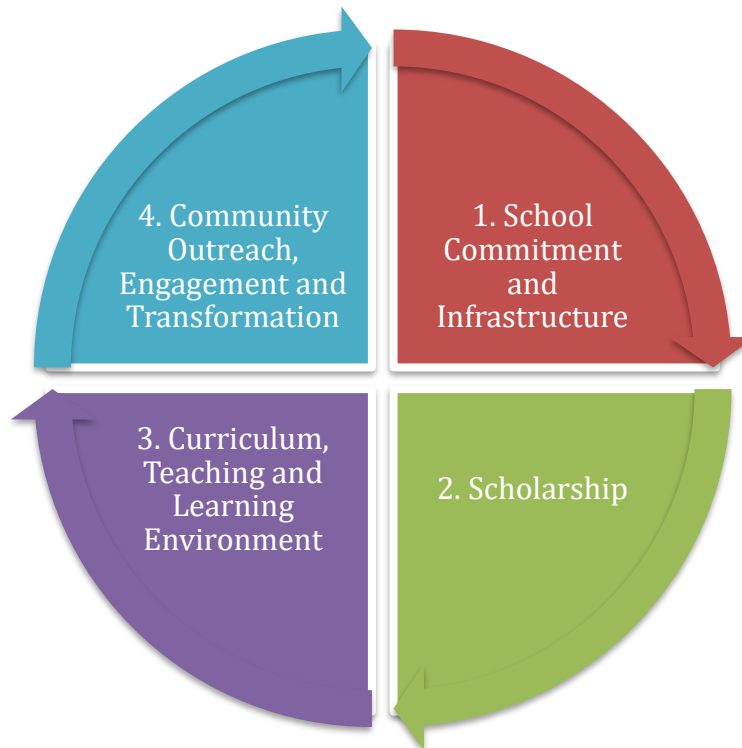
The four priority areas relate to 1) school commitment and infrastructure; 2) scholarship; 3) curriculum, teaching and learning environment; and 4) community outreach, engagement and transformation. Stemming from each priority area are either actions we have identified or a plan for determining which strategies and actions we will take. When appropriate, we have identified leadership for the priority areas or actions and offered considerations for evaluation and accountability.

The Dean's Office will focus on Priority Areas 1 and 4; faculty, staff and students will assume responsibility for Priority Areas 2 and 3, and to some extent 4. These actions will be complemented by those carried out by the Dean's Office, faculty, staff and students. Faculty and staff members, in most instances, will be associated with Priority Area 4:



curriculum, teaching and learning environment. In some instances, they will be associated with other priority areas, depending on their professional responsibilities.

Figure 2. Priority Areas



Priority Area 1: School Commitment and Infrastructure

The Dean’s Office and school leaders will assume primary responsibility for activities related to Priority Area 1, in addition to providing support for planning, implementing and evaluating activities related to the remaining priority areas. Priority Area 1 pertains to the school’s stated and demonstrated commitment (through infrastructure and capacity building) to diversity, inclusion, opportunity, inclusive community and excellence, and social transformation and justice (see Figure 1 for all domains). Actions to support this priority area generally involve the formalization and infusion of existing systems, mechanisms and strategies shown to be promising and the development of new systems, mechanisms and strategies to address identified gaps.

Focus and effort by the Dean’s Office and school leaders regarding Priority Area 1 actions are intended to enhance the capacity of the faculty, staff and students to successfully plan, implement and evaluate actions that address Priority Areas 2–4. It is also intended to communicate forcefully the commitment of administration and leadership to the initiative.

Implementation of the actions associated with Priority Area 1 has already begun and will continue through the end of the initiative. Specific outcomes, indicators and benchmarks



will be identified in spring 2017. Evaluation and accountability activities will be determined by the Dean's Office in collaboration with school leaders. The school's resource availability will be evaluated and will inform further specification of the plan.

Priority Area 1 Actions Items:

Action 1. Express commitment to diversity, inclusive community, and inclusive excellence in school materials and communications.

Action 2. Demonstrate commitment to diversity, inclusive community and inclusive excellence by:

- a. Increasing diversity in leadership and recognition of achievements in the school and larger school community.
- b. Increasing awareness of diversity and achievements of faculty, staff and students of diverse backgrounds.
- c. Adopting an intersectional lens when reporting and addressing diversity, inclusive community and inclusive excellence.

Action 3. Establish organizational infrastructure and mechanisms to launch, evaluate and sustain the initiative, including:

- a. Convene a standing Inclusive Excellence Council composed of faculty and staff members, students, alumni and members of the larger school community.
- b. Designate funding and resources to support the initiative and its plan.
- c. Provide support and service release for faculty and staff members engaged in initiative activities.
- d. Create an advocate group composed of members of the school's councils and leadership committees, including the Committee on Diversity and Inclusion.

Action 4. Develop and provide school-wide training, mentoring and informal gathering opportunities for faculty, staff and students to collectively:

- a. Increase awareness and meaningful dialogue around issues related to diversity, inclusive community and inclusive excellence.
- b. Enhance understanding of intersectionality and intercultural competence.
- c. Generate strategies for addressing needs related to diversity, inclusive community and inclusive excellence
- d. Celebrate progress made by the school.
- e. Facilitate a sense of community and belonging.

Action 5. Provide academic and mental health support to students, faculty and staff who experience or are at risk of diversity-related stress.



Action 6. Initiate grants and awards for innovations in scholarship, teaching and programming involving diversity, inclusive community and inclusive excellence.

Action 7. Support evaluation and dissemination of efforts, successes and best practices.

Priority Areas 2 (Scholarship) and 3 (Curriculum, Teaching and Learning Environment) will be largely addressed by faculty, staff and students beginning in spring 2017, when goals, actions, expected outcomes, indicators and benchmarks, evaluation methods and accountability strategies will be determined. The Dean's Office, faculty, staff, students and community partners will jointly address Priority Area 4 (Community Outreach, Engagement and Transformation). Our plan for addressing these priority areas is presented in Part III.

Evaluation Process and Accountability Measures

We want to stress that this plan is not an endpoint, but rather an evolving process that will be monitored, evaluated and redefined on an ongoing basis. Structured monitoring is a consistent portion of the implementation phase of the plan, with clear leadership and directives in achieving the goals and objectives. The plan will establish quantitative and qualitative baseline data to set benchmarks and assess progress over time for diversity, inclusivity and level of participation among students, faculty and staff. Each department will submit a yearly report based on its specific implementation process and needs. Academic and administrative units at the school will be responsible for reporting progress and establishing goals and objectives.

The evaluation system will help assess what we achieve and what we need to strengthen. The evaluation process and its resultant reports will facilitate our dissemination and outreach efforts beyond our school.



Part III. Initial Plan for Developing, Implementing and Evaluating the Initiative

“You matter because you are you, and you matter to the end of your life. We will do all we can not only to help you die peacefully, but also to live until you die.”

–Cicely Saunders, nurse, social worker, social transformer and physician

This section presents the school’s initial plan for refining, implementing and evaluating the initiative, with a focus on Priority Areas 2–4, which will be largely the responsibility of the faculty, staff and students. The plan will be executed in five phases across five academic years, from fall 2016 through spring 2021. The plan builds on the strengths of the school, particularly our diversity and longstanding professional commitment to inclusion and social justice. It also aligns with other school and university initiatives, such as reaffirmation and tackling grand challenges and wicked problems. Throughout all phases, we will be involved in evaluation activities and efforts that demonstrate our accountability to the initiative. Table 1 provides an overview of the phases of the initiative, along with evaluation and accountability activities.

Table 1. Snapshot of Plan

	Phase	Year	Period	Focus	
EVALUATION	1	1	Fall 2016	Development of Initiative and Initial Plan	ONGOING ASSESSMENT, REPORTING AND IMPROVEMENT
			Spring 2017	Finalization of Initial Plan and Launch of Initiative	
	2	2	Fall 2017 – Spring 2018	Outreach and Engagement of Faculty, Staff, Students and Larger School Community	
	3	3–4	Fall 2018 – Spring 2020	Internal Implementation, Testing and Development of Best Practices	
	4	4	Fall 2019 – Spring 2020	External Outreach, Engagement, Implementation, Testing and Development of Best Practices	
	5	5	Fall 2020 – Spring 2021	Dissemination of Best Practices and Sustainability Planning	ACCOUNTABILITY:

Next, we describe our plan for each phase of the initiative. As part of our description, we discuss the activities that we will focus on during each phase and ongoing evaluation



strategies, reporting and improvement (i.e., accountability activities). The activities described in this section are designed to facilitate involvement of all our school's constituencies, whereas those described in the previous section highlight priority areas and actions that the dean and our school leadership team are committed to putting into place.

Phase 1

Planning and Launch of Initiative

Year 1

Fall 2016 – Spring 2017

Phase 1

Activities

We are currently in the first year of this five-year initiative. Phase 1 will occur during the fall semester of our first year.

Initial assessment of strengths and needs (fall 2016)

Initial assessment occurred through two primary assessments: a) a focus group during an all-school faculty meeting and b) a web-based survey that was disseminated to faculty, staff, students and alumni. Results of these two assessments were analyzed and used to develop both the initiative and plan. In addition, the initial phase involves compiling and reviewing reports from various councils and committees and a review of the relevant scholarly literature and best-practices documents from peer institutions.

Formation of the advisory committee and material distribution (fall 2016)

An overview of the proposed initiative and this plan were developed and shared with the dean and leaderships councils and committees, including the Faculty Council, Curriculum Council, Research Council, leaders from our four departments (Adults and Healthy Aging; Children, Youth and Family; Community, Organization and Business Innovation; and Nursing) and Advisory Committee. The plan was then shared with the provost for review and approval.

Refinement and finalization of the initiative and plan (spring 2017)

In the spring semester of our first year, we will focus on how to launch the initiative, monitor its progress, and sustain the initiative and its plan.

Activities will include planning for the launch of the initiative at our All School Day, which will include a) reviewing historical and political context of diversity, inclusion and equity issues; b) reviewing the social work and nursing professions' strong tradition of working for social justice and equity; and then c) identifying desired outcomes, timeline, indicators and those responsible for implementation, with a focus on determining how to conceptualize and approach diversity and an inclusive environment and community.

Another important area of this component of Phase 1 involves determining how to align initiative activities with other initiatives and activities underway or being planned in the school. Chief among them are those related to our reaccreditation and annual performance



reviews and promotion. As previously discussed, given its importance, we hope for full participation and engagement of our faculty, staff and students in this initiative. Yet, we do not want to impose an additional burden on any members of our school community. Therefore, the spring semester of Phase 1 will consist of collaborating with faculty and staff to ensure that the activities of this initiative are closely aligned with their primary job responsibilities and professional development goals. We expect an additional benefit of even better performance and satisfaction from our associate deans, lead instructors, individual and group-based mentors, and learning communities than they might experience without their participation in the initiative.

