As a CSU student, staff or faculty member, supporter, or visitor consider your responsibility to education and inclusion, and to our lands.
Appreciation

Members of the CSJ:
- Lauren Alessi
- Casey Blackwatters
- Milena Casamassima
- Kelly Cruz
- Shiloh Dailey
- Devin Duncan
- Dana Gaines
- Lindsey Garchar
- Quinn Hafen
- Stephen Harvey
- Tricia Howley
- Sarah Jensen
- Tiffany Jones
- Elizabeth Kiehne

Featuring:
- Allison Lanning
- Adam Lovell
- Lauren Maresh
- Jessi Pettigrew
- Kate Peters
- Kristin Mooney
- Michelle Dungan
- Bea Sanchez
- Riley Smith
- Danielle Willis
- Paula Yuma

Resource Provision:
- School of Social Work
- College of Health and Human Sciences
- Office of the Vice President for Inclusive Excellence
For questions, contact:

<table>
<thead>
<tr>
<th>Needs Assessment &amp; Process</th>
<th>Paula Yuma</th>
<th><a href="mailto:paula.yuma@colostate.edu">paula.yuma@colostate.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Student Assessment, Focus Groups, Interviews)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary Data</td>
<td>Quinn Hafen</td>
<td><a href="mailto:quinn.hafen@colostate.edu">quinn.hafen@colostate.edu</a></td>
</tr>
<tr>
<td>Quantitative Analysis of Student Assessment</td>
<td>Sunil Butler</td>
<td><a href="mailto:sunil.butler@colostate.edu">sunil.butler@colostate.edu</a></td>
</tr>
<tr>
<td>BSW Syllabi Assessment</td>
<td>Riley Smith</td>
<td><a href="mailto:riley.c.smith@colostate.edu">riley.c.smith@colostate.edu</a></td>
</tr>
<tr>
<td>White Supremacy Culture Assessment</td>
<td>Kate Peters</td>
<td><a href="mailto:katherine.peters@colostate.edu">katherine.peters@colostate.edu</a></td>
</tr>
</tbody>
</table>
# Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 - 12:10</td>
<td>Opening Remarks</td>
</tr>
<tr>
<td>12:10 - 12:20</td>
<td>Historical Context &amp; Secondary Data</td>
</tr>
<tr>
<td>12:20 - 12:35</td>
<td>BSW Syllabi Assessment &amp; Cultural Assessment</td>
</tr>
<tr>
<td>12:35 - 12:50</td>
<td>Results of the Student Assessment</td>
</tr>
<tr>
<td>12:50 - 1:00</td>
<td>Debrief &amp; Reflection</td>
</tr>
<tr>
<td>1:00 - 1:10</td>
<td>Break</td>
</tr>
<tr>
<td>1:10 - 2:25</td>
<td>Diversity Compass Presentation &amp; Guided Conversations</td>
</tr>
<tr>
<td>2:25 - 2:30</td>
<td>Closing Remarks</td>
</tr>
</tbody>
</table>
Courageous Conversations

The Four Agreements of Courageous Conversations are:

1. **Stay engaged:** Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue” (p.59)

2. **Experience discomfort:** This norm acknowledges that discomfort is inevitable, especially, in dialogue about race, and that participants make a commitment to bring issues into the open. It is not talking about these issues that create divisiveness. The divisiveness already exists in the society and in our schools. It is through dialogue, even when uncomfortable, the healing and change begin.

3. **Speak your truth:** This means being open about thoughts and feelings and not just saying what you think others want to hear

4. **Expect and accept non-closure:** This agreement asks participants to “hang out in uncertainty” and not rush to quick solutions, especially in relation to racial understanding, which requires ongoing dialogue (pp.58-65).

