

# Diversity, Equity, and Inclusion (DE&I) Revised 5-year Strategic Plan 2016-2021



**USC** Suzanne Dworak-Peck  
School of Social Work



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## **I. DIVERSITY, EQUITY, & INCLUSION**

### **5-YEAR REVISED STRATEGIC PLAN: OVERVIEW**

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The USC Suzanne Dworak-Peck School of Social Work (SDPSSW) is a diverse, vibrant, and innovative school. We have a long history developing and supporting initiatives that foster diversity, equity, and inclusion. USC SDPSSW is proud to have a diverse school community of students, staff, and faculty that represent a variety of experiences and perspectives that arise for differences of culture and circumstance. These differences include race, ethnicity, language, gender, sexual orientation, age, religion, abilities/disabilities, socioeconomic status, geographic region, and more. We also recognize that in our complex organization, it is critical to create an atmosphere receptive to change.

The School strategic planning process started two years ago. A faculty-led Advisory Strategic Planning Team examined reports, conducted a school wide survey of faculty, and synthesized a vast body of quantitative and qualitative information. Data collection occurred through two primary assessments: (a) faculty led-focus group held during an all-school faculty meeting; and (b) a web-based survey that was disseminated to the faculty, staff, students, and alumni. The results of these two assessments were analyzed and used to develop the initial plan. In addition, the initial planning phase included compiling and reviewing reports from various councils and committees.

An overview of the proposed initiative and the initial plan was developed and shared with the dean and leadership teams, governance councils, and committees, including Faculty Council, Curriculum Council, Research Council, leadership from our four academic departments (Adults Mental Health and Wellness (AMHW), Children, Youth, and Family (CYF), Social Change and Innovation (SCI); and Nursing.

In December 2016, the initial plan was submitted to the Provost and Provost's Diversity and Inclusion Council for review. In the Summer of 2017, Dean Marilyn Flynn and John Clapp, Executive Vice Dean, Academic and Student Affairs received constructive feedback from the Council that informs this 5-year revised strategic plan. The revised plan is the next step in the transformation of SDPSSW. This is a living plan that spans the spectrum of diversity, equity, inclusion efforts, that when fulfilled, will become a model for other institutions in higher education. It represents the continuation of our efforts to create a plan that is rooted in a framework, empirical evidence, and derived through broad consensus building.

Finally, as we move forward in this planning process, we would like to acknowledge and pay respect to the Tongva Gabrielino people who were the original owners of the land on which the school resides.



### ***The Suzanne Dworak-Peck School of Social Work (SDPSSW) mission statement***

The mission of the USC Suzanne Dworak-Peck School of Social Work is to promote social justice and well-being at every social level through advanced education, community engagement, interdisciplinary scientific activity, advocacy, and professional leadership.

The school advances its mission through its four academic departments: Children, Youth, and Families (CYF), Adult, Mental Health and Wellness (AMHW), Social Change and Innovation (SCI) and Nursing, each of which reflects the school's mission and opportunities for teaching, scholarship, and service.

### ***The SDPSSW Vision***

The vision for the USC Suzanne Dworak-Peck School of Social Work is to be a diverse, inclusive and a truly equitable community which flourishes on the exchange of ideas from different perspectives – a community which is diverse in representation across departments and units and supported by fair and equitable policies, systems, and practices.

We aim to create an academic community where all perspectives are welcomed and can be respectfully and robustly debated, and where students, staff and faculty can make contributions to the science and art of social work along with the supporting structures in a safe and nurturing environment.

Our vision at the SDPSSW is one of an inclusive and innovative learning environment that nurtures the whole person while fostering the development of scholars, practitioners, and support staff that are DE&I advocates, equity-minded, creative, and critical thinkers. We aspire to create values, skills and competencies that support the ability to see the world through the eyes of others.

We will be transformed by ensuring that people from diverse backgrounds can thrive in the school, examining our norms, customs, traditions, practices, and values, creating brave spaces to learn how to address fear, ignorance and hate and building an ethos of intellectual engagement, curiosity, and respect for others.

We are a learning community. As a school, we believe in strengthening our community through diversity, inclusion, and equity.



### ***NASW Code of Ethics***

As a school of social work, we are also guided by the standards and ethical principles of our profession. The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world. According to the preamble of the NASW Code of Ethics, “The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.” Our strategic plan is proudly faithful to this mission and its commitment to larger organizational change as “social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.”

The Code of Ethics further defines the values that guide the school and profession, including:

- **SERVICE**
- **SOCIAL JUSTICE**
- **DIGNITY AND WORTH OF THE PERSON**
- **IMPORTANCE OF HUMAN RELATIONSHIPS**
- **INTEGRITY**
- **COMPETENCE**

These core values reflect what is unique to the social work profession. Our 5-year strategic plan is rooted in these values.

### ***Guiding Principles: Diversity, Inclusion, Inclusive Excellence, Equity and Equity-Mindedness***

For USC Suzanne Dworak-Peck School of Social Work to fulfill its core mission it must embody the following five guiding principles to guide its vision.

**DIVERSITY.** Diversity is essential to the School’s commitment to growing and sustaining a diverse and inclusive learning and working environment. It refers to the variety of perspectives, experiences, and values that arise from differences of culture and circumstance. Such differences refer to, but not limited to individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability/disability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning and working together. Thus, diversity is a catalyst for educational and institutional excellence.

**INCLUSION.** The act of creating environments in which any individual or group can feel welcomed, respected, supported, and valued. An inclusive climate embraces differences and offers respect in words and actions so that all people can fully participate in the School’s opportunities.

**INCLUSIVE EXCELLENCE.** The expectation and standard for achieving excellence in learning, research, teaching, student development, local and global community engagement, workforce development and more. The community or institution’s success is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents.





**EQUITY.** The guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff while at the same time striving to identify and eliminate barriers that have prevented the full participation of marginalized groups.

**EQUITY-MINDEDNESS.** Refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education (USC Center for Urban Education).

### **Assumptions**

- DE&I is an institutional imperative that includes students, faculty, administrators, staff, donors, alumni, and collaborators.
- DE&I introduces significant strategic opportunities to fulfill the mission of the School.
- DE&I is a model of inclusive excellence that produces innovative ways of operating that become part of everyday practices.
- DE&I builds the school's capacity for inclusive excellence and enhances its governance structures.

### ***Diversity, Equity, and Inclusion Goals of SDPSSW***

- Expanding and enhancing the school's culture of diversity, equity, and inclusion so that students, faculty, and staff benefit from the school's initiatives;
- Creating scholarship and research opportunities for underrepresented groups;
- Ensuring that our graduates in social work and nursing have the most current knowledge and skills to lead and innovate in a diverse world;
- Finding innovative and creative solutions for community engagement and approaches to complex social problems; and
- Directing positive change and social good efforts locally and globally.



***SDPSSW Expected Outcomes***

Based on the principles above, the revised Plan lays out the strategies to achieve the following expected outcomes in the next 5 years:

**SUZANNE DWORAK-PECK SCHOOL of SOCIAL WORK 2021:  
EXPECTED OUTCOMES**

SDPSSW is recognized as a national leader in research, teaching, and public service relating to equity, inclusion, and diversity.	The majority of students, faculty, and staff report a strong sense of belonging in the school community.	Continuous engagement of the stakeholders (including students, staff, faculty, donors, alumni, faculty) in the DE&I work.	Staff at all levels- including line staff, executive and management levels-reflect the rich diversity of the national and local talent pools.	Faculty, staff, and student recruitment efforts target under-represented groups.	The Dean appoints DE&I leadership team and allocate resources to sustain and enhance equity, inclusion, and diversity and related programs and initiatives.
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## II. PLANNING PROCESS

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### **Diversity, Equity, and Inclusion Strategic Planning Committee**

The School's DE&I Strategic Planning Committee for the revision process are listed below:

**Renée Smith-Maddox** (chair), Clinical Associate Professor & Vice Chair, Department of Social Change & Innovation

**Dean Marilyn Flynn**

**Rafael Angulo**, Professor, Field, Department of Children, Youth, & Family

**Michele Clark**, Program Administrator, Office of the Dean

**Melissa Singh**, Clinical Associate Professor, Virtual Academic Center (VAC) Field, Department of Social Change & Innovation

**Erik Schott**, Clinical Associate Professor, Department of Adult, Mental Health, & Wellness

### **Planning Process Summary**

The DE&I Strategic Planning Committee reviewed the feedback received from the Provost and Provost's Diversity and Inclusion Council and continued the process of information gathering, conducting data inventory, and monitoring the School's progress. Faculty and students in the school's four departments and staff continue to play a critical role in contributing to and implementing the plan. Each department is responsible for writing a diversity and inclusion strategic plan and implementing initiatives. Staff members are also involved at the school level. Collectively, we are sharing the responsibility to promote engagement, ownership, transparency, success, and sustainability of our DE&I efforts.

### **DE&I Labs**

Two DE&I Labs were held on August 30, 2017 and February 2, 2018. The all-day sessions invited individuals that represented the Masters of Social Work (MSW), DSW, PhD, and Nursing programs, students, staff, clinical, tenure track and tenured faculty, alumni, racially/culturally underrepresented students, staff, and faculty, non-traditional students, disability advocates, males/men and females/women, people of varying ages, sexual identities, and gender expressions (**See Appendix A & B**). The labs were designed to create the space for the School's constituencies to share their perspectives of the gaps in our graduate educational programs and research activities as well as the issues that need to be addressed to expand and enhance the School's diversity, equity, and inclusion efforts. Each constitute group had an hour to share their ideas and action plans for proposed DE&I initiatives. Participants were asked to prioritize the goals and objectives and submit this information to planning committee. There will be additional meetings for staff, field faculty, and our online faculty throughout the Spring 2018 semester.





### **Department Level Plans and Meetings**

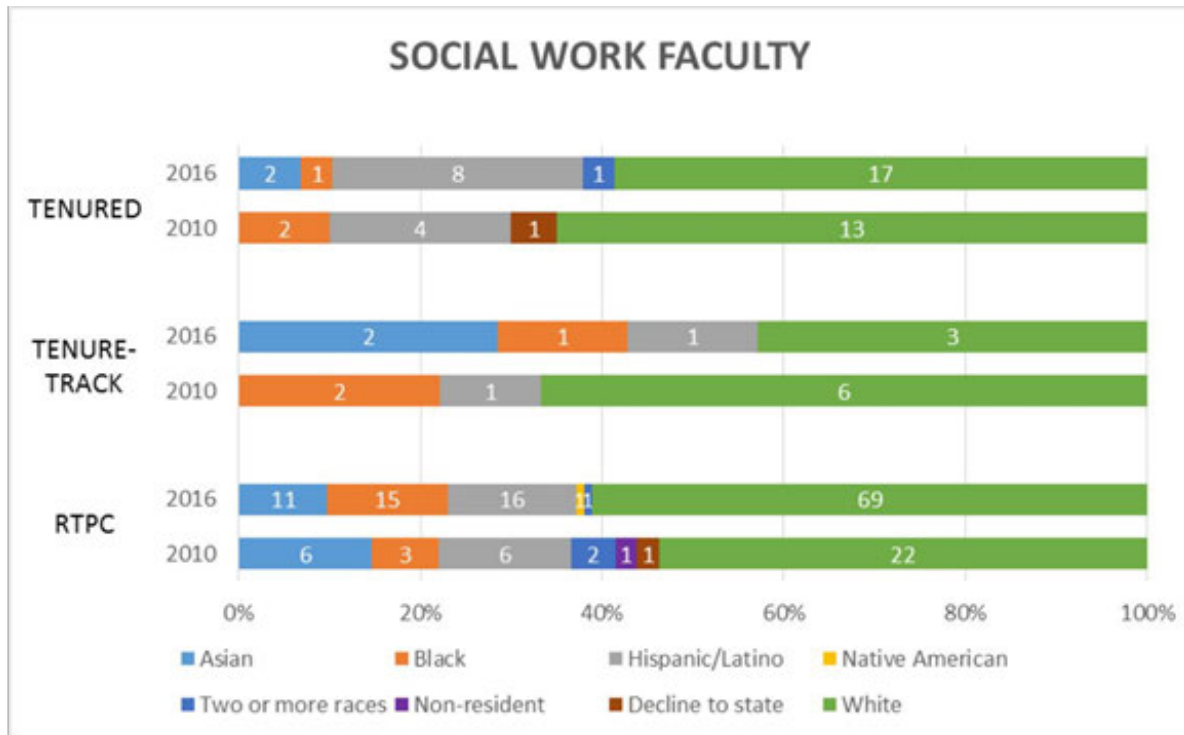
Each Department developed a diversity and inclusion strategic plan (**See Appendix C**). In addition, during the AY16-17, each department dedicated a portion of their leadership team and department meetings to generate ideas regarding their DE&I plan.



### III. DATA COLLECTION PLAN

**Work with secondary and administrative data.** In conjunction with the appropriate office, the committee identified the data available, gaps in desired data, and important questions for future monitoring. The committee specifically analyzed the following: enrollment data for MSW, DWS, PhD, and Nursing Programs, faculty and staff by gender composition and race/ethnicity.

For the revised plan, the DE&I Strategic Planning Committee emphasized conducting an analysis using the following institutional and admissions data for MSW, DSW, PhD, and Nursing programs.