We will also determine the best methods for evaluating implementation, change and success.

Evaluation Activities

These activities will include collecting a second round of data to understand reaction to the plan, level of commitment, readiness, challenges in outreach and engagement (initial outcomes), internal implementation and development of best practices in the school (intermediate outcomes), and external implementation and development of best practices both across and outside the university (long-term outcomes).

Accountability: Ongoing Assessment, Reporting and Improvement

These results will be used to develop strategies to increase participation, engagement and satisfaction to ensure that all members of the school community are actively involved in the initiative and have opportunities to bring about change that moves us toward a more inclusive environment and school.

Results will be submitted to the Inclusive Excellence Council, which will review and make recommendations to the dean. She will then adjust resources as needed and collaborate with the council to provide direction and support to departments, leaders, individuals and groups responsible for implementation.

Phase 2	Year 2
Outreach and Engagement of the Faculty, Staff, Students and Larger School Community	Fall 2017 – Spring 2018

Phase 2

Activities

Development of initiative materials

Initiative materials, such as concept papers and logic models, will be developed to communicate to stakeholders the goals of the initiative and its conceptual framework,



underpinning components and activities, indicators and benchmarks, and expected outcomes.

Enhance readiness for implementation

Activities to be carried out in this phase were informed by implementation science, organizational readiness and capacity building, among other factors. This phase was designed to ensure that all stakeholders are identified and aware of the initiative, and are contacted and engaged in planning and implementing the initiative. It will involve assessment of needs and how the initiative can address them, assessment of infrastructure and capacity in place, needed infrastructure and resources. Additionally, participants will learn and experience outreach and engagement strategies that they will use in subsequent phases.

Development of new directions

This phase will also focus heavily on the identification of needed changes and development of new policies, practices, trainings, courses, infrastructure, etc. We will plan a school-wide colloquium to generate ideas about new directions.

Leadership development and training

Individuals and groups will be clearly identified to assume leadership with a clear understanding of expectations. Needed support will be provided to these individuals and groups to ensure that responsible parties are trained and prepared for implementing the proposed new directions for our school. Responsible parties will also identify needed adjustments to the initiative and its initial plan and generate specific ideas regarding how to monitor and sustain the initiative. This process might involve reaching out to external experts, consultants and stakeholders.

Evaluation Activities

These activities will involve collecting a third round of data. Evaluation will focus on participation and engagement, including identifying individuals who are not engaged in the process and why. Additionally, we will monitor satisfaction, nature of satisfaction and which segments of the community are not satisfied. In most instances, evaluations will include baseline and follow-up data.

Accountability: Ongoing Assessment, Reporting and Improvement

These results will be used to develop strategies designed to increase participation, engagement and satisfaction to ensure that all members of the school community are actively involved in the initiative and have opportunities to bring about change that moves us toward a more inclusive environment and school.

Results will be submitted to the Inclusive Excellence Council, which will then review and make recommendations to the dean. She will then adjust resources as needed and collaborate with the council to provide direction and support to departments, leaders, individuals and groups responsible for implementation.



<p>Phase 3 Internal Implementation, Testing and Development of Best Practices</p>	<p>Year 3 Fall 2018 – Spring 2020</p>
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Phase 3

Activities

Implementation of proposed changes

During this phase, the school will devote intensive time, energy and resources to implementing the initiative, including making changes to policies and practices, curriculum, etc., as identified during the previous year. Additionally, we will implement and evaluate identified strategies.

Development of new strategies and adaptation of internal implementation strategies

Such activities will facilitate our external outreach, engagement and implementation during Phase 4 in the following year. This will consist of conceptualizing, preparing materials and strategies, and developing an evaluation plan. We will also determine needed resources.

Evaluation Activities

Evaluation efforts will involve collecting a fourth round of data. The focus will be on implementation, implementation fidelity, change and impact to develop best practices and bring about change in our school community through scholarship, teaching and service programming. In most instances, evaluations will include baseline and follow-up data.

Accountability: Ongoing Assessment, Reporting and Improvement

These results will be used to develop strategies designed to increase diversity and ensure that the school is moving toward a more inclusive environment and community.

Results will be submitted to the Inclusive Excellence Council, which will review and make recommendations to the dean. She will then adjust resources as needed and collaborate with the council to provide direction and support to departments, leaders, individuals and groups responsible for implementation.

<p>Phase 4 External Outreach, Engagement, Implementation, Testing and Development of Best Practices</p>	<p>Year 4 Fall 2019 – Spring 2020</p>
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Phase 4

Activities

Activities from the previous phase that are implemented in the school will continue during Phase 4, which will occur during the fourth year of the initiative. Additionally, however, this phase will involve devoting intensive time, energy and resources to leaders in the university and external communities, domestically and abroad, including virtual and ground communities. We will essentially build on and replicate some of the strategies and best practices gleaned from the previous phase. Activities will involve knowledge building and translation, externally, with a focus on agencies that serve as field placements for student internships, as well as our virtual and global communities. These activities are designed to demonstrate our commitment to diversity and inclusion by showing members of our school community that we are action oriented and willing to invest time, energy and resources into communities outside the school. As previously discussed, this is why we exist as a school.

During this phase, the school will implement an international and interdisciplinary conference, as discussed in Part II of this plan.

Evaluation Activities

A fifth round of data will be collected, with a focus on implementation, implementation fidelity, change, and impact in communities and settings beyond our school through our scholarship, teaching and service programming. In most instances, evaluations will include baseline and follow-up data.

At the end of the initiative, in the fifth year, we will summarize our activities, changes and impact. We will also identify areas in need of additional attention and develop strategies to build on our successes throughout the initiative.

Accountability: Ongoing Assessment, Reporting and Improvement

These results will be used to develop strategies designed to increase diversity and ensure that the school is moving toward a more inclusive community, inclusive excellence, and social transformation and justice. Findings will inform the work during the following year, which will involve dissemination and planning for sustained implementation of the activities carried out during the initiative.

Results will be submitted to the Inclusive Excellence Council, which will review and make recommendations to the dean. She will then adjust resources as needed and collaborate with the council to provide direction and support to departments, leaders, individuals and groups responsible for implementation.



Part IV. Setting the Stage: Building on Strengths and Existing Initiatives and Activities

“Reform can be accomplished only when attitudes are changed.”

–Lillian Wald, nurse and social transformer

This plan builds on the strengths of the school and aligns with other initiatives and activities in which we are currently engaged. This final section contains illustrations of these initiatives and activities, which we will continue and in some cases expand as part of the Unleashing Social Work and Nursing Initiative. Initiatives and activities that are evaluated and show promise will be shared as best practices. Although initiatives and activities sometimes overlap, we present them in the priority area with which they are most associated. As a reminder, the priority areas are 1) school commitment and infrastructure; 2) scholarship; 3) curriculum, teaching and learning environment; and 4) community outreach, engagement and transformation.

School Commitment

Virtual Academic Center and 2U

The Virtual Academic Center (VAC) was developed in part to provide greater access to graduate social work education for students who might not otherwise have access due to work, family or financial constraints.

Available nationally through our VAC, the MSW@USC offers students the chance to earn a top-ranked MSW without leaving their communities. The program focuses on collaboration, with small, seminar-style classes. All class sessions are live and taught by USC Suzanne Dworak-Peck School of Social Work faculty members.

By working with 2U — our educational technology partner — the VAC curriculum mirrors the academic rigor in the on-campus program, involves hands-on field experience in local communities and offers enrollment at USC without uprooting individuals from their communities. It provides access to distinguished faculty members and researchers, a shorter time commitment by offering a 1.5-year program and acceptance based on requirements that don’t include the GRE.

The VAC’s students and faculty represent the most diverse sector of our school community, an incredible asset for us in refining the initial plan and then effectively implementing and monitoring it.

Departments (See Appendices)

A diversity and inclusion promotion plan has been developed by each of the four departments (Adults and Healthy Aging; Children, Youth and Family; Community,



Organization and Business Innovation; and Nursing). The departments' plans focus on the advancement of diversity, faculty recruitment, faculty mentoring and support, student and faculty training, and cultural competence.

Recognizing that each department's chair and faculty members can help lead the implementation of our school-wide efforts in relation to issues of diversity and inclusion, we hold each department accountable for its strengths and weaknesses. The departments will identify gaps that need to be addressed and take specific and appropriate steps to address them. Ultimately, each department in the school will promote the values of diversity and inclusion by offering a smaller strategic plan that targets its needs, such as recruiting and retaining underrepresented faculty members and students, filling gaps in research or addressing inequalities in promotion opportunities by providing structured support that aligns with university procedures.

Office of Global and Community Initiatives

Serving as the hub of international and community work for the school, the Office of Global and Community Initiatives (OGCI) develops and implements programs, collaborations and projects that promote mutually reinforcing goals of international and community empowerment for social workers. Because we live in an increasingly interdependent global community, OGCI proactively works to identify local and global opportunities that engage our faculty, researchers, students and staff to reach beyond the boundaries of the university and serve our broader constituents.

OGCI works to enhance the school's curriculum by offering cross-cultural immersion opportunities for students to gain a deeper understanding of other cultures and models of social service in an international setting. Students may choose from a variety of programs throughout the world, including locations in Asia, Europe, Latin America and the Middle East. Each program has a specific theme connected to social work practice or policy or both and takes place during the spring semester. Immersions are led by faculty members and range in size from 20 to 25 students. Participants receive three credits per program, which can be applied to the MSW degree.

Additionally, OGCI offers national immersion opportunities for students to gain knowledge and insights into social work policy formation and practices in settings outside their home communities, allowing them to develop skills that will have practical application in their future service to the social work and nursing professions. For example, a program focused on military and veteran policy and practice encourages our faculty and students to engage with a social disparity that greatly affects working-class communities of color across the United States.

OGCI has designed programs for MSW graduates who want to gain work experience overseas and learn about social work in an international setting. The United Kingdom Postgraduate Certificate Program offers participants a two-year immersion focused on the United Kingdom's social welfare profession and its social and cultural landscape. The program complements the educational objectives of an MSW degree with an intercultural experience that provides opportunities for personal growth and professional development.



The postgraduate certificate opportunity is paid and therefore helps our graduating social workers work internationally, particularly those who may not otherwise have the opportunity to work abroad in this capacity.

OGCI is responsible for all global, international research and community programs. The Race Symposium, APRU Symposium, All School Day and Visiting Scholars all fall under its purview. OGCI runs the Network of Korean American Leaders (NetKAL) Fellowship Program, which promotes civic leadership among successful second-generation Korean Americans.

OGCI continually works to develop meaningful academic opportunities for underrepresented issues and groups. For example, it is producing a podcast on race that highlights issues of diversity and inclusion while promoting the research and work of our faculty and staff members dedicated to eradicating these issues.