Historical Context & Secondary Data

Quinn Hafen (they/them), PhD Student
Needs Assessment Context

Institutional data
- 2018 School of Social Work Employee Climate Survey
- 2020-2021 BSW and MSW Program Exit Surveys

Student concerns
- Spring 2021 Action Items for Cisgender Allies
- Spring 2021 MSW Anti-Racism Action Group
- Fall 2021 MSW Ideas & Issues
2018 School of Social Work Employee Climate Assessment

<table>
<thead>
<tr>
<th>School of Social Work (SOSW) employee perceptions of diversity</th>
<th>Agree</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSW understands the value of diversity</td>
<td>94.1%</td>
<td>4.24</td>
</tr>
<tr>
<td>SOSW promotes a work environment where all employees feel included</td>
<td>35.3%</td>
<td>2.94</td>
</tr>
<tr>
<td>SOSW recruits employees from a diverse set of backgrounds</td>
<td>47.1%</td>
<td>3.06</td>
</tr>
<tr>
<td>SOSW retains diverse employees</td>
<td>12.5%</td>
<td>2.44</td>
</tr>
<tr>
<td>SOSW treats all employees equitably</td>
<td>18.8%</td>
<td>2.63</td>
</tr>
</tbody>
</table>

*All items asked on a five-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree)*
## 2018 School of Social Work Employee Climate Assessment

<table>
<thead>
<tr>
<th>School of Social Work (SOSW) employee perceptions of bias</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bias is problematic among employees at CSU</td>
<td>35.3%</td>
</tr>
<tr>
<td>Bias is problematic among employees in the College of Health and Human Sciences</td>
<td>23.5%</td>
</tr>
<tr>
<td>Bias is problematic among employees in the SOSW</td>
<td>41.2%</td>
</tr>
</tbody>
</table>

*All items asked on a five-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree)*
2020-2021 BSW Exit Survey

<table>
<thead>
<tr>
<th>Question statement</th>
<th>Strongly Agree or Agree</th>
<th>Neutral</th>
<th>Strongly Disagree or Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The SOSW provides a learning environment in which respect for all persons is practiced</td>
<td>82.4%</td>
<td>7.4%</td>
<td>10.3%</td>
</tr>
<tr>
<td>2. The SOSW affirms and respects diversity and difference</td>
<td>75%</td>
<td>8.8%</td>
<td>16.2%</td>
</tr>
<tr>
<td>3. The SOSW provides a learning environment that support persons with diverse identities</td>
<td>63.3%</td>
<td>17.6%</td>
<td>19%</td>
</tr>
</tbody>
</table>

**Qualitative Insights**

- Students felt conversations/discussions regarding diversity were not challenged or addressed in depth
- Students indicated that faculty and staff not trained well enough on diversity
- Students indicated that felt uncomfortable in the class and/or isolated in the program
2020-2021 MSW Distance Exit Survey

<table>
<thead>
<tr>
<th>Question statement</th>
<th>Strongly Agree or Agree</th>
<th>Neutral</th>
<th>Strongly Disagree or Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The SOSW provides a learning environment in which respect for all persons is practiced</td>
<td>75%</td>
<td>6.3%</td>
<td>18.8%</td>
</tr>
<tr>
<td>2. The SOSW affirms and respects diversity and difference</td>
<td>72.1%</td>
<td>12.5%</td>
<td>15.8%</td>
</tr>
<tr>
<td>3. The SOSW provides a learning environment that support persons with diverse identities</td>
<td>62.5%</td>
<td>15.6%</td>
<td>21.9%</td>
</tr>
</tbody>
</table>

Qualitative Insights

- Students felt conversations/discussions regarding diversity were not challenged or addressed in depth
- Students indicated that faculty and staff not trained well enough on diversity
- Students indicated that they felt uncomfortable in the class and/or isolated in the program
Question statement | Strongly Agree or Agree | Neutral | Strongly Disagree or Disagree
--- | --- | --- | ---
1. The SOSW provides a learning environment in which respect for all persons is practiced | 61.6% | 0% | 38.5%
2. The SOSW affirms and respects diversity and difference | 61.6% | 15.4% | 23.1%
3. The SOSW provides a learning environment that support persons with diverse identities | 38.5% | 23.1% | 38.5%

Qualitative Insights

Students felt conversations/discussions regarding diversity were not challenged or addressed in depth.
Students indicated challenges expressing opinions and viewpoints.
Student indicated that curriculum is written with a white frame.
Students stated that they didn’t receive training how to support clients with diverse identities.
Student Concerns - Action Items for Cisgender Allies