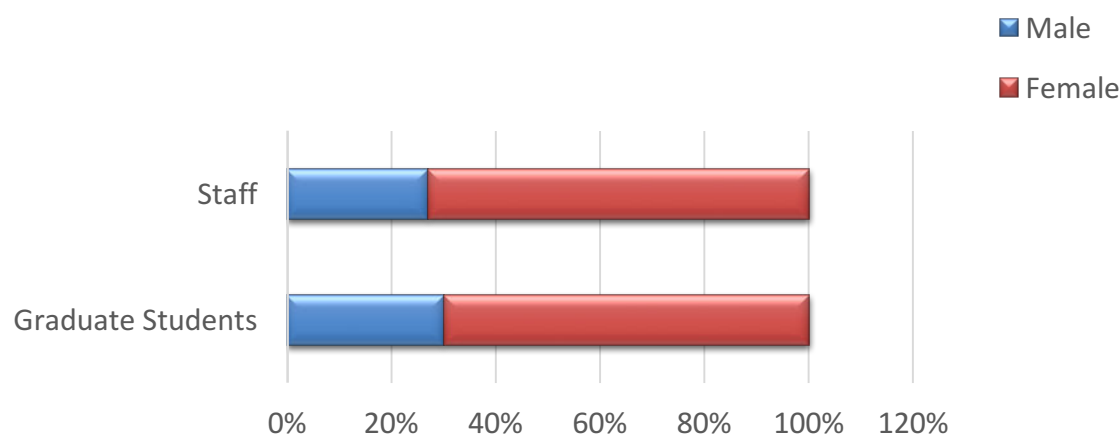


## Gender Composition of Full-Time Faculty by School, 2016 and 2010

### ***Social Work/Dworak-Peck Faculty***

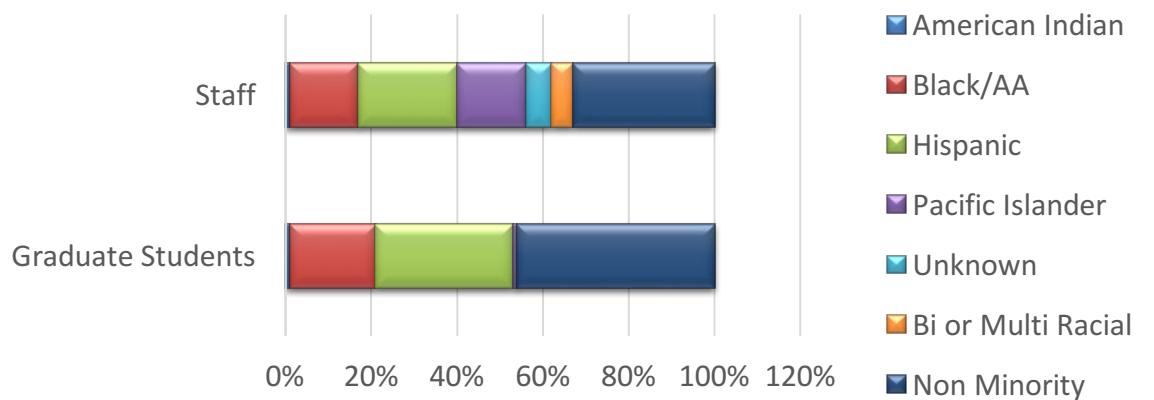
Year	Number	%Female	%Male
<i>Tenured</i>			
2016	29	62.1%	37.9%
2010	20	65.0%	35.0%
<i>Tenure -Track</i>			
2016	7	57.1%	42.9%
2010	9	55.6%	44.4%
<i>RTPC</i>			
2016	113	77.0%	23.0%
2010	41	63.4%	36.6%

## Percentage of SOWK by Gender





## Percentage of SOWK by Race and Ethnicity





### *Student Enrollment Data*

Diversity and difference characterize the student body in terms of ethnicity, age, and undergraduate major. The school has a history of high enrollment of minority students. Since 2013, representation of the following ethnic groups has been stable in these proportions:

- 35% Caucasian,
- 27% Latino/a,
- 18% Asian/Pacific Islander,
- 11% African American,
- 5.5 % unknown,
- 2-3% Native American.

The student body includes individuals of varying ages, including students in their twenties, thirties, forties, and fifties. The program is in the midst of a trend toward younger students; the average age has fallen from 39.78 in 2003 to 29.84 years in 2015. Social work is typically a female dominated profession, however the percentage of enrolled men at the school has been steadily increasing since 2010, and reached a record high of 17.95% in 2015. The greatest number of our students come to us with undergraduate backgrounds in psychology and sociology, but more recently, include greater numbers from political science, history, and criminal justice. Below you will see demographic data for the School's campus based programs,

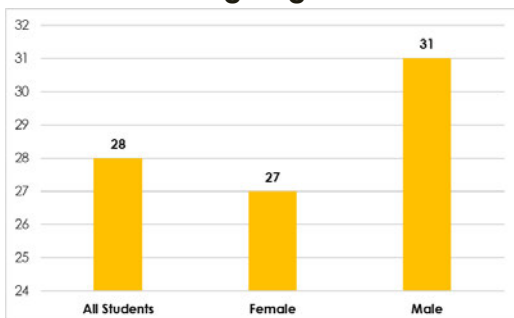


## Demographic Information for Campus Based Students

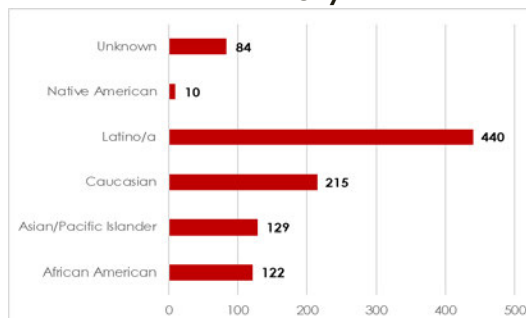
Information based on Spring 2018 enrollment



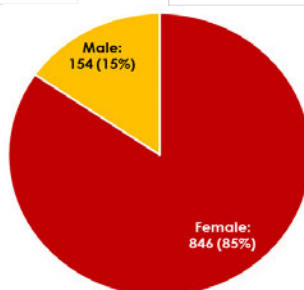
Average Age



Ethnicity



Gender





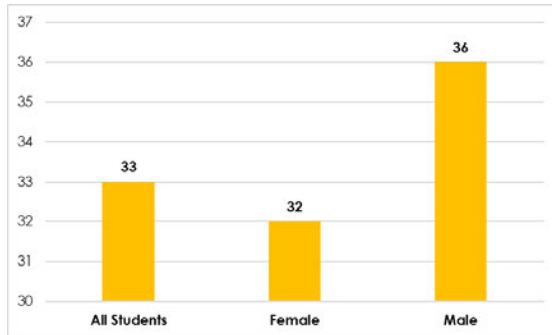


## Demographic Information for MSW@USC Students

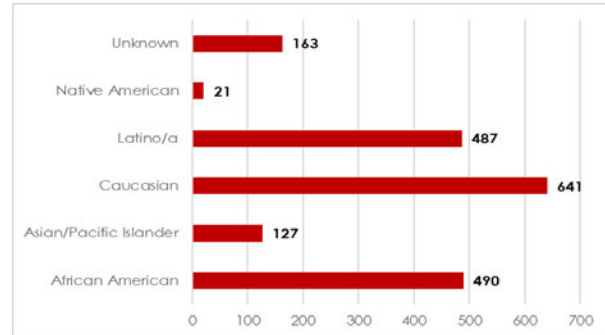
Information based on Spring 2018 enrollment



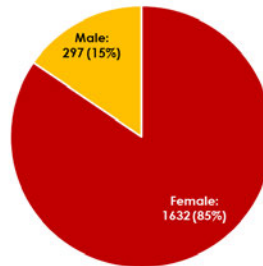
Average Age



Ethnicity



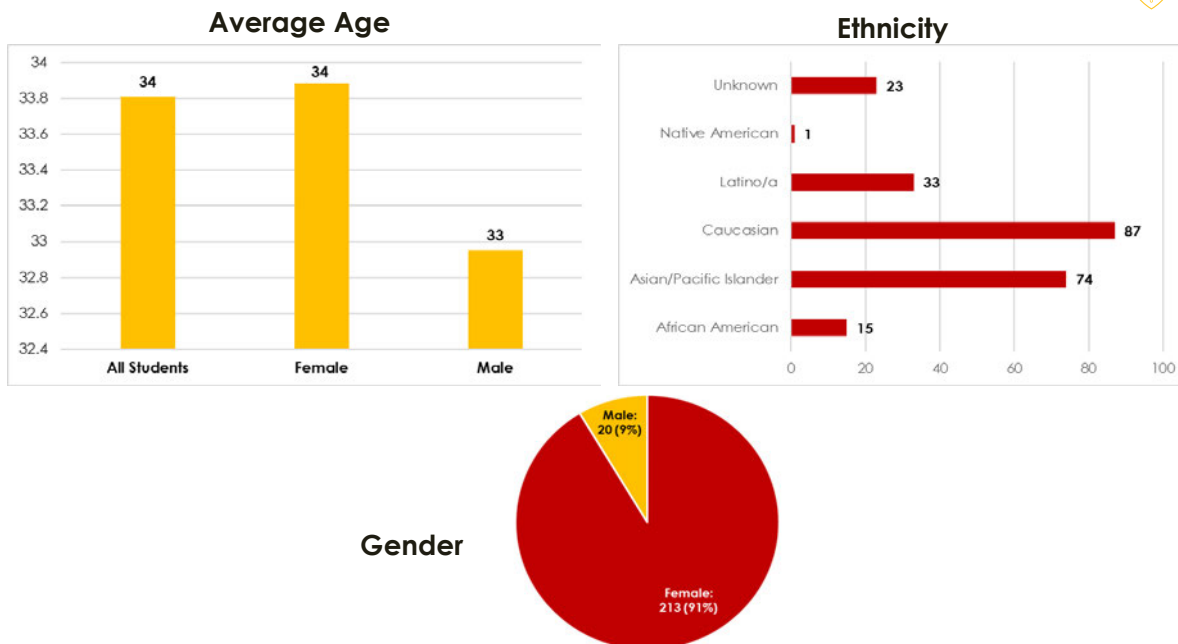
Gender





## Demographic Information for MSN Students

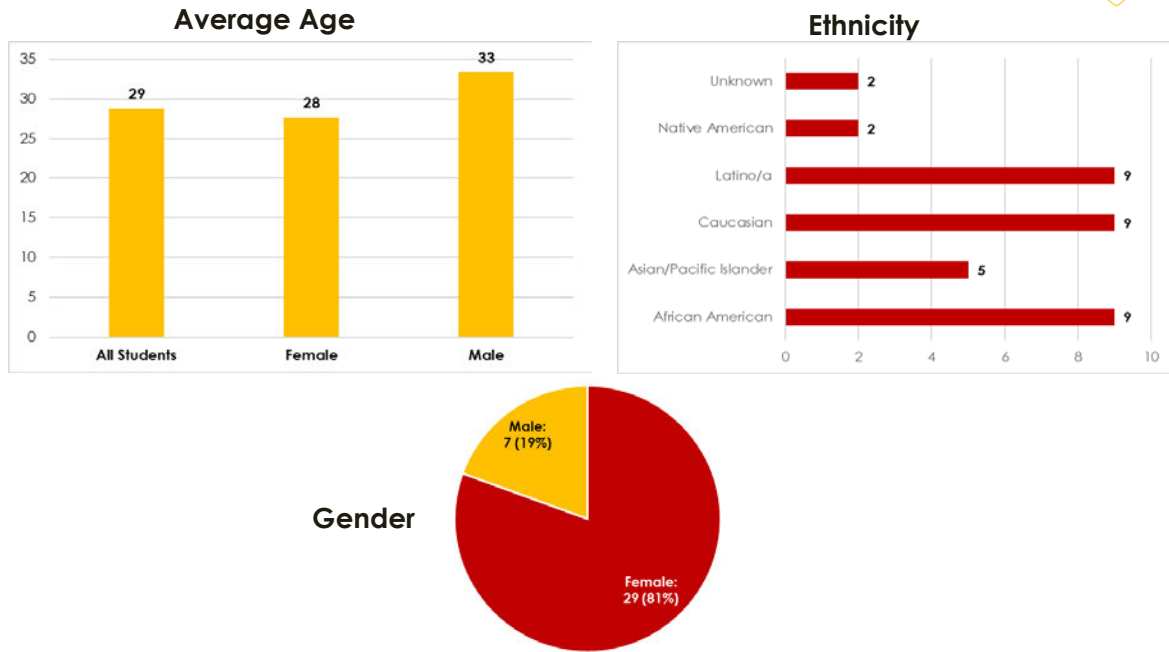
Information based on Spring 2018 enrollment





## Demographic Information for Dual Degree Students

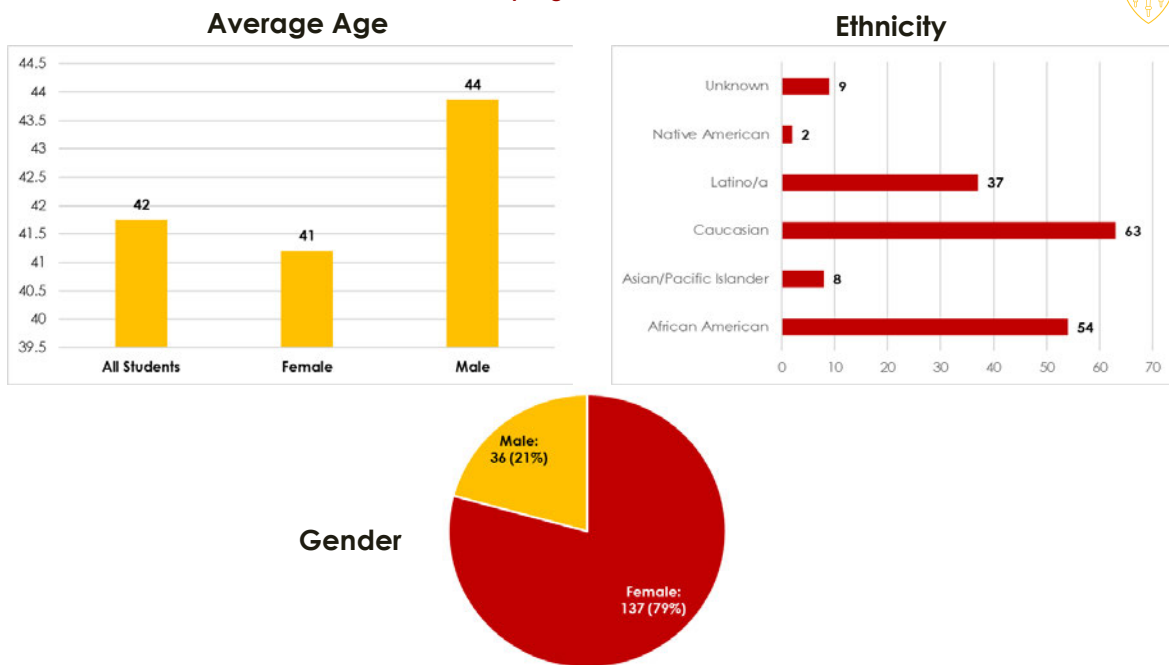
Information based on Spring 2018 enrollment





## Demographic Information for DSW Students

Information based on Spring 2018 enrollment



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University of Southern California

Reviewing different data sources consistently will allow us to identify gaps in our programs, determine the focus of our DE&I work, develop a rationale for specific initiatives, and address important questions for future monitoring.