Diversity and Inclusion Committee (See Appendices)

Our Diversity and Inclusion Committee has been proactive in ensuring that we raise diversity and inclusion standards in our curriculum and classrooms while engaging all of our school constituents. Above all, this committee has served to create dialogues across the school, highlighting the importance of diversity and inclusion as wider and complex issues in society. The committee will work closely with the Inclusive Excellence Council and continue to provide leadership at the school, university and community levels.

Diversity and Inclusion Survey (See Appendices)

The first stage of the plan involved understanding, identifying and evaluating where we stand as a school in relation to these issues, starting with departmental and faculty discussions. From there, we created an advisory working group with representatives from across the school to start developing the plan. Our main objective was and is to endeavor to include all voices in this process. Thus, we created a survey and asked all of our constituents to complete it.

Scholarship

USC LGBT Health Equity Initiative

The USC LGBT Health Equity Initiative was created to lead scientific inquiry into the physical, emotional and social health of lesbian, gay, bisexual and transgender (LGBT) youth, adults and families and guide best practices for achieving health equity for this population.

At the school, our priority is to engage in innovative research that helps our profession work with diverse communities. Research shows that sexual and gender minorities (lesbian, gay, bisexual and transgender) experience significant mental and behavioral health disparities when compared to their heterosexual counterparts. Thus, this



community is represented at the committee level and our school engages with community leaders and researchers focused on LGBT issues.

Among our many initiatives focused on serving this community is Preventing Suicide Among LGBTQ Youths: Evaluating the Trevor Project, which involves an evaluation of a crisis service provider for sexual minority youth and young adults, and the enhancement of a theoretical model of suicide prevention tailored for LGBT individuals.

USC Edward R. Roybal Institute on Aging

The USC Roybal Institute advances research whose goal is to enhance optimal aging for persons in minority and low-income communities. It maintains a strong interdisciplinary focus, with collaborations among faculty members and professionals in such fields as gerontology, psychology, preventive medicine, family medicine, psychiatry, oncology, American studies, and ethnicity and public policy. The institute builds on USC's longstanding tradition of creating socially relevant research, innovating educational practices, influencing policymaking, fostering community-university partnerships and sharing best practices with direct service providers.

USC Center for Innovation and Research on Veterans & Military Families

The USC Center for Innovation and Research on Veterans & Military Families offers innovative education and training platforms, leading research and partnerships that improve the capacity and competence of mental health providers to effectively address the needs of wounded warriors and their families. The center, with its partner USC Institute of Creative Technologies, has harnessed revolutionary technology to create virtual humans (avatars) that are programmed to replicate the experiences of veterans exposed to combat stress. These virtual reality simulations help prepare students for interacting with clients. The center is also actively engaged in research initiatives that can be readily adapted by community organizations serving veterans and military families, in addition to developing continuing education opportunities through online certificate programs.

Visiting Scholars

To expand our global reach and international partnerships, the USC Suzanne Dworak-Peck School of Social Work hosts distinguished academic faculty members from abroad through our Visiting Scholars program. The innovative enterprise emphasizes collaboration, exploration of new concepts and methods, and enhancement of professional and institutional relationships.

In recent years, visiting scholars have traveled from countries such as China, Korea, Israel, Japan and Russia to participate. Approximately five to 10 participants are engaged in the program at any time, and a typical visit lasts from six months to a year.

Visiting scholars are often high-caliber researchers seeking to engage in specific projects and gain a greater understanding of how social work organizations operate in the United



States. Individuals in the program are encouraged to visit other academic and research institutions in the area and explore other disciplines at USC. The program also allows USC researchers to share competencies and explore how social work is conducted in other parts of the world.

USC Telehealth

USC Telehealth is a virtual counseling and therapy clinic overseen by the USC Suzanne Dworak-Peck School of Social Work that uses the latest online and video technologies to serve a diverse set of clients, including adults, children, couples, families and military personnel. Clients are connected with high-quality counseling and therapy providers for high-tech house calls from the comfort, convenience and security of their home or private location.

PhD Program

One strength of our PhD program is the financial assistance offered to our students, making it easier to engage students of all nationalities, ethnicities and economic backgrounds while encouraging their development in the profession and their pursuit of innovative research. We help all doctoral students develop a portfolio of research and teaching that will prepare them fully for the challenges they face as the next generation of academics and researchers.

The school's Hamovitch Center for Science in the Human Services currently receives more than \$35 million annually in funded research from the National Institutes of Health and other federal agencies and private funders; our doctoral students regularly collaborate on the resulting projects.

The excellence and opportunities of our program attract students from many nations, allowing doctoral candidates to benefit from being a part of a diversity of ethnicities and viewpoints.

Doctor of Social Work (DSW) Program

This program brings together students from a range of professional backgrounds to tackle the Grand Challenges for Social Work, an initiative led by the American Academy of Social Work and Social Welfare. Each challenge is tied to certain issues — social justice, family and child welfare, and concerns for our social fabric — that drive social workers and nurses every day.

Unlike a PhD in social work, which typically prepares researchers for careers in academia, the DSW@USC is an online, advanced-practice degree program for working professionals, making it accessible to populations not traditionally entering doctoral programs. It focuses on working professionals and is offered part time and online. The goal of the DSW is to bring social workers into the greater public discourse as they explore ways to create a more equitable society and ensure basic human rights for all.



Teaching, Curriculum and Student Issues

Strategies for Talking about Race and Racism in the Classroom

The school's Diversity Committee has developed a toolkit for faculty members to facilitate difficult conversations about race and racism. The school has adopted this practice in our curriculum. The strategy lays out steps and methods that allow for honest discussions in the classroom to bring forth internalized, interpersonal and institutional aspects of inequalities. Faculty members and students can delve into difficult conversations on these topics with empathy and understanding.

All School Day

All School Day is an educational forum co-led by students and faculty members to learn how to communicate better across differences in race, gender, sexual orientation, political beliefs, religion, age, social class and disability. Born out of the civil unrest of the 1992 Los Angeles riots, the occasion has since become an annual event to recognize diversity through an exchange of ideas. Topics vary yearly but all address areas of social justice and how related topics affect our clients. Recent programs have focused on gun violence, race relations, veterans' issues, racial profiling, women and violence, and gay rights.

This academic year's event will be held on February 15 and will focus on how poverty affects human rights. Student leadership is at the forefront of decision-making and planning for each of the All School Day events.

Student Caucuses

Caucuses are student organizations in the USC Suzanne Dworak-Peck School of Social Work that promote awareness of specific constituencies and special interests, service to the community, and leadership development through professional, educational, social and community events. Student caucuses enable members to organize effectively and empower themselves through a collective voice. Caucuses vary each academic year. All caucuses require a faculty or staff advisor and registration with the Graduate Student Government.

Doctoral Student Coaching

We provide coaching support to doctoral students during their studies and research while empowering and enabling them to develop their skill sets. The ADVU Group is designed to teach doctoral students how to communicate and engage with different populations and audiences. Alongside the professional performance consultants, three tenure-line faculty members serve as coaches regarding academic cultural norms. Additionally, students have access to writing coaches who teach them formatting, grammar, style and paper organization. Our writing coaches are experts in academic writing and have experience teaching all levels of writing proficiency. They help doctoral students build on their strengths and achieve academic excellence.



Randall Information Center for MSW Students

The Randall Information Center is a digital information and training laboratory that provides access to computers, printers, library databases, catalogues, and a ceiling-mounted video and data projector. Our goal is to provide support to students who require additional guidance in developing their writing, language and academic skills. The center offers services online and on the ground, and, ultimately, helps the school retain students who may be first-generation college attendees, dealing with delayed-learning experiences (e.g., dyslexia), studying in their nonnative language, or who did not acquire adequate learning skills prior to their graduate education.

Arts and Diversity Incubator

The school is considering how issues of race and inequality can be improved through the arts. This project is occurring through a series of incubator sessions led by GreenHouse Innovators. Students are involved in the planning and implementation of these sessions.

By developing new models of social change, we are practicing more creative approaches to turning theory into real-world practice. We believe that, with the skills offered by social innovation, we are helping students think outside the box in terms of solutions to issues of diversity, inequality, access and inclusion.

The school has established an Innovators in Residence program, the first of its kind at a school of social work. By opening our doors to outside experts in diverse fields, such as art and engineering, we are better preparing our students and faculty to influence the evolution of the essential fields of social work and nursing.

Community Outreach, Engagement and Transformation

Race Symposium

We are planning a race symposium in January 2017 that addresses national and current issues of race and injustice. Invited academics will discuss contemporary manifestations of racism and social inequalities. The symposium will be an academic roundtable focused on how data-driven race scholarship extends beyond the academic realm and creates real impact in the community and on social policy.

Podcast on Race

Cherrie Short, associate dean for global and community initiatives, is launching a new academic podcast that will grapple with the contemporary issues of diversity, race and access, or lack thereof. Each episode will bring USC faculty members, visiting scholars and students to the table to discuss a specific aspect of race in relation to social work and social justice. The podcasts will be edited and uploaded to iTunes, accessible to anyone interested. Taping of the first episode is scheduled for the end of February 2017.



Immigration Clinic

In partnership with the USC Gould School of Law, for the past 10 years we have offered a year-round immigration clinic to provide legal and social services to undocumented, self-referred community members. USC Gould students volunteer their time and provide legal resources for clients, while students from our school provide direct social services.

This combined program helps people who are otherwise lacking legal representation and services needed to integrate successfully into the community. Currently, two second-year social work students are providing five hours each week of voluntary case management. Both individuals have a background in delivering social services in immigrant communities and are enthusiastic to engage in on-the-ground work while they continue their studies.

Immigration Symposium

Immigration policies affect the lives of our clients and the wellbeing of people within and beyond our borders. Recognizing that, in the many roles played by social workers, as both policy advocates and direct service providers, we impact immigrant and refugee populations and policy, we are organizing a one-day, national symposium on immigration in the U.S., to take place in the first phase of the plan. At this symposium, researchers, academics, faculty, students and community partners will dissect what changes are taking place in immigration policy, and how we as social workers can address the growing needs of these communities on practical and policy levels.

USC Center for Asian-Pacific Leadership

Launched in 2005, the USC Center for Asian-Pacific Leadership promotes understanding of the social, economic and political challenges facing Asia, including economic development, social welfare, public policy, empowerment of women and governance. The center capitalizes on the academic excellence of USC to create inspiring educational opportunities for emerging leaders that are designed to improve cross-cultural communication and nurture cooperation among professionals of different cultures.