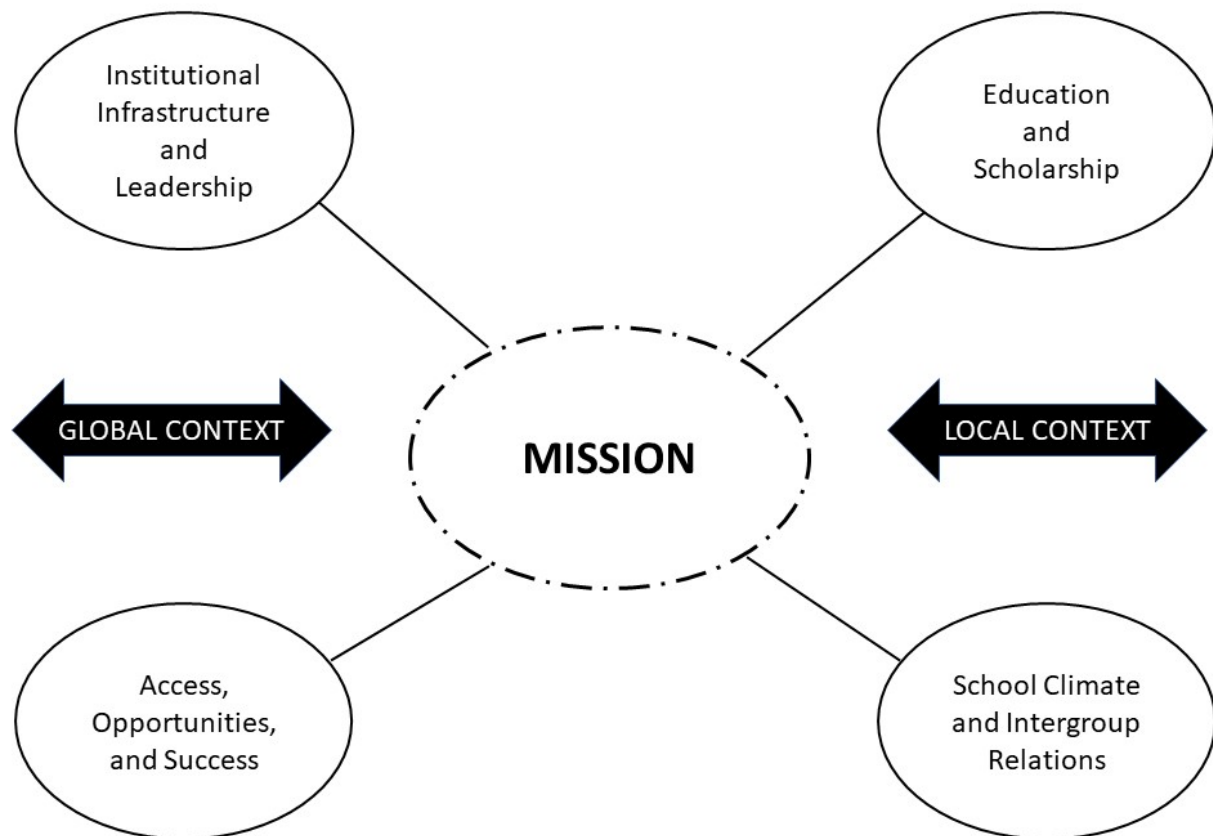
To evaluate our diversity, equity, and inclusion initiatives we will undertake the following activities: 1) monitor baseline demographic trends yearly using data provided by the university and School's database; 2) commission a yearly climate survey of faculty, staff, and students to assess perceptions of inclusion, diversity, opportunity and the culture of the school; 3) monitor demographics and the catchment areas for which our School attracts students for its graduate programs; 4) evaluate (process and outcome) events such as "all school day" that the school undertakes; 5) monitor and document recruitment and outreach efforts for faculty, staff and student; 6) produce an annual report for the Dean, Executive Vice Dean, Diversity Liaison Officer, Associate Dean of DE&I, and school community.

This undertaking will be the responsibility of Associate Dean of DE&I. Our annual survey will be conducted by an outside vendor each year to reduce potential bias or fear related with openly assessing the environment and culture of the school.



#### IV. SDPSSW's DE&I FRAMEWORK

This framework used for SDPSSW DE&I work is informed and inspired by the scholarly DE&I work others have done in higher education (Bensimon, 2004; Hubbard, 1998, Hurtado et al. 2012; Hurtado, Milem, Clayton-Pedersen, & Allen, 1998; Smith, 2015; Williams, Berger, & McClendon, 2005).



Source: Smith, D. G., 2009

The framework is a matrix of the following planning domains:

1. Institutional Infrastructure and Leadership
2. Education and Scholarship
3. Access, Opportunities, and Success
4. School Climate and Intergroup Relations

It represents the integration of initiatives designed to achieve institutional and individual excellence. In the framework, each planning domain represents an area in which initiatives are designed to achieve excellence. For planning and implementation purposes, data needs to be collected and analyzed, and programs and policies need to be modified or developed to address gaps and/or deficiencies within each planning domain. Each planning domain includes goals,



objectives, strategies and indicators. Overall, the framework is intended to guide the actions of the leadership teams, designated units, DE&I Cabinet, senior management, departments, centers, and programs, in the implementation of initiatives, policies, and practices that advance the School's diversity, equity, and inclusion work.

### **PLANNING DOMAIN 1: Institutional Infrastructure & Leadership**

**Goal:** Create and sustain an institutional infrastructure that provides leadership for achieving the diversity, equity, and inclusion goals in the School's DE&I Strategic Plan.

### **OBJECTIVE 1: SUSTAIN AND INCREASE SCHOOL-WIDE EFFORTS DESIGNED TO AMPLIFY THE POTENTIAL TO SECURE GIFTS, GRANTS, AND OPPORTUNITIES TO ADVANCE THE GOALS OUTLINED IN THIS PLAN.**

#### **Strategies:**

1. Create a Diversity, Equity, & Inclusion Cabinet to provide oversight of the plan
2. Incorporate diversity, equity, and inclusion interests into philanthropic campaign efforts.
3. Seek corporate and foundation support for key pipeline and academic support program that serve underrepresented groups.
4. Engage alumni in diversity and inclusion efforts (e.g. reunions, yield events, speaker series, recognition events...).

#### **Indicators:**

4. A dedicated FTE to manage the implementation of the plan
5. Increased funding support for diversity, equity, and inclusion initiatives from philanthropic efforts.
6. Increased initiatives aimed at diversity, equity, and inclusion.
7. A dedicated FTE for the engagement of alumni.

### **OBJECTIVE 2: ENGAGE KEY LEADERS AND STAKEHOLDERS IN ANALYZING DISAGGREGATED DATA AND SPECIAL STUDIES TO BETTER UNDERSTAND AND ADDRESS LONG-STANDING ORGANIZATIONAL CHALLENGES, RECRUITMENT, AND YIELD OF GRADUATE STUDENTS AND THE LOSS OF UNDERREPRESENTED STAFF, STUDENTS, AND FACULTY.**

#### **Strategies:**

1. Schedule regular meetings with key leaders and relevant School committees and Councils to review data and reports to increase organizational learning and understanding of significant issues to be addressed.
2. Set expectations that practices and outcomes related to diversity, equity and inclusion are vital measures of institutional excellence.
3. Create a culture of organizational learning and continuous improvement at all levels.





4. Institute systems of reporting and accountability and continuous improvement to optimize the realization of the School's DE&I goals.
5. Develop and report on key areas in all four domains of the DE&I framework.
6. Increase research and grant funding opportunities which include DE&I related outcomes.

**Indicators:**

1. An annual report to the Board of Councilors on selected indicators outlined in the DE&I framework.
2. Each May, the Dean gives a DE&I State of the School Address.
3. Report on inclusive excellence and equity goals, objectives, strategies and measures with academic and administrative units, councils and other units as appropriate.

**PLANNING DOMAIN 2: EDUCATION AND SCHOLARSHIP**

**Goal:** Engage students, faculty and staff in learning varied perspectives of diversity, inclusion, equity, and social justice.

**OBJECTIVE 1: OFFER COURSES, CURRICULA, AND LEARNING OPPORTUNITIES AT THE GRADUATE LEVEL THAT ACHIEVE DIVERSITY AND INCLUSION LEARNING GOALS.**

**Strategies:**

1. Implement the plan for curricular transformation (include diversity, equity, inclusion, and social justice topics into curriculum) and enrich academic curriculum with courses and programs addressing a broad understanding of global issues.
2. Establish incentives for faculty and departments to develop new courses and programs as needed.
3. Develop opportunities that help faculty assess the achievement of diversity-related learning outcomes in class or extra-curricular experiences.
4. Hire faculty with content expertise in diversity, equity, and inclusion in higher education.

**Indicators:**

1. Number of students enrolled in the Diversity, Social Justice, and Culturally Competent Social Work Practice course.
2. Students enrolled in the Diversity, Social Justice, and Culturally Competent Social Work Practice course excel in learning outcomes.
3. Number of students engaged in global immersion efforts.
4. Students reporting on the School's climate survey that they are participating in conversations on diversity, equity, and inclusion related issues.



## **OBJECTIVE 2: DEVELOP CULTURAL COMPETENCIES AND CAPACITIES OF FACULTY AND STAFF.**

### **Strategies:**

1. Establish online and in-classroom professional development opportunities designed to improve cultural competencies of faculty and staff.
2. Assist faculty with learning new competencies regarding assessing diversity related learning goals.
3. Assist faculty in acquiring pedagogical approaches for students with learning differences and disabilities.

### **Indicators:**

1. Participation by faculty and staff in professional development programs related to curricular transformation, diversity, equity, inclusion, and disability awareness.
2. Student evaluations that measure instructor inclusive pedagogies and DE&I content and processing of student experiences.

## **PLANNING DOMAIN 3: ACCESS, OPPORTUNITIES, AND SUCCESS**

**Goal:** Create an institutional culture which engages all faculty, staff, and students as leaders in the work of inclusion and accessibility

## **OBJECTIVE 1: INCREASE THE NUMBER OF UNDERREPRESENTED FACULTY.**

### **Strategies:**

1. Implement selected pipeline initiatives (with professional organizations and minority fellowship programs) with the potential to make SDPSSW the school of choice for students and faculty of color.
2. Assess, and where needed, enhance existing pipeline initiatives with the potential to make SDPSSW the choice of students and faculty of color.
3. More fully engage international and domestic alumni in marketing and student/faculty recruitment efforts.

### **Indicators:**

1. Number of pipeline program participants who accept a faculty position
2. Increased yield in hiring of underrepresented faculty.



## **OBJECTIVE 2: TO INCREASE THE ACADEMIC SUCCESS OF FIRST GENERATION STUDENTS.**

### **Strategies:**

1. Identify specific barriers to the academic progress and achievement of students.
2. Enhance advising system for all students with special attention given to first generation students.
3. Ensure broad participation of first generation and low-income students in research and experiential learning opportunities.
4. Assess the effectiveness of one or more pipeline academic support programs each year to ensure that efforts and outcomes are aligned with goals, and opportunities for continuous improvement are identified.

### **Indicators:**

1. First to second year retention rates of students in the MSW, DSW, PhD, and Nursing programs.
2. The graduation rates of students in the MSW, DSW, PhD, and Nursing programs.
3. Comparison of the academic progress and success of first generation students who participate in selected academic support programs with students with similar entry profile who do not participate.