Association of Pacific Rim Universities Symposium

In partnership with the USC Price School of Public Policy, the school is spearheading a symposium focused on policies that affect military service members in the Pacific Rim. Currently in the development stage, the initiative also involves other major universities in the Pacific Rim, including the University of Hong Kong and Beijing Normal University. We envision an international symposium that will host researchers for a two-day, intensive exchange of ideas about cutting-edge research that will facilitate an international dialogue about policy relating to services provided to military service members in the region. The symposium is scheduled for May 2017.



Youth Visits to the USC Suzanne Dworak-Peck School of Social Work

The school has established relationships and partnerships with multiple stakeholders in the community to facilitate holistic visits to the USC campus, with current social work students taking a leadership role. We host young people from various community groups, with the goal of encouraging higher education awareness among the visitors and their families, with a focus on lower-income neighborhoods.



Ain't I A Woman?

By Sojourner Truth, social transformer

Adaptation of original speech delivered in 1851 at the
Women's Convention, Akron, Ohio

Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man — when I could get it — and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "intellect"] That's it, honey. What's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.

Source: sourcebooks.fordham.edu/mod/sojtruth-woman.asp



Summary

The University of Southern California recognizes the importance of diversity, equity, access and inclusion in reference to the success of our students, our research and our overall scope in the global academic world. Our mission at the USC Suzanne Dworak-Peck School of Social Work is to work together with wider university efforts to ensure that we continue to take cutting-edge steps that place the school at the forefront of social justice.

Diversity and inclusion envelop cultural inclusion and the creation of an equal environment that supports differences and affirms our individual values, potentially and concretely, while contributing to the larger community. Because issues of diversity and inclusion are ever expanding and evolving, our objective is to adapt to and build on any necessary changes and purposes.

This document reflects our commitment, accountability and transparency to upholding standards of diversity and inclusion at our school, and ultimately demonstrates the values that we carry as social workers and nurses in implementing this plan.



Appendix A

Introduction

At the suggestion of Faculty Council, the faculty was asked to engage in a group breakout activity on diversity and inclusion during the All-Faculty Meeting on September 7, 2016. The purpose of the hour-long activity was to promote reflection on diversity and inclusion and provide feedback to the school on the development of our Diversity and Inclusion Strategic Plan, submitted to the provost in December 2016. This document provides a thematic summary of the verbatim responses provided by faculty members in response to four questions:

1. How would you define “diversity and inclusion”?
2. What are the school’s primary strengths with regard to diversity and inclusion?
3. What are specific ways the school can improve with regard to diversity and inclusion?
4. Please have each group member identify one new action that he or she can take to promote diversity and inclusion in the school.

Faculty responses were collected after the activity in written form (on-ground faculty) and in electronic documents (VAC faculty). The verbatim responses were copied into one document that served as the source document for content analysis. The results presented here reflect themes that emerged from the faculty responses. Although this is not meant to be an exhaustive content analysis, the results are an initial step in documenting the faculty’s reflections on diversity and inclusion. Note that some entries could appear under more than one category.

Results

1. How would you define “diversity and inclusion”?

A. Diversity

Emerging notion: Varying social, economic, cultural and racial sectors of our society and various viewpoints are clearly reflected, recognized and acknowledged at an institution and among its members.

Melting pot: Everyone included; melting pot; Liked analogy of being invited to the party and being “included” — asked to dance; We could not think of a better formulation of a definition of diversity and inclusion than Cherrie [Short]’s metaphor: “Diversity is inviting everyone to the party and inclusion is having everyone dancing”; Welcoming and accepting all.

Difference: Deliberate measures to honor differences; There are multiple factors of diversity (different groups); A positive behavior, being different, issues that it causes for them rather than what it is. Socioeconomic status.



Neighborhoods, language status, special education needs, academic performance/potential/achievement, civic engagement, physical and mental status and learning styles; respect and value differences; Recognition of/encouragement of differences; Diversity means respect for and appreciation of differences in ethnicity, gender, age, national origin, disability, sexual orientation, education and religion. It also recognizes diverse perspectives, work experiences, lifestyles and cultures; Includes variety of viewpoints; We define this as a diamond with multiple facets; We need to include all aspects of diversity, for example capability diversity or neurodiversity; Representation, differences, uniqueness, status, multiple conditions or situation; VA — very diverse; Military influence (veterans); Religion/politics/socioeconomic status — more expansive.

Adding bodies of color.

Diversity: Nonprejudicial respect for human condition; Diversity, knowledge, attitudes a strength; Different things, classes, etc.; Variety; race, gender, religious practice, socioeconomic status, sexuality, sexual orientation, language and others; age; individual experience.

Specific suggestion: Pronouncing names appropriately.

B. Inclusion

Emerging notion: Inclusion goes beyond diversity. It requires concrete actions to create an opportunity structure in the institution and promote a sense of belonging among members from diverse backgrounds.

Beyond talk/action: Recognition, beyond talk. Words diversity + inclusion need to be seen as separate words; Inclusion is a behavior, action; Action — multiple modalities to be included.

Diversity and inclusion: Accountability — does it need to be the same; Reducing disparities; Equality vs. equity; Internalized — inclusion needs to be ongoing.

Equal opportunities: Opportunities are not distributed based on varying differences. A structural and systematic mechanism is in place to ensure equal distributions of opportunities.

Everyone's invited and has opportunities to participate; Inclusiveness is the opposite of the systematic exclusion of groups that do not have privilege.

Inclusion: Embracing, inviting, including; Going beyond being passive "including" — goes beyond this idea; Inclusion: being included valued, respected, supported.

It's about focusing on the needs of every individual and ensuring the right conditions are in place for each person to achieve his or her full potential. Inclusion is reflected in our organization's culture, practices and



relationships that are in place to support a diverse workforce. Diversity is the mix, inclusion is how we do it; Changing environment and shifting perspective to allow students and faculty to succeed; Atmosphere — How is place where you exist, engage?

Inclusion: Creative process. Recreating own identity? Diversity manifests differently with different groups may not want to attend the party. Is it always appropriate or desirable to be asked to the party? Is inclusion always synonymous with integration; include faculty in meaningful participation; VAC is not included; Engagement and participation different process.

Belongingness: Fostering a collective sense of belonging; Needs to be authentic, intentional, a sense belonging.

Being valued: Inclusion is being valued, respected and supported; Creating opportunities for all and engaging all; valuing all.

C. Achieving diversity and inclusion

Emerging notion: Three specific features are needed to achieve diversity and inclusion: 1) group awareness of unequal distributions of power and opportunities and its subsequent overt and covert oppression; 2) self-awareness of one's own minority or majority position and its accompanying biases; and 3) accepting spaces where a courageous and open conversation about diversity and inclusion can occur (i.e., listening and embracing) and a concrete action plan can be developed (i.e., advocacy).

Awareness (Power, Oppression and Inequalities)

Awareness; It is being mindfully aware; Need to be aware of power, privilege and oppression; Recognizing and valuing differences it represents the complexity of our differences. Categorize intersectionality.

Inequalities: Relational level; levels of space; Membership; addressing inequalities can shift race, religion, orientation; Needs to go beyond community immersion and tension — we avoid this; Picking sides — boundary and role flexibility, history and context.

Power, privilege, oppression: Need to be aware of power, privilege and oppression; Privilege and exclusion are not discussed enough. It is not enough to be diverse on the campus, but more importantly to meaningfully engage everyone in the campus, so they feel included, valued, validated and supported.

This is where we have much more work to do; should be about power and oppression; Need to incorporate discussion of privilege.

Action (Listen, Embrace and Advocate)

Listening to those bodies; acting on it and moving forward; Embracing richness of differences; Respect and appreciation of differences, diverse perspectives.



Diversity: Nonprejudicial respect for human condition.

Different worldviews built on belief that we are better with everyone's voice being heard; Language — motivating, empowering.

It is being mindfully aware, acting on it and moving forward; A proactive approach, not simply showing allowance in the same space. First step is to recognize who we are and recognize our own unconscious and conscious bias.

Ensure Safety

“Safety” important to include.

D. No clear consensus about definitions of diversity and inclusion

Emerging notion: There is no clear consensus about what diversity and inclusion mean. This creates a problem when we would like to develop, execute and monitor a plan for improving diversity and inclusion.

How are we conceptualizing the concept and what do we mean by it? This needs to be understood before we can improve it; Is being more diverse as a group, organization or school a goal? Yes! Although we could improve this, across all aspects of our university, our school, staff, administration, those we do business with.

We function in terms of “what boxes people pick”; All of us are “diverse” and must struggle with our own definition; Shared identities, policy.

Diversity must be contextualized: Broad definition causes specific challenges to be defined and not easily actionable. More specificity might help, i.e., racial injustice; Depending on what we talk about (i.e., teaching research), we need to be clear and specific.

Academic and personal definition distinct from social work and nursing values.

2. What are the school's primary strengths with regard to diversity and inclusion?

Emerging notion: The school cares and it shows in the level of diversity represented at the school, various school committees and various school activities. The VAC might be particularly well positioned to promote diversity and inclusion, because it can reach every corner of our community.

A. Good diversity (faculty, staff and students)

We are a diverse group — gender, education, discipline, age, rankings and tracks; Diverse staff.

Our breadth because we have so many attributes in our faculty. We are also not smug about; Diversity of faculty; Faculty body is quite diverse, too, in



terms of specialties and the leadership, too, across the board; Effort to use new research, teaching, practice and clinical faculty rather than tenure and nontenure; Hire faculty from around the country with different backgrounds, cultures, histories, geographic diversity; Diverse faculty, especially field; Hiring seems diverse: part-time, clinical, field, nursing.

Diverse population of students in terms of ethnicity, age, socioeconomic class, etc.; Very diverse student body, access to cultures with global reach, reap academic benefits for all students, military participation and VAC access for them even though moving around; (diversity) of student populations; Students are our strength in many ways; diverse students; Our student pop is diverse — good efforts for recruitment; Students are diverse.

B. Opportunities for integrating diversity and inclusion

Explosion of opportunities with students with physical disabilities can come to class due to VAC; VAC allows flexibility for more diverse student population, e.g., military, international, parents, first generations to attend school; Infrastructure, curriculum.

Good at diversity, not good at inclusion; We have raw materials of broad diversity (geo, socioecon) able to expand the traditional concepts of “diversity.”

C. School commitment

We call ourselves the Trojan family — students, full- and part-time, from all academic centers, faculty, staff — all are a part; Establishing trust.

Underscore inclusion; We are very large; we are leaders, can set a strategy; Explicit goals to make diversity and inclusion a priority; School is taking issue seriously, lots of conversation; School is leading bigger university on diversity; Relatively enlightened institutional context; At least we ask the question.

Diversity is part of our core values and competency; Proactive orientation toward diversity and inclusion of all. Primary value of social work is human dignity and important relationships; Diversity commitment.

Effort to be inclusive in variety of contexts; Make good effort to bring together diverse faculty, students, opportunities.

We serve many communities; We connect and make efforts to connect with communities through community involvement.