## **OBJECTIVE 3: TO INCREASE THE RECRUITMENT AND SUCCESS OF A DIVERSE GRADUATE STUDENTS.**

### **Strategies:**

1. Creating an inclusive and accessible school environment for persons living with disabilities.
2. Continue recruiting a diverse graduate and professional student population with the goal of making SDPSSW the destination of choice for graduate students from diverse backgrounds.
3. Continue expanding graduate education programs, offering more academic courses that address diversity, equity and inclusion.
4. Create a benchmark to assess the effectiveness of key graduate student recruitment or retention initiatives to ensure that efforts and outcomes are aligned with goals and that opportunities for continuous improvement are identified.

### **Indicators:**

1. Number of students admitted to graduate programs.
2. Time-to-degree and graduation rates of MSW, DSW, Ph.D., nursing, and male graduate students.



3. The number of DSW and PhD graduate degrees awarded to women and historically underrepresented students.

#### **OBJECTIVE 4: TO ACHIEVE A MORE DIVERSE FACULTY AND STAFF.**

##### **Strategies:**

1. Advocate for increased resources to support inclusion and accessibility
2. Increase the likelihood of diverse faculty and staff applicant pools by developing and implementing a comprehensive recruitment and retention plan - focusing on advertising, job descriptions, career ladders, search committee processes and education, and special faculty recruitment initiatives like “future faculty”.
3. Implement outreach and recruitment strategies to increase staff applicants and hires.
4. Implement faculty/staff exit surveys and use the results for identification of issues and opportunities for continuous improvement.
5. Create leadership development and career path programs for faculty and staff (with special attention given to women, and staff to enhance their leadership abilities and opportunities.

##### **Indicators:**

1. Number and proportion of faculty by rank and title series.
2. Number and proportion of staff by and major employee group.
3. New faculty and staff hires by type of employee.
4. Voluntary departure rates of faculty and staff (or turnover rates as defined by the state for staff) by employee type.
5. Number and proportion of women and faculty members who achieve tenure and promotion by cohort.

#### **PLANNING DOMAIN 4: SCHOOL CLIMATE AND INTERGROUP RELATIONS**

**Goal:** Create a psychological and behavioral climate supportive of all students

#### **OBJECTIVE: CREATE A SCHOOL CLIMATE THAT IS SUPPORTIVE AND RESPECTFUL AND THAT VALUES DIFFERING PERSPECTIVES AND EXPERIENCES.**

##### **Strategies:**

1. Use surveys and/or focus groups to periodically assess student and employee feedback on the climate for diversity.
2. Create meaningful dialogue between and among groups that increases understanding of varied perspectives and the nature of social and economic inequalities.



3. Educate the campus community on the prevention of harassment and discrimination and productive ways to resolve conflict. Effectively address concerns and complaints.
4. Offer educational and celebratory events for students, faculty, staff and the community that recognize, value, and honor diversity and promote inclusion. Evaluate selected programs for their impact on the climate for diversity.
5. Increase recognition programs that acknowledge contributions made to advancing diversity, equity, and inclusion for faculty, students, and staff.

**Indicators:**

1. Perceptions of the climate for diversity and inclusion as measured by relevant questions (i.e., sense of belonging, attitudes towards members of diverse groups, intergroup relations and behaviors on campus) on the School Climate Survey analyzed by race/ethnicity, gender, sexual orientation, employee type, and senior management area.
2. Incidents of harassment based on race, ethnicity, gender, and sexual orientation are reported and addressed.



## V. PLAN FOR IMPLEMENTATION AND EVALUATION

This section presents the school's DE&I plan for implementing and evaluating the initiative, with a focus on the four Planning Domains, which will be largely the responsibility of faculty, staff and students. The plan will be executed over five-year period from fall 2016 through spring 2021. The plan builds on the strengths of the school, particularly its diversity and longstanding professional commitment to inclusion and social justice. It also aligns with university initiatives, such as tackling grand challenges and wicked problems (such as homelessness). Throughout all phases of the plan, we will be involved in evaluation activities and accountability efforts. Table 1 provides a snapshot of the various phases of the Plan, along with a timeline, and accountability activities.

*Table 1. Snapshot of SDPSSW DE&I Plan*

EVALUATION	Phase		Year	Focus	ACCOUNTABILITY: ONGOING ASSESSMENT, REPORTING, AND CONTINUOUS IMPROVEMENT
	Phase 1	Year 1	Fall 2016	Developed and submitted the initial Plan.	
			Spring 2017	Received feedback on the initial Plan and implemented planned activities.	
	Phase 2	Year 2	Fall 2017 – Spring 2018	Engagement of faculty, staff, students and other stakeholders Resubmitted revised plan Continue to develop, refine, assess, and institutionalize specific aspects of the plan. Shared revised plan with constituencies.	
	Phase 3	Year 3 - 4	Fall 2018 – Spring 2019	Engagement of faculty, staff, students and other constituencies Implementation, data collection, assessment and reporting.	
	Phase 4	Year 4	Fall 2019 – Spring 2020	Engagement of faculty, staff, students and other constituencies Implementation, data collection, assessment and reporting.	
	Phase 5	Year 5	Fall 2020 – Spring 2021	Continuous engagement of faculty, staff, students and other constituencies. Dissemination of best practices and lessons learned.	






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## VI. SUPPORTING, TRACKING, UPDATING AND IMPLEMENTATING THE DIVERSITY, EQUITY, AND INCLUSION PLAN

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### MANAGEMENT

Institutional transformation requires a team of dedicated stakeholders and a well-conceived, well-executed strategic plan. To transform into a more equitable and inclusion school, SDWSSW needs an individual or council responsible for coordinating the efforts, measuring and reporting institutional progress. This is the primary role of the DE&I Cabinet, under the leadership of the Dean and Associate Dean for DE&I. All stakeholders, both internal and external, are called upon to take on leadership roles and act as partner “change agents”.

### ACCOUNTABILITY

#### Diversity, Equity, & Inclusion Cabinet

The purposes of the Cabinet are:

- to ensure that the School creates an open, fair and receptive community for all our constituencies
- to stimulate development of new knowledge and practices that advance diversity, equity and inclusion in higher education.

#### Functions:

The functions of the Cabinet are to (1) **monitor** overall progress of the School in attainment of the Diversity, Equity, & Inclusion (DE&I) Plan; (2) **revise** the DE&I Plan as needed for continuous improvement; (3) **report** annually on progress and priorities to provost and school constituencies; (4) **propose, review and approve** school-wide initiatives that advance diversity, equity and inclusion; (5) **identify** resource needs and costs to strengthen implementation of plan.

#### Structure:

**Representation.** The Cabinet is comprised of representatives from the School’s primary constituencies, internal and external. While diversity, equity and inclusion are interests of all, the expression of problems and mechanisms for solutions differ among these groups. Because the school is large, with over 1,000 faculty and staff, three levels of staff are included – line, line supervisors, and senior managers. Our technology partner (2U) is also included, because we have more than 2,500 students in the Virtual Academic Center, and their experience at USC is distinctive.

**Governance.** Because of its school-wide and community purview, the **Cabinet will report to and advise the Dean.** In terms of decision structure, the Cabinet will be convened twice annually to assess progress on plan implementation, with review of experience, costs, and



movement toward goals. The **Co-Chairs of the Cabinet** will be selected by the Dean with advice from Cabinet members. The Co-Chairs will convene the Cabinet, prepare the action agenda, and act as the point of contact for the School's plan for diversity, equity, and inclusion.

An **Executive Committee** will carry on the decision process in interim months when the Cabinet does not meet. The Cabinet will elect the Chair of the Executive Committee, subject to review by the Dean for workload implications.

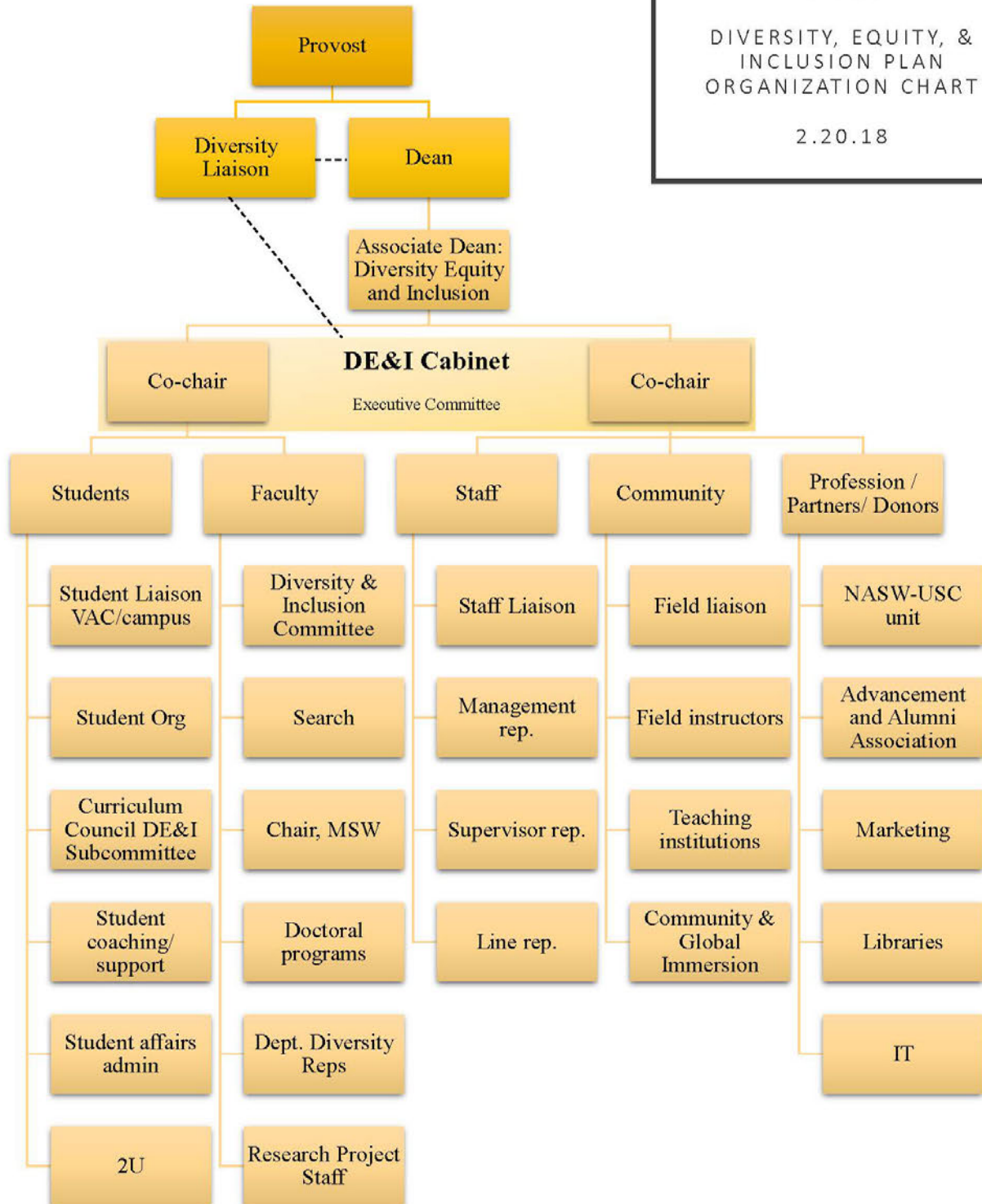
**Administrative Leadership.** The Dean will designate a new **Associate Dean for Diversity, Equity, and Inclusion** from the ranks of senior faculty or staff, with opportunity extended to all for consideration. In cooperation with the School's Office of Community and Global Affairs and the Diversity Liaison, the Associate Dean will act as ombudsperson, and provide administrative leadership and coordination for operations of the Cabinet. The Associate Dean will ensure that staff, academic departments, and other constituencies are clearly informed of policies affecting goals of the Cabinet and the university, identify areas where improved compliance is needed, and monitor progress. The Associate Dean will also assist in ensuring that the School consistently tests new perspectives, supports relevant research opportunities, assesses policy alternatives and pursues pedagogical innovation.