Real talk and honest talk dialogue; We talk a lot about diversity.



D. Student support and involvement

In the area of student support (additional support for writing) emotional issues; Student Caucuses; Diversity of caucuses (but there are pros and cons); Student group — caucuses; Our student caucus diversity.

E. School committees

Diversity and Inclusion Committee is a big strength but make sure to have more student involvement and they're included; Diversity and inclusion committee; dedicated time to diversity and inclusion; Student caucuses — 21 different ones (working together on projects).

F. Programming and activities

We also offer many programs for promoting diversity — for example, All School Day; This is a conversation that is already begun with a forum for conversations that allows sharing and being heard. Taking action and having these discussions is a strength for the university; Other schools using our model as a template; DSW pipeline to leadership diversity.

G. Student orientation/curriculum

Social justice: Definition and orientation (front end); (diversity addressed in) curriculum.

3. What are specific ways the school can improve with regard to diversity and inclusion?

A. Curriculum

Emerging notion: The emphasis on diversity and inclusion as topics of study in our curriculum should be substantially increased. Diversity and inclusion should be explicitly addressed in each class. A separate class could be dedicated to this issue. The diversity of VAC students is an underused asset.

Student admissions and support: Increase standards at admission; Tuition does not match salaries out of school; Scholarships and stipends; Increase scholarships and bridge courses.

Conceptualizing diversity and inclusion in curriculum: Teach across human experience; (teach on) diversity and beyond black and white to other groups such as API; Devon Brooks, in 503 in the old curriculum, had a section looking at different aspects of intersectionality. Yet, certain aspects of our identity that we can't hide; these are visible and cannot be hidden. There's a tendency to look at all areas of difference as if they are equal, yet we need to understand that not all differences are equal, for example differences by race.



All “isms” are not treated equally. When we as a school begin to become more involved on a university level, we want to acknowledge that.

Curriculum (specific ideas): Evidence-based interventions (EBIs) are not specific to diverse groups; Cognitive behavioral therapy not effective with new immigrants; add in cultural adjustments to EBI trainings; More focused review of courses to identify in curriculum issue of diversity and inclusion; Core course on diversity, privilege, inclusion includes history, oppression, power, liberation.

Faculty as role models: Faculty members could be role models and mentor students so they could understand the concepts of diversity better.

Student involvement: Engage VAC students in caucuses leadership roles VAC — better involvement, move beyond open door (technology); More inclusion exposure to diversity of VAC students — Caucus involvement.

B. Faculty recruitment, retention and development

Emerging notion: It is questionable whether diversity is reflected in our faculty. The power dynamics and opportunity structures across various faculty lines should be evaluated. Faculty training about diversity and inclusion will be critical.

Faculty diversity: More diverse faculty; Tenure track is not diverse; There is an aspect of window dressing.

Faculty training and support: Diversity training and cultural competency

Training and values exercise (How address when diversity issues come up in class); More faculty training on dealing with bias among students. And recognizing my own! Managing conflicts within a variety of cultures; This would be cultural competence for faculty, professional development.

Discussion modules and opportunities to discuss the true essence of diversity and inclusion. Faculty could do a better job of advocating for students early in the semester. Figure out ways to support faculty members who may or may not feel comfortable addressing diversity in the classroom; Faculty members to do their own work learning about diversity re: attitudes, diversity and inclusion; Trainings on unconscious bias could be helpful; Conscious mentorship of underrepresented folks; Journals — money and budgets.

Evaluation of the current opportunity structure: Disassemble hierarchical structures that achieves the same results year after year (Adjunct faculty/full-time faculty); RTPC — research, teaching, practice and clinical faculty — to have their own criteria tenure and permanency to feel included with the same opportunities, i.e., vested and multiple-year contracts.



C. School-wide climate

Emerging notion: The definition of diversity should be discussed and expanded to facilitate the development of an evaluation protocol. Accepting spaces where real issues can be openly discussed, need to be established. Mechanisms that facilitate the staff's involvement are needed.

Expanding definition of diversity: Overreliance on “race” as “diversity”;
Inclusion is complicated: i.e., “Latinos” = 13+ different identities;
Accommodate physical disabilities.

Real talk: Communicate what the real issues are in the school; The Real Talk forum, held last spring, included heart-wrenching experiences that faculty have had on this campus, as mentioned by Renee Smith-Maddox. We need to bring these things to light. The ways in which prejudice and discrimination can be hidden or covered over and privilege can be used to foster discrimination in the university. Is there a way to make these issues more public and face them directly (e.g., the costs of texts may be a serious concern for students, although we are not fully aware of their needs)?

Establish evaluation protocol: Develop ways to evaluate our process of meeting our diversity and inclusion goals; publish our measurable goals and outcomes for all of our faculty, staff and students to view and comment on; What is the outcome we want?

Safety: Being more open to asking people about issues of diversity (creating safety in field classes), but not just field but all classes; A deficit is a feeling of having a lack of safety and a limited ability to challenge someone, specifically if it involves someone in a position of authority and could affect your future position in the university.

Public acknowledgement of inclusion: (e.g., Acceptance of LGBTQ and conservative Christian values) — perhaps during orientation, All School Day, etc.

Staff involvement: Engage diverse staff members to understand their experience; Bring staff perspectives to diversity and inclusion in our school.

D. University level and beyond

Emerging notion: We should go beyond the boundary of our school and lead conversations about diversity and inclusion at the university level and in local communities.

Leadership for the university: Take leadership (role) since we are so diverse, more than any other USC school.

Community: community outreach and engagement to broaden knowledge base about various statuses of people around the USC campus; Be responsive to environmental forces that impact faculty and students around the country.



Methods: Small group discussions for all faculty; modeling; Intergroup dialogue class: history, privilege and oppression, dialogue — ID, macroaggressions; All School Day needs improvement; We could strive to have faculty host students in their homes; We discussed the idea of a listening or sharing group that includes faculty and students. This listening group would permit faculty and students to share their experiences and stories without judgment by those listening; Faculty development committee at all levels of faculty (mentorship).

4. Please have each group member identify one new action that he or she can take to promote diversity and inclusion in the school.

A. Curriculum

Emerging notion: Explicit integration of diversity and inclusion as a topic of study into our curriculum is needed. Specific ideas include various small group activities in each class that are dedicated to issues related to diversity and inclusion, evaluation of diversity content for each class, student surveys, etc.

Students perspectives and classroom pedagogy: Full participation in classroom discussion; Call on everyone and get them to contribute promotes inclusiveness; consider an intensive course on diversity for students — mandatory; Every single class spend five minutes to talk about diversity to enhance awareness; Promote students of different backgrounds working together to learn about one another.

Pick groups for them randomly for breakout sessions so get variety; Talk about these issues in smaller course groups and classroom; Developing a comfort level in the classroom to talk about these hard topics in the classroom; Uses specific vignettes to launch conversations; Model inclusion in the classes; Develop class activities that support exploration of diverse issues; Conversion VAC course represents diverse group.

Diversity content in course content: Curriculum council — speak out for more inclusive content and process that explore diversity and inclusion issue.

Students and community engagement: Help students understand issues that exist in community around the school. Engage in community action; Encouraging students to engage in community wherever it is, if on VAC. To make a community contact, then do a teambuilding exercise.

Student surveys: Find out what it is that the students need; Survey students about how they feel about diversity and doing the job (addressing diversity); Jennifer Lewis (and one other faculty member) are considering doing a qualitative study to determine our students' experiences, to understand the dynamics for students. We have a parallel process that affects us, but we are not aware enough of our students' experiences and needs. The tuition costs



lead to issues of class in terms of the ability to participate, which we also are not informed enough about the effects of classism on our students.

Affinity groups: Affinity groups for faculty to talk about their own thoughts, experience re: diversity.

B. Faculty recruitment, retention and development

Emerging notion: Targeted faculty recruitment search might be a good way to go. Providing faculty training about diversity issues and promoting inclusion culture (e.g., reaching out to VAC and new faculty members) are critical to faculty retention and development.

Overall awareness and education: Educate, build awareness of USC's opportunities and goals of diversity and inclusion.

Faculty representation: We should have a publishable list of faculty members that reflects not only ethnicity, culture, country of origin, etc., but includes gender and areas of expertise and interest — perhaps even categorized by department specialties.

Faculty development: Workshops among VAC faculty; Have a Focus on Race event that includes all faculty members who want to participate, VAC; Faculty members could run various workshops on VAC.

Faculty and community engagement: Immerse ourselves in communities; Creative programming.

Faculty hiring and inclusion: Hire diverse faculty; Search for diverse diversity; Reaching out to new faculty to feel included; Hire faculty on the VAC representing diverse groups and empower them to contribute in meaningful ways.

In-person faculty activities: Diversity component of every department meeting.

More in person diversity discussion; More observation — connect all senses.

Include VAC in faculty meetings.

C. School-wide climate

Emerging notion: Create inclusion culture and provide platforms where diversity can be explicitly celebrated and related issues can be discussed openly.

Website and other virtual methods: Creating a “tag” (website) specifically for diversity — make a concerted effort to cover diversity stories; Post current events on the wall and then open a poll to discuss, anonymity.



Dialogue around values: Continue to have open discussions connecting social work values with diversity and inclusion while respecting each other's beliefs and values.

Diversity committee: Diversity committee membership; Serve on Diversity and Inclusion Committee.

Population-specific: Veteran committee to address vet student concerns and identify actions that support inclusion.

Staff survey: Do a staff survey to better understand staff views on diversity and inclusion; Alignment with the university: Bring everything back from university to school and vice versa.

Other issues: Faculty lines issues; ESL students — How to grade? Talk-ism; VAC — tech.



Appendix B

Diversity and Inclusion Survey: Baseline Assessment

Goal of the Survey

The goal of the survey was to gauge the perspective of school stakeholders in terms of diversity and inclusion. Particularly, the survey was used as an anonymous tool to extract experiences of various constituents in the school setting, how they process and interpret those experiences, and what they want to see improved or change as a result.

Moreover, the survey results were used to inform the Unleashing Social Work Initiative and plan.

Description of Survey Methods

The survey was delivered to all school constituents via Qualtrics, an online software program used to capture and measure variable information. All students, faculty, staff, alumni and select community partner organizations were notified of the survey, its intent, and the timeframe for completing and submitting answers. Participation was anonymous, apart from opting to be contacted for any follow-up efforts regarding diversity and inclusion work at the school, in which case participants submitted their names and email addresses.

The survey was composed of four data-specific questions and 11 open-ended questions. It extracted demographic information and perspectives on how the school functions in terms of equity, opportunity and access.

The methodology for the survey was both quantitative and qualitative. After identifying major categories involving issues of diversity and inclusion and using a framework of analysis, we sent a short survey that included data and narrative fields to all school constituents. Participants completed the survey anonymously.