USC SUZANNE DWORAK-  
PECK SCHOOL OF SOCIAL  
WORK

DIVERSITY, EQUITY, &  
INCLUSION PLAN  
ORGANIZATION CHART

2.20.18





## Budget for DE&I Plan

		<b>FY1 17/18</b>	<b>FY 18/19</b>	<b>FY 19/20</b>	<b>FY 20/21</b>	<b>FY 21/22</b>	<b>Total</b>
<b>DEAN LEAD PROJECTS</b>							
	Diversity & Inclusion Committee	-	153,215	157,246	162,096	163,888	636,445
	Art's Incubator	-	3,700	3,700	3,700	3,700	14,800
	Data Collection	-	-	-	-	-	-
	NASW-USC	5,000	18,350	18,400	18,400	18,400	78,550
	Staff Training	15,000	50,000	35,000	35,000	35,000	170,000
	Global & Community Initiatives	205,795	208,000	218,979	233,100	237,843	1,103,717
	All School Day	55,500	76,220	79,070	80,652	80,652	372,094
	<b>Sub-total</b>	<b>281,295</b>	<b>509,485</b>	<b>512,396</b>	<b>532,948</b>	<b>539,483</b>	<b>2,375,606</b>
<b>DEPARTMENTS</b>							
	CYF	4,000	4,000	15,000	15,000	15,000	53,000
	AMWH	20,000	24,000	15,000	15,000	15,000	89,000
	SCI	4,000	4,000	15,000	15,000	15,000	53,000
	Nursing	4,000	4,000	15,000	15,000	15,000	53,000
	<b>Sub-total</b>	<b>32,000</b>	<b>36,000</b>	<b>60,000</b>	<b>60,000</b>	<b>60,000</b>	<b>248,000</b>
<b>PROJECT DELIVERY</b>							
	Diversity & Inclusive scholarships	900,000	1,170,000	1,170,000	1,170,000	1,170,000	5,580,000
	Student groups	60,000	60,000	60,000	60,000	60,000	300,000
	Military Academic Center	-	146,788	159,261	168,673	170,979	645,700
	Marketing	-	-	-	-	-	-
	Learning Excellence	-	49,000	85,000	95,000	95,000	324,000
	<b>Sub-total</b>	<b>960,000</b>	<b>1,425,788</b>	<b>1,474,261</b>	<b>1,493,673</b>	<b>1,495,979</b>	<b>6,849,700</b>
<b>PROJECT MANAGEMENT</b>							
	Evaluation	-	48,545	50,883	56,943	58,202	214,573
	Project Management	-	5,000	5,000	5,000	5,000	20,000
	<b>Sub-total</b>	<b>-</b>	<b>53,545</b>	<b>55,883</b>	<b>61,943</b>	<b>63,202</b>	<b>234,573</b>
<b>OTHER</b>							
	Search Committee	29,200	30,000	35,000	35,000	35,000	164,200
	<b>Sub-total</b>	<b>29,200</b>	<b>30,000</b>	<b>35,000</b>	<b>35,000</b>	<b>35,000</b>	<b>164,200</b>
<b>Total</b>		<b>1,302,495</b>	<b>2,054,818</b>	<b>2,137,539</b>	<b>2,183,564</b>	<b>2,193,664</b>	<b>9,872,080</b>

## REWARD STRUCTURES

A catalyst for any organizational change is the modification of its reward structures (such as awards, advancement mechanisms, policies, and practices that recognize and incentivize achievements) and alignment with its stated principles.

The Plan presents specific strategies that will enable the School to take advantage of its decentralized structure and innovative DNA to implement a broader adoption of successful policies, award opportunities, and practices that recognize equity, inclusion, and diversity and facilitate the sharing of best practice between units and departments.




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## VII. BUILDING ON EXISTING INITIATIVES

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This revised plan builds on the strength of the school and aligns with other initiatives and activities in which we are currently engaged. This final section contains examples of these initiatives and activities, which we will continue and, in some cases, expand as part of the DE&I Plan. 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 planning domain area with which they are most associated. As a reminder, the planning domains are (1) institutional infrastructure and leadership, (2) education and scholarship, (3) school climate and intergroup relations, and (4) access, opportunities, and success.

### *Institutional Infrastructure and Leadership*

#### **Virtual Academic Center and 2U**

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

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

By working with 2U, the VAC represents geographic diversity. The curriculum mirrors the content and academic rigor of the on-campus program, field experience, and access to distinguished faculty and researchers.

#### **Departments**

A diversity and inclusion plan (**See Appendixes C, D, and E**) has been developed by each of the three of the four departments (Adults, Mental Health and Wellness; Social Change and Innovation; and Nursing). Each department focuses on the advancement of diversity, faculty recruitment, faculty mentoring and support, and student and faculty training and cultural competence.

The departments' leadership team (chair and vice chairs) and affiliated faculty are charged with implementing our school's DE&I efforts. Each leadership team identifies the issues/topics that need to be addressed, and determine what specific and appropriate action steps should be taken to address them. Ultimately, each department works to promote the values of diversity and



inclusion by offering a smaller strategic plan that targets their needs, such as recruitment and retention of underrepresented faculty and/or students, a gap in research, or a need to address inequalities in promotion opportunities by providing structured support that align 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, the office 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.

The 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 and/or policy and takes place during the spring semester. Immersions are led by faculty and range in size from 20 to 25 students. Participants receive three credits per program that can be applied to the MSW degree.

Additionally, the 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 and allow them to bring back skills that will have practical application in their future service to the social work profession. For example, a program focused on Military and Veterans Policy and Practice is offered, encouraging our faculty and students to engage with a social disparity which highly affects working class communities of color across the United States.

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

The Post-certificate opportunity is paid, therefore helps our graduating social workers work internationally, who may not otherwise have the opportunity to work abroad in this capacity. The 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 the Office of Global and Community Initiatives.





### **Diversity and Inclusion Committee**

The Diversity and Inclusion Committee has been proactive in ensuring that we raise our diversity and inclusion standards in the curriculum and classrooms while engaging all our school constituents. Above all, this committee has served to open dialogues across the school, highlighting the importance of diversity and inclusion as wider and complex issues in society. The committee's role is evolving. The co-chairs and committee members will work closely with the Diversity, Equity, and Inclusion Cabinet and provide the leadership in implementing, monitoring and evaluating the School's DE&I Plan.

## ***Education and Scholarship***

### **Student Support Services**

Learning Support is available to all students in the Suzanne Dworak Peck School of Social Work. Our goals are to help students transition into our programs (from undergraduate to graduate, work to graduate, or graduate to doctoral level writing), to allow better self-expression, to support enhanced communication between students and professors or instructors, and to help students develop their writing as a professional. In addition, writing coaches are available to teach students format, grammar, style and paper organization. Our writing coaches are experts in academic writing and have experience teaching all levels of proficiency in writing. Overall, we help build on our students' strengths and achieve academic excellence.

### **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 youth, adults and families and guide best practices for achieving health equity for this population.

At the school, it is our priority to engage with innovative research that helps our field work with diverse communities. As, 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. In recognition of this, this community is represented at the committee level, while engaging with community leaders and researchers focused on LGBTQI issues.

Among our many initiatives focused on serving this community, we have a project concentrating on Preventing Suicide Among LGBTQ Youths—Evaluating the Trevor Project: An evaluation of the Trevor Project, a crisis service provider for sexual minority youths and young adults, and the enhancement of a theoretical model of suicide prevention tailored for lesbian, gay, bisexual, transgender and questioning (LGBTQ) individuals.



### **USC Edward R. Roybal Institute on Aging**

The 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 long-standing 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**

In an effort to expand its global reach and international partnerships, the USC Suzanne Dworak-Peck School of Social Work hosts distinguished academic faculty members from abroad through its 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 in the program. Approximately five to ten 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 research 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.

### **MSW Program**

Curriculum Council approved a new required course (Diversity, Social Justice, and Culturally Competent Social Work Practice) for MSW students starting in the Spring of 2019. The new course aims to enhance students' cultural competency by raising their awareness of their



own values, assumptions, and biases, as well as their relationships and styles of interaction and communication with people from cultures different than their own. B.K. Elizabeth Kim will be teaching and piloting the new course as an elective (SOWK 599) in Spring 2018. She and Devon Brooks are using this pilot phase to devise a way to evaluate the course and student learning so the course can be revised (if necessary) before students enroll in the required course. **See Appendix G**

### **PhD Program**

The financial assistance offered our PhD students make it easier to recruit students of all nationalities, ethnicities, and economic backgrounds, while encouraging their development in the profession and innovative research projects. 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. This level of funding allows our doctoral students to regularly collaborate on the resulting projects. The excellence and opportunities of the PhD program attracts students from many nations, so doctoral candidates also benefit from being a part of a diverse cohort (including different ethnicities, viewpoints, SES and more).

### **Doctor of Social Work (DSW)**

The DSW program brings together students from a range of professional backgrounds to tackle the 12 Grand Challenges, an initiative led by the American Academy of Social Work and Social Welfare (<http://aaswsw.org/grand-challenges-initiative/12-challenges/>). Each challenge is tied to an issue.

The DSW@USC is an online advanced practice degree program for working professionals, making it accessible to populations not traditionally entering doctoral programs. 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.

### **Doctoral Student Coaching**

In recognition that coaching is vital to their success, the School provides support to doctoral students during their studies and research while empowering and enabling them to develop their skill-sets. The ADVO 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.

### **The Randall Information Center for our MSW Students**



The Randall Information Center is a digital information and training laboratory that provides access to computers and printers, as well as library databases, catalogues and a ceiling-mounted video/data projector. Our goal is to provide support to students who require additional support in their writing, language and academic skills. The center offers services online and on the ground. The center ultimately helps the school retain students who may be first generation, dealing with delayed learning experiences (e.g. dyslexia), studying in their non-native language, or lastly, did not have the opportunity to learn the required skills for their graduate education.

### ***School Climate and Intergroup Relations***

As a school of social work, we have a responsibility to respect and embrace our differences and advocate for social justice. We have developed a formally adopted statement on racial justice at the School (See **Appendix H**). This statement is posted on our website:

<https://dworakpeck.usc.edu/about-the-school/diversity-equity-and-inclusion>

The School's Diversity, Equity, and Inclusion Council will work to further advance these values throughout our courses, in our research, in the School, on the USC campus, and in society.

### **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, 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. Student leadership is at the forefront of decision making and planning for each of the All School Day events.

### **Student Org and Diversity Caucuses**

Caucuses are student organizations in the 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.

### ***Access, Opportunities, and Success***

Given the role that access and success play in improving opportunities for underrepresented groups, the School is implementing a wide array of activities to strengthen its commitment to diversity, equity, and inclusion, and to ensure that we have a school climate that is inclusive of all. In addition, there is a continuous effort to identify and recognize merit and excellence which



has a great potential for increasing diversity and excellence. The following section includes examples of the School's efforts:

**Faculty Awards.** Each year, the USC Suzanne Dworak-Peck School of Social Work selects a several outstanding faculty for special recognition of their achievements in teaching, scholarship and service.

## **Student Awards**

### **USC Student Recognition Awards**

*Given by the USC Division of Student Affairs to honor students for outstanding leadership, volunteerism and commitment to the campus and community.*

### **Dean's Award for Excellence and Innovation**

*Recognizes USC School of Social Work graduates who have led the way in academic excellence while blazing trails in service to the communities they work in, at the school and the USC community.*

### **Gladys M. Salit Award**

*Recognizes academic excellence, outstanding field work performance, and exceptional leadership and creativity.*

**The Arts and Diversity Incubator:** The school is looking at how issues of race and inequality can be improved through the arts. This project offers a series of incubator sessions led by faculty and outside consultants. SOWK students are also involved in the planning and implementing of the sessions. By developing new models of social change, the Art Incubator creates opportunities to infuse more creative ways of turning theory into real-world practice.

**Youth Visits to the USC School of Social Work:** The school has established relationships and partnerships with multiple stakeholders in the community that facilitate campus visits with current SOWK students. With student leadership, the school is able to host youth from various community groups, with the goal of encouraging higher education awareness among youth and their families. The program cultivates leadership skills in our students, while creating access to our school and the local community, specifically targeting lower income communities.

**The Immigration Clinic:** In partnership with the USC Gould School of Law, the school implements a year-round Immigration Clinic, which combines legal and social services for undocumented, self-referred community members. Gould students volunteer their time and provide legal resources for clients, while students from our school provide direct social services from the community.

This combined program helps people who are otherwise lacking representation and services needed to successfully integrate into the community. This is the tenth year the USC School of



Social Work is working with the law school to implement this program. As of now two first year SOWK students are providing five hours each week of voluntary case management. Both have a background in direct social services in immigrant communities, and are enthusiastic to be able to give back to their community while they continue their studies.

The **Advocates Circle** is a philanthropic society for the USC Suzanne Dworak-Peck School of Social Work offering exclusive courtesies for donors who make a gift of \$250 or more per year and \$35 or more for recent graduates of the MSW and MSN programs. As a member, you have the opportunity to become more involved with the school, and the school has the opportunity to recognize its generous donors.

Initial membership is automatic once a qualifying donation is made and/or renewed on an annual basis. Contributions that determine the giving level of a donor and subsequent benefits may be through a one-time gift, a matching gift or a recurring gift spread out over 12 monthly installments.



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## VIII. PROGRESS MADE: YEAR 1 (AY 2016-17)

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- A diverse and social justice required course was developed for MSW students
- Launched a new DE&I webpage
- <https://dworakpeck.usc.edu/about-the-school/diversity-equity-and-inclusion>
- CYF, AMHW, SCI, and Nursing departments submitted a Diversity and Inclusion Plan
- SCI piloted an embedded faculty mentoring program
- Departments' Immersions (January 2017 and January 2018) focused on DE&I topics.
- Sponsored two faculty members to attend the National SEED Project's New Leaders Training
- Sponsored five faculty members to participate in the National Center for Faculty Development and Diversity Faculty Success Program
- All School Day (ASD) focused on poverty and racial inequality
- Hosted a research symposium on race
- The Virtual Academic Center (VAC) Spring 2017 and Fall 2017 Retreats focused on navigating differences and embracing conflict as opportunities for change and growth.
- VAC Book Club selected books that focused on DE&I topics



## Appendix A

### USC Suzanne Dworak-Peck School of Social Work

**Diversity, Equity, and Inclusion Lab**  
**Wednesday, August 30, 2017**  
**USC City Center – 1440 Conference Room**  
**Agenda**

Time	Brief Description of Desired Outcomes	Participants
1:00pm-2:00pm	<b><u>Vision and Goal Setting</u></b> What are we trying to achieve through the work of this initiative?	Marilyn Flynn John Clapp Renee Smith-Maddox Ron Astor Ginger Clark
2:00pm-3:00pm	<b><u>Programming</u></b> What programming will advance the vision and goals?	Marilyn Flynn Cherrie Short John Clapp Renee Smith-Maddox Rafael Angulo Ellen Olshansky Suzanne Wenzel Michalle Mor Barak Rona Smith Von Almen Carmen Frierson Hanna Cenicerros Alonso Fuente Jordan Mendoza Raul Munoz Harmony Frederick
3:00pm-4:00pm	<b><u>Benchmarking and Communication</u></b> A process is necessary to collect data that demonstrates the impact of the initiative. <ul style="list-style-type: none"> <li>What kind of data do we need to collect?</li> <li>What systems need to be in place in order to collect it?</li> <li>How do we communicate that information to the University and the community?</li> </ul>	Michalle Mor Barak Jessica Lee Maya Meinert Marilyn Flynn Cherrie Short John Clapp Renee Smith-Maddox
4:00pm-5:00pm	<b><u>University Relations</u></b> How will this coordinate with what the University is doing? How will this be communicated to the University?	Camille Rich Marilyn Flynn Cherrie Short John Clapp Renee Smith-Maddox





## Appendix B

### USC Suzanne Dworak-Peck School of Social Work

**Diversity, Equity, & Inclusion Planning Meeting**  
**Friday, February 2, 2018**  
**USC City Center – 14<sup>th</sup> floor Conference Room**  
**Agenda**

Time	Brief Description of Desired Outcomes	Attendees
10:00am-11:00am	<b><u>Review of Vision and Treatment Plan for School</u></b> What is our revised mission and vision? What are the goals and measurable objectives that support the diversity and Inclusion Strategic Plan? What's the budget plan? What are potential funding opportunities?	Marilyn Flynn Renee Smith-Maddox Michele Clark Rafael Angulo Erik Schott Melissa Singh
11:00am-12:00pm	<b><u>Programming (Departments)</u></b> What programming is being planned? -All School Day -Implicit Bias Training for all members of the Search Committee -Faculty/Staff/Student training on handling differences and sexual harassment -Various faculty, staff or student led or group programming  How to manage conflict on political, racial/ethnic, sexual or gender identity in the classroom?	Marilyn Flynn Michele Clark Renee Smith-Maddox Rafael Angulo Erik Schott Melissa Singh Ellen Olshansky Michalle Mor Barak Annalisa Enrile Tory Cox Brittany Morris Christina Paddock Debra Waters-Roman
11:00am-12:00pm	<b><u>Programming</u></b> What programming is being planned? -Implicit Bias Training for key staff hires -Staff training on handling differences -How to manage conflict on political, racial/ethnic, sexual or gender identity in the classroom -Various staff, student or faculty programming	Marilyn Flynn Michele Clark Renee Smith-Maddox Rafael Angulo Erik Schott Melissa Singh
12:00pm-1:00pm	<b><u>Lunch</u></b>	



1:00pm-2:00pm	<p><b><u>Programming</u></b></p> <p>What programming is being planned?</p> <ul style="list-style-type: none"> <li>-All School Day</li> <li>-Student training on handling differences, sexual harassment</li> <li>- Student led programming</li> <li>- Faculty Development</li> <li>- Department Immersions</li> <li>- Orientation</li> <li>- VAC</li> <li>-NASW-USC</li> </ul> <p>How to manage conflict on political, racial/ethnic, sexual or gender identity in the classroom?</p>	<p>Marilyn Flynn Michele Clark Renee Smith-Maddox Rafael Angulo Erik Schott Melissa Singh Shantel Vachani Alonso Fuente Raul Munoz</p>
2:00pm-3:00pm	<p><b><u>Metrics and Benchmarking</u></b></p> <p>A process is necessary to collect data that demonstrates the impact of the D &amp; I Strategic Plan.</p> <ul style="list-style-type: none"> <li>• What is the data collection plan?</li> <li>• What kind of data do we need to collect?</li> <li>• What systems need to be in place in order to collect it?</li> </ul>	<p>Marilyn Flynn Renee Smith-Maddox Erik Schott</p>
3:00pm-4:00pm	<p><b><u>Benchmarking and Communication</u></b></p> <p>Working to develop standardized evaluation for all School D, E &amp; I events</p> <ul style="list-style-type: none"> <li>• How will we communicate this information to the University, School, and local community?</li> </ul> <p>Marketing and Planning Events: Creating standardized way to market and plan events</p> <ul style="list-style-type: none"> <li>• What's the marketing protocol for events?</li> <li>• What are some templates and checklists that can be developed?</li> <li>• Under what conditions, can we use the School's social media accounts?</li> <li>• What's the deadline for newsletter submissions? Where is this information posted?</li> </ul>	<p>Marilyn Flynn Michele Clark Renee Smith-Maddox Erik Schott Jessica Lee Maya Meinert</p>
4:00pm-5:00pm	<p><b><u>University Relations</u></b></p> <ul style="list-style-type: none"> <li>-Connecting our School with the University's diversity and inclusion work</li> <li>-Highlight the points of interface between the various University systems</li> </ul>	<p>Marilyn Flynn Michele Clark Renee Smith-Maddox Erik Schott Melissa Singh Rafael Angulo</p>



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## Appendix C

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### USC Suzanne Dworak-Peck School of Social Work

#### Department for Social Change & Innovation (SCI)

##### Strategic Plan

Michalle Mor Barak, Chair

Renee Smith-Maddox, Vice Chair, Curriculum

Tory Cox, Vice Chair, Field Education

5.22.17

The **Department of Social Change & Innovation (SCI)** is lead bold, innovative and large scale solutions to social problems through **social impact practice** aimed at increasing human well-being and promoting social justice. SCI's mission is to develop and **advance sustainable scientific innovations** that create positive change and **promote social good** in communities, organizations, businesses and society. Drawing on our outstanding faculty and applying student-centered innovations in teaching, we prepare social workers to confront the most pressing issues in our global society.

The following are specific, overarching goals that advance the department's impact, instructional excellence and intellectual accomplishments:

1. Focus on **social impact practice for social good and the Grand Challenges** (a school and profession priority) in transforming and revitalizing the “macro” specialization in social work and beyond.
2. **Provide value** (a provost priority) **in the SCI educational programs** by preparing our graduates to become leaders, game changers and critical thinkers able to solve complex social problems and ready to take on positions in non-traditional social work organizations.
3. **Advance diversity and inclusion** (a provost and school priority) in the department and the school, through scientific developments and practical applications. **(DE&I Committee Co-Chairs, Annalisa Enrile & Renee Smith-Maddox)**
4. **Operate as a research cluster and develop a research agenda that will work toward research centers** that have specific relevance to the SCI department.
5. **Provide valuable scientific-based service to communities and organizations**, locally and globally, to promote social justice.



SCI's mission and specific actionable objectives for each of the goals:

1. Focus on **social impact practice for social good and the Grand Challenges** in transforming and revitalizing the “macro” specialization in social work and beyond.
  - Provide **leadership within the school, the profession and beyond** to conceptualizing “macro”. Specific initiatives will include (a) academic papers/special issue/book (b) presentations and conferences and (c) applying for funding to support this initiative (e.g., for student scholarships, doctoral, post-docs)
  - Coalescing the faculty scientific and educational work around social **wicked problems** (a provost priority) and the **Grand Challenges**, focusing on areas such as: (a) diversity and inclusion (a provost priority); (b) mass incarceration, substance abuse, and human trafficking; and, (c) economic inequities. Specific initiatives will include working groups of all lines of faculty to integrate scientific, educational and community service work around these issues.
  - Create an **intellectual community** that will nurture the next generation of scientists and practitioners focusing on social impact practice for social good at the **MSW** and doctoral levels, both **PhD and DSW**. Specific initiatives will include: (a) Generate innovative research initiatives on social impact practice that expand the boundaries of social work scientific inquiry and attract funding from non-traditional sources; (b) Integrate doctoral students with interests in social change and innovation into teaching and research activities; (c) Inviting prominent scholars and practitioners;
2. **Provide value** (a Provost’s initiative) **in the SCI educational programs** by preparing our graduates to become leaders, game changers and critical thinkers able to solve complex social problems and ready to take on positions in non-traditional social work organizations.
  - **Recruit from outside the typical pool of social work** focusing on social change and innovation for social good. Emphasize skills (i.e., program evaluation, policy advocacy, and grant writing) that would allow students to cross boundaries and practice in non-profit, governmental and business environments. Use messaging unique to the department and focusing on social impact practice. Specific initiatives include: (a) Targeting students who would otherwise choose other programs such as business or policy; (b) Developing scholarships and field placements that are aligned with the department’s mission; (c) Highlight messaging that appeals to the millennials such as creating a career with impact, making a difference in the world on a large scale and merging business principles with social work values.
  - **Provide students an edge in securing jobs in non-traditional and traditional settings** upon graduation. Provide unique certificates that reflect the specialized educational experience in the department and can help in securing jobs in different sectors. Specific initiatives include: (a) instituting block placements that provide students with access to unique agencies such as governmental policy making institutions in Washington DC or international organizations based in New York or in



other countries; (b) socializing students to understanding their roles as leaders in the field; and, (c) create opportunities through colloquia that present different role models and practice initiatives.

- **Provide a unique experience through our specialized curriculum.** Specific initiatives include: (a) Training in social innovation; (b) Training in approaching wicked problems; (c) Block placements in prominent non-traditional placements; (d) immersion in Washington DC; (e) incorporating financial management knowledge and skills into the curriculum.
  - **Offer unique research experiences to MSW students** in the department. Link some of the scholarships to research practicum with faculty, particularly in teams that also include doctoral students.
  - **Incorporate PhD and DSW students into the department experience** through joint research, teaching opportunities and participation in the intellectual community of the department. Encourage collaborations between doctoral and masters students in the department.
3. **Advance diversity and inclusion** in the department and the school, through scientific developments and practical applications.
- **Conduct an assessment of diversity and inclusion climate** in the department, in collaboration with the school's diversity committee and faculty council. Utilize measures with demonstrated psychometric properties.
  - **Conduct focus groups with faculty and staff** to propose specific interventions that can promote a climate of inclusion that will be tailored specifically to the department faculty and staff.
  - **Recruit faculty from underrepresented populations**, with skills and research interests that will promote an agenda of scientific inquiry relevant to diversity and inclusion.
  - **Promote diversity and inclusion in the classroom.** Train faculty in dealing with sensitive issues in the classroom, particularly when opposing perspectives are being represented. Special emphasis will be placed on classroom climate in the VAC.
  - **Integrate diversity and inclusion into the curriculum.** Contribute to the school's diversity and inclusion course, making sure that content relevant to SCI is highlighted and incorporated into the course. Make sure that diversity and inclusion topics are woven effectively into the rest of the SCI curriculum.



4. **Operate as a research cluster and develop a research agenda that will work toward research centers** that have specific relevance to the SCI department.
  - Provide a supporting environment for research collaborations of faculty, doctoral students (PhD and DSW) and MSW students on SCI specific issues. Bring guest speakers and collaborators, invite interdisciplinary collaborators and international scholars to enhance our perspective.
  - Explore potential funding for a research center on social change and innovation for social good. Examine the potential for interdisciplinary collaboration on convergence science related to social good, including businesses and social entrepreneurs in the discussions.
  - Support Carl Castro's initiatives on a center for military social work. Promote research initiatives that are particularly relevant to SCI. These include, for example, enhance diversity and inclusion in the military, work with businesses in initiatives to employ veterans, or examine community initiatives to provide services to veterans making the transition back to civilian life.
5. **Provide valuable scientifically-based service to communities and organizations,** locally and globally, to promote social justice.
  - Promote collaborations essential for solving complex social and global problems, including interdisciplinary scientific collaborations, partnering with non-profit, governmental and business organizations as well as employees and service consumers.
  - Enhance expertise in management and administration of large public and non-profit organizations at the Masters and at the DSW programs to create agency leaders for the profession.
  - Support research-practice collaborations between faculty and practitioners and PhD students and DSW students around specific areas of community needs.



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## Appendix D

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USC Suzanne Dworak-Peck  
School of Social Work  
**Department of Nursing**

**D & I Committee Co-Chairs: Tracie Kirkland, Benita Walton-Moss, and Michelle Zappas**

### **Promotion of Diversity and Inclusion**

The Department of Nursing is committed to creating a diverse and inclusive department, reflected in 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. These strategies include:

1. **Prioritizing Diversity as part of the Department Strategic Plan: Faculty Recruitment and Decisions About Educational Offerings**

The Nursing Department, as the newest department in the School of Social Work, is currently developing a strategic plan, with diversity as a priority that is guiding recruitment of faculty. We are actively searching for faculty from diverse communities. At present, we have two African-American faculty and two Latina faculty, this is still not enough and we will continue to actively work on creating a diverse department. We are cognizant of the nursing faculty shortage and, therefore, we are also working to create a culture in our department that is conducive to diversity (i.e., we are developing a culturally competent department).

2. **Strategies for Faculty Recruitment**

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

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





### 3. Faculty mentoring and support

The leadership of the Nursing Department is developing a mentoring system in which each new faculty member will be assigned a mentor. One of the areas 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 cultural competent and embrace diversity and the development of strong practitioners and scholars with diverse backgrounds and diversity of thought.

### 4. Cultural Competency as a Central Focus

Our Family Nurse Practitioner program includes cultural competency as a central focus in the curriculum. As we develop other programs, we will continue to include cultural competency centrally. We will also encourage our faculty and staff to attend workshops, symposia, forums that examine issues related to cultural competency in the workplace, the healthcare system, and the community.

As we create a culture of diversity in which we embrace diversity, this extends to staff and alumni as well. We will create events for alumni (as we have alumni) that address issues related to diversity, and we will include staff as well, creating a healthy and diverse workplace.