Survey Questions

1. I am a member of the following population (please check all that apply):
Caucasian, African American, Latino or Hispanic, Asian Pacific Islander,
LGBTQIA, person with a disability, self-identify as: _____
2. My involvement in the school is primarily as a (please check one): Student, Staff,
Faculty, Alumni
3. Please indicate what diversity and inclusion mean to you.
4. In what ways has the school's environment — including recruitment,
administrative, academic and extracurricular activities — successfully made you
feel included in the school's community?



5. In what ways could the school's environment — including recruitment, administrative, academic and extracurricular activities — be changed to make you feel included in the broader school community?
6. What steps could the school take to become a more appealing destination for members of your population(s)?
7. Are there recommended recruitment and retention strategies, and if so, what are they?
8. Are there ways to build on all the positive aspects of diversity and inclusion at our school, and if so, what are they?
9. What are some ways to ensure that the classroom environment supports diversity and inclusion?
10. Identify three goals for the school's diversity and inclusion plan.
11. What strategies and actions are necessary to address each goal listed in Item 9?
12. Would you be willing to participate in any follow-up regarding these issues? (please check one): Yes, No

If participants answered affirmatively to item 12, the following questions appeared following submission of the initial survey.

13. Do you feel that your workplace is supportive of your religious or spiritual practices? If so, how?
14. How do you see issues of diversity and inclusion in connection to social inequalities and privilege?
15. Thank you for indicating your willingness to participate in a follow-up focus group meeting. Please provide your name.

Results

We received 480 responses to the survey, including responses from faculty members, students, alumni, staff members and community partners. The advisory group divided the results into categories and analyzed the various responses to identify trends and patterns in the submitted opinions, perspectives and experiences of our school's stakeholders.

The following is a snapshot of the diversity and inclusion survey results, organized based on the major emergent themes.



Survey Results

Role	<i>n</i>	%
Alumni	9	2
Community Partner Field Instructor	170	33
Faculty Member	165	32
Staff Member	65	13
Student	108	21

Campus Affiliation	<i>n</i>	%
City Center	67	13
Community Partner Field Instructor	133	26
Orange County Academic Center	13	3
San Diego Academic Center	9	2
University Park Campus	115	23
Virtual Academic Center	175	34

Campus Affiliation (Combined)	<i>n</i>	%
Community Partner Field Location	133	26
Ground (All Locations)	204	40
Virtual Academic Center	175	34

Background	<i>n</i>	%
African American or Black	74	14
Asian, Pacific Islander or Native Hawaiian	56	11
American Indian or Alaska Native	13	3
Caucasian or White	284	54
Latino or Hispanic	111	21
Person with Disability	22	4%
Lesbian, Gay, Bisexual or Transgender	25	5%



Theme 1: Conceptualization and Meaning of Diversity and Inclusion

Please indicate what diversity and inclusion mean to you.

The main trend identified for these two terms was based on creating an environment of acceptance for a diverse population. Survey participants expressed a desire for inclusion of all people regardless of their race, gender, sexual orientation, religion, age, color, disability, and national and ethnic origin. Furthermore, they expressed the importance of equal access and opportunity regardless of position, tenure or role in the school.

Respondents generally stated that inclusion involves creating an environment of acceptance for a diverse population. Participants also described a desire for an open and honest discussion among faculty, staff and students.

How do you see issues of diversity and inclusion in connection to social inequalities and privilege?

Participants stressed the recruitment and retention of underrepresented populations, with a focus on including various communities at the school. In this case, a connection of power, access and opportunity was drawn between the school’s demographics and broader society, specifically with regard to fluctuating degrees of access to mobility for various populations.

Several respondents described a connection between diversity and inclusion and inequalities and privilege, stating that creating a diverse and inclusive environment would lead to equality. Discourse, engaged in “from across diverse aspects of life,” appeared as an important element; however, discourse without action was viewed as a deterrent to change.

Do you feel that our workplace is inclusive of and reflects diverse cultures and values?

	Faculty (n = 165)	Staff (n = 65)	Students (n = 108)	All Groups (N = 338)
Strongly agree	37%	27%	31%	33%
Somewhat agree	42%	44%	39%	41%
Neither agree nor disagree	9%	21%	16%	14%
Somewhat disagree	9%	8%	10%	9%
Strongly disagree	3%	0%	5%	3%



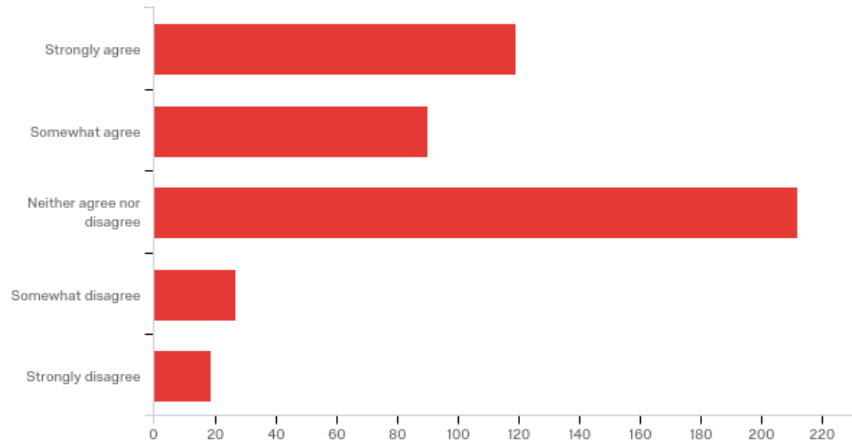
Do you feel that women are treated equally in the workplace? How?

Approximately 35 percent of respondents did not feel that women are treated disproportionately either at USC or in the field of social work. Factors like number of women in the field, roles in which women hold powerful positions and more positions with predetermined salary tables were referenced.

Some respondents noted that treatment of women in the social work department was better than treatment in other departments at the university. In addition to gender, many respondents commented on the importance of taking into account other aspects of diversity, particularly race and ethnicity. This is not to say that gender equality issues were not raised; some participants expressed a need to recognize that women earn less compared to their male counterparts, are not as readily promoted and are often given more administrative tasks.

Do you feel that your religion or spirituality is accommodated in the workplace?

This question generated a somewhat neutral response, with most participants choosing “neither agree nor disagree” as their answer. “Strongly agree” and “somewhat agree” were the second- and third-highest responses, respectively, indicating that survey participants are for the most part indifferent to or content with how their religion or spirituality is treated.





	Faculty (n = 165)	Staff (n = 65)	Students (n = 108)	All Groups (N = 338)
Strongly agree	31%	25%	19%	26%
Somewhat agree	19%	23%	13%	18%
Neither agree nor disagree	39%	40%	54%	44%
Somewhat disagree	9%	8%	5%	7%
Strongly disagree	2%	5%	9%	5%

Theme 2: Areas of Strength

What are two or three ways the school’s environment — including recruitment, administrative, academic and extracurricular activities — successfully has made you feel included in the school’s community?

In this section of the survey, responses indicated that internal communication and activities led to feelings of inclusion, particularly in reference to encouraging participation in caucuses, forums, activities and discussions connected to school-wide initiatives.

Theme 3: Areas of Weakness

What are two or three ways the school’s environment — including recruitment, administrative, academic and extracurricular activities — could be changed to make you feel included in the broader school community?

Many respondents stated that it was important for the school to a) increase student, faculty and staff diversity; b) value and promote diversity; c) provide support and opportunities necessary for success; and d) enhance existing hiring and search processes for faculty and staff.

The main trends in recommendations to improve areas of weakness centered on a) enhancing recruitment and retention and developing a diverse community; b) creating an innovative and inclusive curriculum; c) promoting an inclusive and equitable school environment; and d) providing training, workshops and support services to sustain our efforts in diversity and inclusion.

Theme 4: Goals and Strategies

Existing Goals

What are two or three ways to build on the positive aspects of diversity and inclusion at our school?

Survey participants expressed a need to see diversity and inclusion practices concretely implemented across the board with regard to social work and nursing, research, and



general school values and practices. Mostly, the emphasis was on not just discussing diversity, equity and inclusion, but also exploring and exposing discrepancies and disparities and changing the culture accordingly.

Three main trends emerged in this section of the survey:

1. Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching and research.
2. Provide expertise and leadership on diversity and inclusion matters (faculty, student, and staff recruitment and retention).
3. Reflect diversity and inclusion in the organization's culture and practices.

Survey participants stressed a need to prioritize open dialogue, accommodate diverse populations, and provide an equitable and accepting space for different groups and needs.

What are two or three steps the school could take to become a more appealing and inclusive destination for members of your population(s)?

The survey demonstrated a need for the development of strategic initiatives that promote the school's successes, address challenges and promote school-wide change.

What are two or three ways to ensure that the classroom environment supports diversity and inclusion?

Respondents described the need for efforts that engage faculty, staff and students, such as diversity and inclusiveness workshops and the development of a mandatory training on diversity and inclusiveness skills (similar to sexual harassment training). Some participants suggested a course on invisible diversity issues and populations, such as transgender issues and experiences. Additionally, respondents urged a zero-tolerance policy on any form of microaggression. Students above all requested a need to recognize the generation gap as a diversity issue.

Are there recommended recruitment and retention strategies? If so, please list two or three.

Survey respondents indicated a need to expand our notion of what differences should be represented at the school and provide accepting spaces in which real issues can be openly and honestly discussed. In particular, they suggested evaluation of our school's various constituent groups, followed by recruitment and retention efforts, so that we as a school can recruit and retain people representing both visible and less visible differences and perspectives.



New or Other Goals

Identify three goals for the school's diversity and inclusion plan; what strategies and actions are necessary to address each goal listed above?

A few specific trends emerged for this survey question:

Goal 1: To recruit, retain and develop a diverse and welcoming community.

Proposed Strategic Action: Create specific initiatives that equip individuals with the support and opportunities necessary for their success.

Goal 2: To improve colleagues' understanding of the complexity and evolving nature of diversity, inclusion and equity.

Proposed Strategic Action: Provide ongoing educational, learning and training opportunities on diversity, equity and inclusion.

Goal 3: To develop an inclusive and shared meaning of terms such as diversity, equity and inclusion.

Proposed Strategic Action: Create ongoing opportunities to discuss understanding and awareness of diversity, inclusion and equity.

Goal 4: To promote innovative learning, research and service that focus on diversity, inclusion and equity.

Proposed Strategic Action: To enhance curricular, research, service and artistic activities as a means to fully engage the school community in an affirming, diverse and multicultural learning environment.



Appendix C

Department of Adults and Healthy Aging Diversity and Inclusion Initiatives

The Department of Adults and Healthy Aging emphasizes its commitment to diversity through scholarship, curriculum and instruction, mentoring and service to the community, society and our field. As a department in a school of social work, the department's faculty members are necessarily dedicated to the promotion of diversity in our school and communities. The departmental plan for the continued promotion of diversity features the following four components.