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## Appendix E

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### USC Suzanne Dworak-Peck School of Social Work

#### ADULT MENTAL HEALTH & WELLNESS – DIVERSITY & INCLUSION GOALS

##### D & I Committee Co-Chairs: Brittani Morris and Betsy Phillips

Our Diversity and Inclusion committee goals for the current FY are twofold. The first is to create a safe space where faculty, staff, and students can come together to share their personal experiences within the intersecting systems of privilege and oppression. The second is to develop and distribute an easy-to-reference guide that includes a glossary of diversity and inclusion terms, as well as a guide to using inclusive language. This will serve as a tool we can use to support clear communication, which will be an essential component of the activities outlined in the first goal.

With regard to our first goal, we propose a pilot project that will potentially lead to a series of structured, town-hall-like forums, *organized by geographical region*, with our own students, staff\*, and faculty serving as panel members. For example, we will begin with a 90-minute forum on the VAC Adobe platform with students and faculty who reside in the Pacific Northwest (the specific region is yet to be determined). Students can self-select or be nominated by instructors to serve on the panel. Faculty participants can include full or part-time instructors. A moderator from our committee will guide panel members through a series of thoughtfully-crafted questions, and then invite discussion from the “community” of faculty and students.

\*Staff participation may only be relevant to Southern California



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## Appendix F

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### USC Suzanne Dworak-Peck School of Social Work

#### 2018 Diversity, Equity & Inclusion Marketing Planning

##### Marketing & Communications

#### Overarching Marketing Themes

**Theme 1:** Promoting diversity of race, ethnicity, religion, gender, sexual orientation, economic status, physical ability, etc.

**Theme 2:** Promoting equality, opportunity and access for marginalized communities and individuals

**Theme 3:** Promoting our school's ability to break down barriers through discourse, research, education and real-world practice

#### Execution

- Integrate diversity, equity & inclusion into our institutional push for thought leadership, civil discourse and rapid response
- Develop a council composed of diversity, equity & inclusion leaders, faculty council and department chairs
  - Discuss above themes and concepts that should be explored
  - Identify specific faculty members who can provide commentary and expertise for the marketing department's content production
- Kick off meeting: Doodle Poll for February to be sent

#### *1. Content generation needs*

- a. Articles featuring faculty commentary and expertise and student and community perspectives
- b. Videos featuring faculty commentary and expertise and student and community perspectives
- c. Quarterly podcast featuring faculty commentary and expertise and student and community perspectives
- d. Faculty Q&As
- e. Faculty opinion pieces
- f. Social media posts based on faculty research and expertise
- g. Facebook Live and/or BlueJeans quarterly video chats w/ faculty
- h. Active media pitching of faculty commentary to local, national and global news outlets

#### *2. Methods and Platforms*

- a. Diversity Microsite Modifications



- i. February 2018 – On-Going
- ii. Featured stories
- iii. Featured events
- iv. Social media feed
- v. Featured faculty
- vi. Related research
- vii. Faculty and student creative gallery
- b. Monthly e-mails featuring articles, videos, other content pieces sent to students, faculty, alumni, staff, peer school contacts and media partners
  - i. Existing electronic outreach including Newsbytes newsletter, current e-mail marketing to alumni, prospects, donors and current students
  - ii. New e-mails promoting new diversity-specific content and events
- c. News commentary via ExpertFile
- d. Social Media posts
- e. Concepts to be explored for quarterly online forum chats

### **Marketing Metrics to Measure Engagement**

- **E-Mail:** open, read and forward Rates
- **Social Media:** shares, likes and comments
- **Website:** number of visits, clicks, page views, time on page, heat mapping to show most clicked sections of pages
- **Videos:** number of views, shares and likes, time on episode
- **Newsletters:** subscribes and unsubscribes
- **Public Relations:** number of faculty media mentions, school mentions, research references
- **Live Chats:** number of participants, comments, reactions
- **Podcast Episodes:** number of downloads, clicks and forwards, time on episode

### **Recommended Process for Content Ideas, Events, Social Media, etc.**

The marketing team is developing a 2018 editorial calendar for content generation and promotional strategy, so that it can effectively plan and promote the school, major initiatives and faculty expertise.

#### ***Content Ideas & Story Submissions:***

- The marketing team will be conducting a series of thought leadership meetings with our faculty to discuss concepts that should be explored for articles, podcasts, social media posts, videos, etc.
- A doodle poll be sent after this meeting to identify dates and times in February. We recommend conducting a series of quarterly check-in calls to identify story concepts and faculty, students and alumni who could make excellent sources for content.



- The marketing team will be developing a series of proactive, evergreen content that features issues such as diversity, equity and inclusion. We will also work directly with faculty to provide rapid response to national and global incidents related to this issue and others.
- Our thought leadership and discourse meeting in February will cover this process

### ***Event Coverage & Promotional Support:***

- If events and programs are already in development, please submit them as soon as possible to the marketing team so that we can identify how to best support and promote your program. Please provide:
  - Title of Event
  - Date & Time
  - Location
  - Program overview (what is the purpose of this program, what are the key takeaways your guests will receive, why is this program different than others?)
  - List of featured speakers
  - Target audience (is it open to students, prospective students, other schools, faculty only, alumni, etc.)
  - Is there a fee?
  - Are CEUs available?
  - The marketing team will develop a form that that will live on our faculty/staff resources section of the [dworakpeck.usc.edu](http://dworakpeck.usc.edu) website.
  - We will send a monthly reminder to the school to submit their events using this form.
  - For promotional support, such as social media promotion, e-mail marketing promotion, invitation development, ideas for generating more RSVPs, please contact the marketing department at least 1 month in advance. Contacting us early will ensure that we will be able to provide enough support in a strategic fashion.
  - Contact: Maya Meinert, Brian Goodman, Joanna Scott, Jessica Lee, Matthew Rosenberg and Andrew Taylor
  - We recommend including the marketing team early on in the development stages so that we can provide assistance on promotional campaign support and ideas.

### ***Social Media & Social Media Takeovers***

- The school's social media accounts are for institutional thought leadership promotion and positioning. These tools can also be used to promote perspectives of students, alumni and faculty, research and events. We recommend using these tools in a coordinated and planned manner so that the promotional activities can be executed well.
- If you would like coverage on an event or a topic, please work with the marketing department early on so that we can incorporate appropriate coverage into our editorial planning.
- In 2018, the marketing team will be instituting a formalized schedule for "social media takeovers" to capture the views of our constituents. Please consult with the marketing team as soon as possible with your ideas so that we can help you develop a promotional strategy and provide assistance on how to best execute it.



***Templates & Checklists***

- Branded templates for easy-to-edit materials can be found on the marketing team's Canva workspace. Please identify an administrative user who we can train and grant access to templated flyers, invitations and graphics. Please note that additional templates will be added throughout 2018.
- Recommended marketing checklist program promotion will be added to the staff/faculty resource section of the website.



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## Appendix G

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### **Diversity, Social Justice, and Culturally Competent Social Work Practice**

#### **Social Work 599**

##### **Section #**

##### **3 Units**

*“An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity.”*

*~ Martin Luther King, Jr.*

### **SYLLABUS**

**Instructor:**

**Course Day:**

**E-Mail:**

**Course Time:**

**Telephone:**

**Course Location:**

**Office:**

**Office Hours:**

**NOTE:** It is School policy that students and instructors use their official USC email address for school-related email communications.

#### **I. COURSE PREREQUISITES**

SOWK 546; SOWK 506; SOWK 536; SOWK 544

#### **II. CATALOGUE DESCRIPTION**

This course builds on the generalist practice curriculum and serves as an introduction to diversity and social justice in the context of specialized social work practice. The course aims to enhance cultural competence by raising students' awareness of their own values, assumptions, and biases, as well as their relationships and styles of



interaction and communication with people from cultures different than their own. Competence is considered in dimensions of values, knowledge, skills, and cognitive and affective processes.

### III. COURSE DESCRIPTION

This course, like the profession of social work, celebrates the diversity that characterizes and shapes the human experience and the formation of both individual and group identity. The course approaches diversity from the perspective of intersectionality, a perspective in which the dimensions of diversity are understood as the simultaneous interplay of multiple factors including but not limited to socioeconomic status, race, ethnicity, nationality, color, sex, gender, gender identity and expression, sexual orientation, age, disability and ability, relationship status, political ideology, religion/spirituality, and tribal sovereign status. Regardless of cultural background and life experiences, every person has fundamental human rights. These rights include freedom, safety, honor and recognition of worth, privacy, an adequate standard of living, health care, and education.

Even though this course celebrates diversity, we recognize that diversity also has the potential to negatively impact identity, development, and life experiences, including interactions and relationships with others, and perceptions of the world and oneself. Experiences of oppression, poverty, marginalization, alienation, privilege, power, and acclaim can exert negative impact, sometimes profoundly. Sadly, in the United States and around the globe, some groups of people have long been overtly and covertly consigned to society's margins due to their cultural backgrounds or life experiences. More than ever, social workers are needed to provide leadership addressing cultural and social inequities and injustices, deconstructing stereotypes, dismantling unjust disparities, exposing and rectifying unfair practices, and eliminating oppressive structural barriers. To prepare you to do this work as a professional social worker, this course aims to enhance your cultural competence. More specifically, the course aims to help you improving your ability (1) to engage in diversity and difference in practice, and (2) to advance human rights and social, economic, and environmental justice. It is important to note that although we will address a range of aspects of diversity, culture and identity, the course does not attempt to provide a detailed examination of either all cultural groups that exist or the oppressions experienced by all cultural groups. Instead, we **highlight** cultural groups, oppressions, and issues that are particularly salient or relevant to social work practice today. Further, because this is a specialized practice course, it is designed to provide you with opportunities to tailor your learning about diversity and social justice in a way that reflects the cultural groups and issues relevant to the area of specialized practice you have chosen to pursue as a professional social worker.

Consistent with social work values and predominant lenses, approaches to diversity and social justice in the course are situated within a strengths-based paradigm. The course examines aspects of diversity that contribute to strength and resilience in people and communities, including characteristics and qualities that are associated with particular groups. The course views diversity and social justice through a systems lens, consistent with predominant social work perspectives. Important concepts pertaining to intersectionality perspectives are utilized throughout the course. We identify major factors, forces and systems that influence human behavior, development, and individual and group outcomes. For each set of major factors, forces, and systems, we present problems or challenges stemming from diversity, and strategies for addressing them. Finally, the course presents models and strategies that students can use to provide leadership locally, nationally, and globally in organizations and communities. In view of the course aim to enhance student awareness of self and other in the service of effective engagement with diversity and difference in practice and advancing social justice, we take an approach that employs theory, practice, and experiential exploration of difference and diversity as it affects the world around us and ourselves.



#### IV. COURSE OBJECTIVES

Objective #	Objectives
1	Create opportunities for students to reflect on and to assess how diversity and difference shape their values, biases, identities and life experiences, as well as those of colleagues and potential clients.
2	Introduce key concepts related to diversity, inclusion, social justice, and cultural competence.
3	Provide students with opportunities to assess and enhance their cultural competence, consistent with their area of specialization.
4	Highlight major forms of oppression and injustice, as well as the mechanisms, factors, and systems that foster oppression and social injustice.
5	Introduce culturally, theoretically, and empirically based social work strategies for overcoming oppression and social injustice.

#### V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of reflections, experiential exercises and activities, instructor and student led discussions, and lectures. Case vignettes, videos, and role plays will also be used to facilitate student learning. Students are expected to come to class ready to discuss required readings and to apply concepts covered in readings.

##### Instructor's Oath

*"As your instructor, to each of you, I pledge the following:*

- To appreciate you, your time and your effort;*
- To be available and responsible;*
- To be encouraging and supportive;*
- To be objective and fair;*
- To be prompt and timely;*
- To be respectful, professional and appropriate;*
- To accommodate when appropriate and within reason;*
- To try to be an engaging and effective instructor; and*
- To strive for excellence in carrying out my responsibilities as an instructor as described in the USC Faculty Handbook, Section 3-C (2) (see <https://policy.usc.edu/files/2014/02/Faculty-Handbook-2015.pdf>).*

*If at any time you feel I have not honored this oath, please contact me so that I am aware of your concerns and have an opportunity to address them."*





## VI. STUDENT LEARNING OUTCOMES

The table below presents the nine social work competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards. Items highlighted in yellow and in bold font indicate the specific competencies addressed in this course.

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior
<b>2</b>	<b>Engage in Diversity and Difference in Practice</b>
<b>3</b>	<b>Advance Human Rights and Social, Economic, and Environmental Justice</b>
4	Engage in Practice-informed Research and Research-informed Practice
5	Engage in Policy Practice
6	Engage with Individuals, Families, Groups, Organizations, and Communities
7	Assess Individuals, Families, Groups, Organizations, and Communities
8	Intervene with Individuals, Families, Groups, Organizations, and Communities
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency and methods for assessing whether the outcomes have been achieved.

Competency	Objectives	Behaviors	Dimensions	Content
<b>Competency 2</b> <b>Engage in Diversity and Difference in Practice</b> Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers: apply and communicate understanding of the	Objective 1 - Create opportunities for students to reflect on and to assess how diversity and difference shape their values, biases, identities and life experiences, as well as those of colleagues and potential clients.	2a. Articulates personal biases and values in relation to working with diverse clients and constituencies, and in diverse and dynamic contexts and applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies, and in diverse and dynamic contexts.  2b. Applies and communicates an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	Values  Knowledge  Cognitive and affective processes  Skills	Units 1-5  Assignment 1  Participation
	Objective 2 - Introduce key concepts related to diversity, inclusion, social justice, and cultural competence.	2c. Applies the basic tenets of intersectionality and cultural competence perspectives to an area of specialized practice.	Values  Knowledge  Cognitive and affective processes  Skills	Units 1-5  Assignment 2  Participation
	Objective 3 - Provide students with opportunities to assess and enhance their cultural competence, consistent with their area of specialization.			



<p>importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <ul style="list-style-type: none"> <li>• present themselves as learners and engage clients and constituencies as experts of their own experiences; and</li> <li>• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ul>				
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Competency	Objectives	Behaviors	Dimensions	Content
<p><b>Competency 3</b> <b>Advance Human Rights and Social, Economic, and Environmental Justice</b></p> <p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:</p> <ul style="list-style-type: none"> <li>• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</li> <li>• engage in practices that advance social, economic, and environmental justice.</li> </ul>	<p>Objective 4 - Highlight major forms of oppression and injustice, as well as the mechanisms, factors, and systems that foster oppression and social injustice.</p>	<p>3a. Describes the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions and inclusions, may oppress, marginalize, alienate, or create privilege and power.</p> <p>3b. Uses an intersectional perspective to identify forms and mechanisms of oppression and discrimination.</p>	<p>Values</p> <p>Knowledge</p> <p>Skills</p>	<p>Units 6-9</p> <p>Assignment 3</p> <p>Participation</p>
	<p>Objective 5 - Introduce culturally, theoretically, and empirically based social work strategies for overcoming oppression and social injustice.</p>	<p>3c. Formulates culturally competent strategies that can be used to eliminate oppressive structural barriers in order to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<p>Values</p> <p>Knowledge</p> <p>Cognitive and affective processes</p> <p>Skills</p>	<p>Units 10-15</p> <p>Assignments 3-4</p>



## VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

### Assignments

Assignments for the course consist of 4 written assignments, including (1) an intersectionality DNA assignment, (2) a cultural competence reflection and self-assessment, (3) an intersectional team training on oppression and social injustice, and (4) a diversity and social justice resource guide. All assignments are designed to relate to and build on one another. As such, it is imperative that you complete the assignments by their due dates. Written assignments should be submitted midnight on the specified due date. In addition to the written assignments, course grades will be based on active and proactive learning, and meaningful class participation.

The table below presents all course assignments, due dates, and the percent of the final grade comprised of by each assignment. Maximum points for each assignment correspond with the percent of the final grade for that assignment. For example, a maximum of 10 points can be earned for an assignment comprising 10% of the final grade.

	Assignment	Unit Due <sup>1</sup>	Due Date	% of Final Grade
Assignment 1	Intersectionality DNA	3	Jan 26	10%
Assignment 2	Cultural Competence Reflection and Self-Assessment	6	Feb 16	20%
Assignment 3	Intersectional Team Training on Oppression and Social Injustice	10-13*	Mar 23 – Apr 13	25%
Assignment 4	Diversity and Social Justice Resource Guide	Exam Week	May 4	35%
	Active and Proactive Learning, and Meaningful Class Participation		Throughout	10%

\*NOTE: Intersectional Teams will present only once during Units 10-13. The topics addressed by the Intersectional Teams will determine during which unit each team will carry out its training.

Each of the major assignments is described below.

#### Assignment 1 – Intersectionality DNA

Students will use an intersectional lens to reflect on and assess different aspects of their selves. As part of the assignment, students will consider how their intersectional DNA has affected (and continues to affect) their life experiences, particularly those related to power versus oppression.

**Due:** Unit 3 (Jan 26).

*This assignment relates to objective 1 and to student learning outcomes 2a and 2b.*

#### Assignment 2 – Cultural Competence Reflection, Self-Assessment, and Learning Plan

This assignment builds on the first assignment. Students are asked to reflect on how their diversity and

<sup>1</sup> Please note that in some instances assignment due dates may differ among sections of this course. In those instances, due dates have been adapted to reflect the number of lesson weeks and University holidays for particular course sections.



life experiences influenced various dimensions of their professional development, including their professional goals, values, styles, behaviors, and relationships. Additionally, students complete a comprehensive assessment of different aspects of their own cultural competence in general and as it relates to their area of specialization. Based on this assessment, the assignment requires students to develop a learning plan that will form the foundation for subsequent assignments, including their selection of intersectional team members (see Assignment 3).

**Due:** Unit 6 (Feb 16)

*This assignment relates to objectives 2 and 3 and to student learning outcome 2c.*

### **Assignment 3 – Intersectional Team Training on Oppression and Social Injustice**

Assignment 3 builds on the previous assignments. For this assignment, students will work in intersectional teams with members selected specifically to address some aspect of the learning plan completed as part of Assignment 2. This assignment consists of four distinct components: (1) intersectional team collaboration; (2) application of an intersectional lens to an existing oppression and social injustice issue related to team members' areas of specialization; (3) development of training materials designed to raise awareness about the existing oppression and social injustice issue addressed by the team; and (4) implementation of a professional development training with the class and invited guests. Because this assignment is designed in part to enhance students' ability to work as members of intersectional teams, a single grade will be given; each member of the team will receive the same grade.

**Due:** Unit 10 - Unit 13 (Mar 23 – Apr 13)

*This assignment relates to objectives 4 and 5 and to student learning outcomes 3a and 3b.*

### **Assignment 4 – Diversity and Social Justice Resource Guide**

The final assignment for the course will be a resource guide related to the oppression and social injustice issue that students addressed in Assignment 3. Although the guide will include information about the nature of the oppression and social injustice issue, the guide will focus on resources and strategies that can be used to overcome oppression and social injustice. As with Assignment 3, students will be expected to apply an intersectional lens in their discussions of both the oppression and social injustice issue being addressed by the guide and the strategies being formulated to overcome the oppression and social injustice. Resource guides will be shared on a web-based platform open to the public so that the guides can be used by other social work professionals to bring about needed change and social justice. It should be noted that although this assignment builds on Assignment 3, which was completed as a team, this assignment is completed and submitted independently.

**Due:** Exam Week (May 4)

*This assignment relates to objectives 5 and to student learning outcomes 3c.*

### **Active and Proactive Learning, and Meaningful Class Participation (or "Participation") (10% of Course Grade)**

Given the nature of this class, reflection, participation, and interaction of students are essential. To enhance the learning experience for students individually and collectively, students are expected to be active participants in their learning and proactive. This will require mental, physical and emotional effort from students, both inside and outside the formal classroom. Active learning involves assuming responsibility for learning; completing required readings and assignments prior to class; and coming to class with culturally aware, sensitive, and thoughtful comments, reflections or questions about concepts, readings and assignments. Proactive learning involves anticipating workload and challenges,



and taking the initiative to reach out to the instructor when concerned about possible challenges in the class. It also involves regular communication with the instructor about the course and my performance as the instructor.

Along with active and proactive learning, students are expected to participate meaningfully in class and to contribute to the development of a positive learning environment. Meaningful participation consists of culturally sensitive, thoughtful, and respectful participation based on having completed required readings, activities and assignments prior to class. For our purposes, contributing “to the development of a positive learning environment” refers to the extent to which students participate in or help create an environment that is professional, engaging, fun, challenging, supportive, brave, interculturally-sensitive, and effective. “Environment” refers to our physical classroom, small group settings, other settings in which learning or teaching might occur, and the overall climate and culture of our class.

Please refer to the rubric below for the criteria that will be used to determine your participation grade. For each of five criteria, 0 to 1 point can be earned, for a maximum of 5 points.

Criteria	Never or Rarely	Regularly	Often or Always
<input type="checkbox"/> Student demonstrates active and proactive learning.	0	.5	1
<input type="checkbox"/> Student seizes opportunities to step out of comfort zone to engage in deeper learning about self and others.	0	.5	1
<input type="checkbox"/> Student communicates with the instructor about (a) the course, (b) their/her/his performance in the course, and (c) the instructor’s performance in the course.	0	.5	1
<input type="checkbox"/> Student displays acute awareness of triggers and unexpected emotions or reactions when addressing or discussing difficult topics.	0	.5	1
<input type="checkbox"/> Student participates in class in a meaningful way and helps to maintain a positive learning environment.	0	.5	1
<input type="checkbox"/> Student’s communication, behavior, and participation are professional, culturally sensitive, and appropriate (this includes appropriate use of laptops and mobile devices during class).	0	.5	1
<input type="checkbox"/> Student shows openness and respect to different worldviews.	0	.5	1
<input type="checkbox"/> Student recognizes others’ sense of vulnerability and helps foster a learning environment that is safe and brave.	0	.5	1
<input type="checkbox"/> Student respectfully challenges thoughts, ideas, and discussions to expand the zone of comfort for self and others.	0	.5	1
<input type="checkbox"/> Student adeptly engages self and others in processing difficult conversations and disagreements.	0	.5	1

*This “assignment” relates to objectives 1-4 and to student learning outcomes 2a, 2b, 2c, 3a, and 3b.* Additional details and guidelines for each of the assignments will be provided by the instructor and discussed in class.

### Grading

Class grades will be based on the following:



Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A -	90 – 92	A-
3.25 – 3.59	B +	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B -	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

- (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.
- (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.
- (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.
- (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.
- (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
- (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

## **VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**

### **Required Textbooks**

Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2016). Multicultural social work practice. NJ: John Wiley & Sons, Inc.

### **Course Reader**

Other required and recommended course readings are presented in the detailed course schedule. These readings are available on electronic reserve through ARES.



To access ARES, go to <https://reserves.usc.edu> and log in using your USC NetID and email password. When logged in, search the reserves for instructor [Last Name, First Name] and then add the course.

**Note:** Additional required and recommended readings may be assigned by the instructor throughout the course.

### Guides for Academic Integrity, APA Style Formatting, Writing & Research

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

APA formatting and style guide. (1995-2015). The OWL at Purdue. Retrieved from <https://owl.english.purdue.edu/owl/resource/560/08/>

USC guide to avoiding plagiarism: <http://www.usc.edu/libraries/about/reference/tutorials/avoiding-plagiarism/story.html>

#### USC Libguides

Sample papers using APA style: [http://libguides.usc.edu/ld.php?content\\_id=9235241](http://libguides.usc.edu/ld.php?content_id=9235241)

APA citation guide: <http://libguides.usc.edu/APA-citation-style>

Evidence-based practice resources: <http://libguides.usc.edu/socialwork/socialworkEBP>

Tests and measures: <http://libguides.usc.edu/socialwork/measurements>

Writing guide: <http://libguides.usc.edu/writingguide>

### Recommended Social Work Organizations

National Associate of Social Workers. Available at <http://www.naswdc.org>

Institute for the Advancement of Social Work Research. Available at <http://www.iaswresearch.org>

Society for Social Work Research. Available at <http://www.sswr.org>

American Evaluation Association. Available at <http://www.eval.org>





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## Appendix H

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### USC Suzanne Dworak-Peck School of Social Work

#### USC Suzanne Dworak-Peck School of Social Work

##### Commitment to Racial Justice

THE UNIVERSITY OF SOUTHERN CALIFORNIA SCHOOL OF SOCIAL WORK is dedicated to eliminating racial injustice and promoting an ongoing healing and reconciliation process to dismantle racism. This commitment is rooted in the belief that all members of our community are valued and needed to further the human rights and social justice mission of the school and our profession.

We acknowledge that racism is consciously and unconsciously prevalent and persistent. Recent events around the country have compelled us to examine the reality of the multifaceted nature of racism. From the memories of slavery, Jim Crow laws in the South, anti-immigration violence, and lynchings across the nation to the current realities of racially discriminatory state actions, unequal access to services, mass incarceration, and aggressive policing, we continue to be reminded that the fight for racial justice is far from over.

Social work has a longstanding value of upholding and working toward human rights. Social workers and leaders of human services organizations are obligated to speak out against all forms of racism and address structural racism in our communities and the inequitable and racialized outcomes it produces.

As social workers, social work educators, and researchers, we have the professional responsibility to remember that along with the privilege of being at USC comes the responsibility to be civil, respectful, decent, and fair to all people. The violence against, bias toward, and inequitable treatment of people of color, particularly against African-American males, will not be tolerated.

To that end, we will work as a community to address these ongoing issues. We will ensure that all stakeholders in our school know and are prepared to fulfill their responsibility to counter the voices advocating racist views and moral inadequacies based on race.

We recognize that our profession is made up of diverse individuals with different perspectives on racism. Our varying experiences with and participation in systems of power and privilege make ongoing conversations about race, structural and systemic racism, and oppression complex and challenging. As such, we commit to advocate for policies and practices that provide solutions to dismantling oppressive and discriminating systems and develop new research related to racial justice, social work innovation, and anti-oppressive policies.

We will continue to create and foster a culturally diverse environment that strives to be free of discrimination, bigotry and hate speech. We will also ensure that racial justice is addressed in all





courses and that our curriculum presents culturally relevant and responsive perspectives. We see diversity and inclusion as a means to improve and strengthen a broad range of social, political, economic, and health outcomes and will inspire our students to do the same.

The USC School of Social Work will speak out and challenge narratives and actions that run counter to our human rights mission. We are devoted to having candid, experiential, and substantive discussion on systemic and structural racism to evolve our thinking and commitment to developing strategies for community empowerment, collective support, and social change.

Submitted by the Working Group 5.26.15:

Renée Smith-Maddox (chair)

Rafael Angulo

Tory Cox

Terence Fitzgerald

Charles Kaplan