Department Administrative Structure

The department conducts its business through four faculty teams, each having a specific set of responsibilities. Faculty members of color are represented across these teams except the leadership team (chair: Suzanne Wenzel; vice chairs: Dawn Joosten-Hagye, Pam Franzwa). The Faculty Affairs and Community Development teams are headed by faculty members of color: Concepcion Barrio and Jorge Lambrinos. We will strive to enhance representation of faculty members of color across teams, an objective that will be facilitated through additional hiring of such individuals.

Faculty Recruitment

During 2015 and 2016, all departments in the school except for the Department of Adults and Healthy Aging received the opportunity to participate in a formal faculty search, recruitment and hiring process. In the coming year, Adults and Healthy Aging looks forward to participating in this process for the purpose of hiring faculty members with particular characteristics suited to its mission and objectives. Hiring needs for the department have been determined in part through a survey of its faculty in 2015 and the process of curriculum development and refinement. We intend that prospective faculty members of color will be well represented among the candidates and that we will have the opportunity to further enhance the diversity of departmental tenure-track, clinical teaching and clinical field faculties through our search, recruitment and hiring efforts.

A key means of enhancing diversity of the department's faculty through hiring is through reliance on faculty members' existing networks, including those located at other schools of social work and related disciplines. Department faculty members additionally have extensive contacts in the community through alumni, field placements, service and research collaborations. Recruitment activities will also occur at annual meetings of major professional associations (Council on Social Work Education, National Association of Social Workers, Society for Social Work and Research). We also plan to identify doctoral students and postdoctoral scholars representing diverse backgrounds who are seeking employment via annual surveys of the top 10 schools of social work and through individual contacts



with faculty members at other schools who are known to mentor students representing diverse backgrounds. The department's Faculty Affairs team has developed formal faculty job announcements that emphasize our commitment to diversity and encourage applications from individuals representing diverse backgrounds. Opportunity hires of senior faculty members representing diverse backgrounds will be determined based on ongoing assessments of needed and desired areas of expertise.

Faculty Mentoring and Support

Responsibility for mentoring new faculty members in the school is now to be assumed by the departments. Department leadership will assume a role in identifying senior faculty mentors and appointing faculty members to serve on faculty development committees for new faculty members. These appointments will pay special attention to the specific needs of junior faculty members by mentors who reflect or are cognizant of such needs. Part-time faculty members will be assigned to a full-time faculty member who will maintain some performance oversight and availability to serve as a mentor.

Student and Faculty Training in Cultural Competence

Training in cultural competence is already embedded in our new department curriculum. Each of our required courses includes modules and readings that strive to train all students to work with diverse populations. Review of teaching performance in the classroom will be structured to ensure that all faculty members exhibit a similar mastery of working with diverse populations.



Appendix D

Department of Children, Youth and Families Diversity and Inclusion Initiatives

The Department of Children, Youth and Families' commitment to diversity is dictated by the diversity of the communities we serve and the students we train to serve them. The department operates based on the belief that diversity is best promoted through activities that seek to identify and support faculty members representing diverse backgrounds and activities that develop cultural competence in all faculty members in working with diverse communities and students. To that end, the department's plan for the promotion of diversity includes the following four elements.

Department Leadership

The department's leadership is composed of a chair and two vice chairs (one for curriculum and one for field). At the present time, both vice chairs (Omar Lopez and Tyan Parker Dominguez) are faculty members of color. The department also strives to appoint faculty members from diverse backgrounds in positions of leadership (e.g., Curriculum Development, Faculty Affairs and Research subcommittees).

Faculty Recruitment

During the past year, the department hired two full-time faculty members, both Latinas, as assistant clinical professors (field) and approved the appointment of four, part-time, adjunct faculty members as senior lecturers. All four individuals are faculty members of color. It also approved the hiring of one Asian-American scholar as assistant professor on the tenure track. Collectively, 88.9 percent of the new faculty members appointed to the department during the past year are faculty members of color.

Efforts to recruit new faculty members representing diverse populations will rely extensively on social networks with other schools of social work and field placements. The department endeavors to rely on community contacts as potential referral sources for part-time adjunct and full-time clinical teaching and field faculty members. Recruitment activities will also be conducted at annual meetings of major professional associations (Council on Social Work Education, National Association of Social Workers, Society for Social Work and Research). Recruitment of potential diverse, tenure-track, junior faculty members will be accomplished through annual surveys to the top 10 schools of social work to identify doctoral students representing diverse backgrounds seeking employment and through individual contacts with faculty members at other schools of social work who are known to mentor students representing diverse backgrounds. Announcements of job opportunities in the department will emphasize the department's commitment to diversity and encourage applications from individuals representing diverse backgrounds.



Opportunities hires of senior faculty members representing diverse backgrounds will be determined based on ongoing assessments of needed and desired areas of expertise and a survey of faculty members representing diverse backgrounds capable of meeting those needs.

Faculty Mentoring and Support

Responsibility for mentoring of new faculty members will now be assumed by the departments. In fulfillment of that responsibility, department leadership will now assume a role in the identification of senior mentors and appointment of faculty members to serve on faculty development committees of new faculty members. Such appointments will pay particular attention to the specific needs of junior faculty members by mentors who reflect or are cognizant of such needs. All part-time faculty members will be assigned to a full-time faculty member who will maintain some performance oversight and be available to serve as a mentor.

Student and Faculty Training in Cultural Competence

Training in cultural competence is already embedded in the new department curriculum. Each of the required courses includes modules and readings that strive to train all students to work with diverse populations. Review of teaching performance in the classroom will be structured to ensure that all faculty members exhibit a similar mastery of working with diverse populations.



Appendix E

Department of Community, Organization and Business Innovation Diversity and Inclusion Initiatives

Key Focus Areas

- Recruiting, promoting, retaining and supporting diverse faculty members
- Creating and sustaining a climate of inclusion
- Promoting diversity and inclusion among department students and faculty members

This document focuses on the first and second key focus areas, as requested by the associate dean for diversity at the school. The department's initiatives to promote diversity and cultural competence among its students are described in a separate document.

The department has successfully recruited two faculty members of color this academic year for the tenure-track line (one African American and one Latina). It has also promoted several faculty members of diverse ethnic and racial backgrounds, including for the new line of full-time teaching faculty.

Initiatives Moving Forward

Recruitment, Retention and Promotion Initiatives

- **Recruitment:** Cast a wide net to recruit diverse talent for all faculty lines. Create a welcoming climate for all faculty members, particularly those from diverse backgrounds.
- **Retention and promotion:** Create a path for promotion of all faculty members and specifically those from diverse backgrounds.
 - Seek guidance through faculty development committees. Faculty members will identify colleagues for their development committee to receive guidance for teaching, scholarship and service. All assistant professors will have a development committee with the support of the department chair. For all other faculty lines, a development committee is optional. Convening the development committee is the responsibility of each faculty member.
 - Encourage senior faculty members to mentor junior faculty members from all lines. Take care in matching faculty members with mentors. Provide diversity and mentoring training for the faculty. Ask the Center for Excellence to conduct a workshop on mentoring faculty members.



- Create a faculty scholarship and publication group to provide support for writing and submitting publications and grants.
- Support and reward innovative approaches to teaching, research and scholarship.
- Foster academic leadership development opportunities for all faculty members through workshops, conference attendance, mentoring and fellowship programs.

Creating and Sustaining a Climate for Inclusion

- Rotate leadership roles to create a more inclusive climate.
- Study best practices for inclusion in business organizations that might be adaptable to the academic environment, such as assessment tools, affinity groups and strategic initiatives.
- Invite speakers from other organizations (e.g., Catalyst, Deloitte) to learn about initiatives and promote collaborations to encourage innovation in these areas.

Faculty Development

- Create training and workshops, including diversity recruitment and retention.
- Invite Dnika Travis (PhD graduate) to present on trends in workforce diversity and inclusion.
- Develop diversity and inclusion initiatives in collaboration with students.

Faculty Diversity Structure

- Promoting diversity and supporting faculty members is an effort that should be sustained over time. Specific, measurable goals should be set in the five-year Diversity and Inclusion Plan to assess the department's progress in promoting diversity and inclusion in the department and school faculties.

Funding

- Allocate funding to support diversity and inclusion programs and activities.



Appendix F

Department of Nursing Diversity and Inclusion Initiatives

The Department of Nursing is committed to creating a diverse department, reflected in our students, staff, faculty and alumni. We believe that it is important to reflect the diverse communities in which we live and work. We have identified several strategies to promote diversity in our department.

Prioritizing Diversity: Faculty Recruitment and Decisions about Educational Offerings

The Department of Nursing, as the newest department in the USC Suzanne Dworak-Peck School of Social Work, is currently developing a strategic plan, with diversity as a priority that is guiding recruitment of faculty members. The department is actively searching for faculty members from diverse communities. At present, we have one African-American faculty member, are recruiting another and, in looking toward developing a PhD in Nursing Science, have conducted exploratory interviews with two African-American potential faculty members (we are still developing this program, but these exploratory interviews are looking toward the future and creating relationships with diverse faculty members across the country).

The department will continue to work actively on creating a diverse department, remaining cognizant of the nursing faculty shortage, and working to create a departmental culture that is conducive to diversity (i.e., developing a culturally competent department). The department's strategic plan is also guiding decisions about educational offerings to be provided. For example, by developing a focus on psychiatric and mental health nursing, we will address mental health needs of vulnerable and marginalized individuals who seek care in community clinics in which the added service of mental health will be of utmost importance.

Strategies for Faculty Recruitment

Often, the most successful way to hire faculty members is by word of mouth through the use of existing national and global nursing networks. Several department faculty members are active members of various nursing organizations and recruitment is part of their role as they attend various meetings. For example, Sharon O'Neill has connected with an African-American woman whom we are now actively recruiting to our faculty. The National Organization of Nurse Practitioner Faculties, California Association of Nurse Practitioners, American Association of Nurse Practitioners, American Association of Colleges of Nursing, American Academy of Nursing and Western Institute of Nursing are examples of organizations in which several department faculty members are active and have strong networks. The department will advertise faculty positions in publications such as *Minority Nurse*.



As we develop clinical-placement sites for nurse practitioner students, the department will always have an eye toward potential recruitment of diverse clinical faculty members to supervise students.

Faculty Mentoring and Support

Department leadership is developing a mentoring system in which each new faculty member will be assigned a mentor. One area of concern in mentoring is for the mentor to understand and incorporate the life experiences of the new faculty member, including cultural background. That is, each mentor must be culturally competent and embrace diversity and the development of strong practitioners and scholars with diverse backgrounds and diversity of thought.

Cultural Competence as a Central Focus

The family nurse practitioner program includes cultural competence as a central focus in the curriculum. As the department develops other programs, we will continue to include cultural competence centrally. We will also encourage faculty and staff to attend workshops, symposia and forums that examine issues related to cultural competence in the workplace, healthcare systems and community.

As the department creates a culture of diversity, we hope to extend this culture to staff members and alumni as well. The department will create events for alumni (as students graduate from the program) that address issues related to diversity, and will include the staff as well, creating a healthy and diverse workplace.



Appendix G

USC Suzanne Dworak-Peck
School of Social Work

Committee on Diversity and Inclusion

2015–16 Annual Report

Renee Smith-Maddox and Rafael Angulo, Co-Chairs

Janice Boafó, MSW Student Representative and Assistant

August 26, 2016

The mission of the USC Suzanne Dworak-Peck School of Social Work Committee on Diversity and Inclusion is to be a “diversity-inclusive-oriented compass” to the faculty, staff and students. We are committed to ensuring that students gain awareness of their cultural values and biases, knowledge of other groups, skills to work with diverse populations and a real-world context of privilege, power and oppression in America by supporting faculty teaching. The committee has been instrumental in contributing to how courses are designed to include diversity, identifying skills to create classroom environments that are open and sensitive to controversial topics, and sponsoring events on campus that broaden understanding of the intersectional nature of diversity.

For 2016–17, the committee’s goal is to continue to work strategically with the school, the university and the Los Angeles community both as listeners and advocates. The committee understands the salience of remaining at the forefront of providing appropriate forums for training, raising awareness and ensuring that students are ready to solve wicked problems.

Membership

In the 2015–16 academic year, the Committee on Diversity and Inclusion has been productive due to the efforts of its committed members. Current members are:

Rafael C. Angulo and Renée Smith-Maddox (co-chairs)

Karra Bikson

Janice Boafó (MSW student representative)

Tory Cox

Kimberly Finney

Terence Fitzgerald

Stephanie George



Rebecca Halpern
Tyan Parker Dominguez
Erik Schott
Sara Schwartz
Melissa Singh
Ruth White
June Wiley

Committee Meetings

Throughout this year, the Committee on Diversity and Inclusion has held six, 1.5-hour monthly meetings. Virtual meetings took place from November 2015 through April 2016, with a special live strategic-planning session occurring on May 18, 2016. All meetings included a formal agenda and detailed meeting minutes to ensure meaningful progress was made toward committee goals between sessions.

Events

The Committee on Diversity and Inclusion has found the use of on-campus and virtual activities that challenge cultural biases and address issues of power, privilege and oppression to be beneficial for enhancing and deepening faculty and student commitment to diversity and inclusion. The following are highlights of the events hosted by the committee during the academic year:

- **November 6, 2015:** Melina Abdullah was the featured speaker at the on-campus event “Black Lives Matter and the Building of a Mass Movement,” cosponsored by the USC Suzanne Dworak-Peck School of Social Work Committee on Diversity and Inclusion and the Black Social Work Caucus (see sowkweb.usc.edu/event/black-lives-matter-and-building-mass-movement).
- **February 23, 2016:** Assistant Professor Robynn Cox spoke on the many intersections of the criminal justice system in her talk, “Race, Inequity and Mass Incarceration” presented to faculty, staff and students during universal break at the University Park Campus.
- **March 21, 2016:** Dean Marilyn Flynn and the Committee on Diversity and Inclusion hosted Camara Jones, president of the American Public Health Association, as part of the Real Talk speaker series. The forum was part of a series that invites researchers, scholars and practitioners to share real conversations about race and practical tools for addressing it. Jones discussed her work, “Allegories on Race and Racism: Tools for a National Conversation,” at Town & Gown with more than 75 attendees. Participants came from several schools across campus, the Los Angeles County Department of Public Health,



Children’s Hospital Los Angeles, Pasadena Health Department and other local community organizations.

- **April 14, 2016:** The No More Stolen Lives event was held in Gabilan Courtyard to shine a light on the impact of police brutality on local communities of color. Activities took place during universal break, allowing faculty members and students to join together to witness Aztec drumming and dancing and a panel discussion that included family members of victims of murder by law enforcement.
- **April 13 and 20, 2016:** A subcommittee featuring Rafael Angulo, Karra Bikson, Janice Boaf, Tyan Parker Dominguez, Melissa Singh and Renee Smith-Maddox coordinated two Real Talk Faculty Forums, which were sponsored by the Academic Senate and the Committee on Diversity and Inclusion. The forums were designed to give USC faculty members an opportunity to speak openly about their experiences of racism, sexism, power and privilege on campus without fear of retribution. An announcement went out from the Academic Senate to its faculty listserv to promote the event. The forums cultivated an environment of trust, which allowed for sharing experiences and proposing recommendations for improving the campus climate. As part of the planning process, the subcommittee developed a protocol for the sessions, which included a handout describing the process and a survey. Professor Singh also developed a training session for committee members who interviewed faculty members unable or unwilling to attend the live sessions. Fifty faculty members (from different schools) participated in the faculty forums and 11 qualitative interviews were completed.
- **May 11, 2016:** The committee is a sponsor of the 12th Annual Social Work Film Festival, which celebrated the accomplishments of Professor Angulo’s Media in Social Work students. This year’s theme, “Co-Creating Change with Marginalized Communities,” addressed intersectionality through an exploration of gender, migration, place, health, justice and African-American transitions to manhood.
- **June 8, 2016:** The VAC faculty and the Committee on Diversity and Inclusion presented “Virtual Impact: A Moment to Pause, View a Short Film and Virtually Discuss Important Topics in Our Community.” The event included a collective viewing of the short film *Sac Fly* via the VAC platform, followed by a facilitated discussion with Sara Schwartz, Stephanie George, Jen Parga and writer and director Deep Williams. *Sac Fly* addresses racism and is based on a true story. This event was part of a larger initiative of the Committee on Diversity and Inclusion to continue to build nationwide virtual opportunities for inclusion and community-building among faculty members and MSW students.

Media

Terence Fitzgerald was featured in a series of articles in the German press discussing activism in the United States, the Black Lives Matter movement and racialized politics:



- Sistek, H. & Lundblad, M. (2016, March 26). Den svarta rörelsen växer Black Lives Matter. *Göteborgs-Posten*. gp.se/nyheter/varlden/1.3037207-den-svartarorelsen-vaxer
- Sistek, H. & Lundblad, M. (2016, April 2). Nytt håp for USAs svarte. *Agenda Magasin*. agendamagasin.no/artikler/black-lives
- Sistek, H. (2016, April 4). Dags att äntra den politiska arenan. *Hufvudstadsbladet*. pressreader.com/finland/hufvudstadsbladet/20160404

Presentations

- **January – May 2016:** Terence Fitzgerald facilitated several discussions on the impact of oppression on Blacks, Asian Americans, Latinos, native people and Muslims as part of the Systemic Racism & Social Work Series spearheaded by Cherrie Short.
- **February 2016:** Terence Fitzgerald presented “Understanding Historical Racism: Building Self-Awareness in Social Work Education” as the invited keynote speaker at the 31st Annual Joint University Field Symposium sponsored by the Los Angeles Field Consortium. Rafael Angulo, Tory Cox and Renee Smith-Maddox served as facilitators of the event.
- **April 2016:** Renee Smith-Maddox, Rafael Angulo and Kimberly Finney were facilitators at the conference, “Beating Mental Illness: A Dialogue on Race, Gender and Disability in Use of Force Cases.” The conference, hosted by the Saks Institute, USC Suzanne Dworak-Peck School of Social Work and PRISM, engaged participants in dialogue about race, gender and disability in use-of-force cases.
- **June 2016:** Melissa Singh presented “Are You Aware of Your Unconscious Bias?” at the National Association of Social Workers annual conference in Florida.
- **July 2016:** “Strategies for Talking about Race & Racism in the Classroom” was presented by Ruth White at the 16th International Conference on Diversity in Organizations, Communities & Nations at the University of Granada, Spain. This presentation described the framework developed by Ruth White, Renee Smith-Maddox and Rafael Angulo.

November 2016: Council on Social Work Education Annual Program Meeting, Atlanta, GA:

- “Strategies for Teaching Diversity: Opportunities and Challenges in the Virtual MSW Classroom” was presented by Karra Bikson, Melissa Singh, Tyan Parker Dominguez and Renee Smith-Maddox.
- Stephanie George and Jen Parga presented “Building Community in Virtual Spaces.”



- Erik Schott, along with two colleagues, presented on interprofessional collaboration between social work and medical professionals with a discussion focused on diversity.
- Rafael Angulo and Darlene Woo, representing field education, presented on the use of the Reflective Learning Tool as a catalyst for uncovering microaggressions and unconscious biases.

Publications

- Terence Fitzgerald's article, "Same Ole Same: The White Racial Frame and the Examination of Public School Education Finance Apportionment Systems" was accepted in April 2015 for publication in *Forum on Public Policy*.

Other Activities

Academic Senate

Renee Smith-Maddox, Committee on Diversity and Inclusion co-chair, was appointed to the Academic Senate's Campus Climate Committee.

Awareness Campaign

Members of the Committee on Diversity and Inclusion are actively engaged as thought leaders and advocates for social change both in their individual areas of expertise and in response to emergent issues across the nation. One such example is Ruth White's feature in *Women's Health* (print and online) promoting holistic wellness and addressing mental health stigma through conversations with a diverse group of women living with mental illness (womenshealthmag.com/health/ruth-white-bipolar-disorder). White was also featured in the May 2016 issue of *Trojan Family Magazine* on the same topic.

Diversity Liaisons

Rafael Angulo, Renee Smith-Maddox and Cherrie Short have been appointed by Dean Marilyn Flynn to serve as the school's diversity liaisons.

Process Recording

Rafael Angulo and Darlene Woo co-created and presented "Process Recording 2.0." The tool has been updated for the first time in 20 years to include an exploration of power and privilege and reflections on experiences working with people from different backgrounds and perspectives.



Provost's Diversity Retreat

In February 2016, Renee Smith-Maddox, Rafael Angulo, Tyan Parker Dominguez, Melissa Singh and Ruth White attended the Provost's Diversity Retreat on behalf of the school.

Reaffirmation

Rafael Angulo prepared the diversity section of the school's reaffirmation plan. The document is a vital component of the multiphase process of the Council on Social Work Education's Office of Social Work Accreditation, which is designed to reaffirm the accreditation of the school. The diversity section illustrated the school's continuous efforts to model an ethical commitment to diversity and inclusion.

Webpage

Several committee members (Rebecca Halpern, Janice Boafo, Rafael Angulo and Renee Smith-Maddox) are currently redesigning the Committee on Diversity and Inclusion's webpage. The target launch date for the new webpage is spring 2017.