1. Mandatory training resulting in school-wide policy and/or norms around pronouns
2. Add more LGBTQ+ authors and materials to the curriculum
3. Mandatory LGBTQ-specific Social Work competency training for all staff and faculty
4. Hire more LGBTQ+ people at all levels
Student Concerns - MSW Anti-Racism Group

- White-identified authors being used within a white dominant class environment
- White centering (a curriculum designed to teach white people to become social workers)
- Lens of white saviorism (topics around diversity and difference oriented toward “helping” BIPOC as a white person)
- Intellectualization of these topics which dehumanizes the lived experience of people who hold marginalized identities
- Classroom environment in which students are not feeling safe in pointing out when materials or conversations are not inclusive
Student Concerns - Ideas and Issues Brought to the MSW Program

Regarding the Exclusion of People of Color in Student and Staff Populations
- Compensate speakers of oppressed identities fairly
- Create transparency around the admission process and issues of ethnic/racial diversity
- Get feedback from students and staff of color on this issue and create space for their voices to be heard and valued
- Be accountable to students about departmental progress on issues of diversity, equity, and inclusion

Regarding the Need for Greater Accessibility
- Increase accessibility of assigned information and materials for diverse processing styles and abilities
- Increase classroom accessibility
  - Provide at least one standing desk in classrooms
  - Detail building resources (elevators, gender inclusive restrooms, etc) on day one of classes
  - Allow for options to attend class in-person or virtually depending on students health and safety
- Increase awareness of Student Disability Center and Assistive Technology Center resources
Student-Driven Analyses

Riley Smith, Undergraduate Thesis
Kate Peters, Steven Harvey, Justyn Smith, Virginia Smith, MSW Community Practice
The CSU BSW program is representative of social work education programs across the country

- Majority White authors = Eurocentric epistemologies
  - Centering Whiteness in relation to all ‘Others’
- Lack of required assignments = absence of RRR content throughout curriculum
  - Possibly due to instructors’ level of preparation and/or pedagogy
  - Contributes to student hesitance/resistance and silencing
- Labor displaced on individual students and instructors
  - Anti-racism implicates institutions and systems (i.e., CSU School of Social Work)
  - CSWE standards not being met
Themes

- Individualized one-on-one relationships
- Accountability to ourselves and others starts internally
- Affinity spaces are important, but people do not universally feel safe
  - Exclusion in course material (Duhane, El-Lahib, 2021; Mehrutra et al., 2019)
  - Tokenism in classrooms (Spears & DeLoach, 2018)
- More formal support to better address student needs
- Actionable commitment to change has varied over time
Results of the Student Assessment

Sunil Butler (he/him), Research Associate
Casey Blackwatters (she/they), Research Associate
Milena Casamassima (she/her), Research Associate
Lauren Alessi (she/her), Research Associate
Survey Context and Recruitment

Surveys were administered during class time. Classes were chosen so all students had the opportunity to take the survey.

Distance students and students who were absent from class were contacted through Canvas.

High response rates for BSW and MSW on-campus, moderate response rates for PhD, low response rates for MSW distance.

291 total responses, or 65% overall response rate, 76% on-campus.

Little evidence of sampling or nonresponse bias for MSW/BSW, unclear for PhD, strong evidence for MSW distance.
Methodological Considerations

<table>
<thead>
<tr>
<th>Data Analysis</th>
<th>Data Treatment</th>
<th>Analytical Blindness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple regression approach with contrasts and interval-based testing</td>
<td>Sample size was a concern for statistical test and for confidentiality</td>
<td>Analysis before exposure</td>
</tr>
<tr>
<td>Comparisons accounted for intersecting and interacting identities</td>
<td>Data were organized and aggregated to consolidate power and preserve anonymity</td>
<td>Intentionally left in the dark about presentation</td>
</tr>
</tbody>
</table>
Diverse racial identities are represented in course materials, class examples, discussions, and assignments.

The materials I am assigned for class are authored by individuals with diverse identities.
Diverse racial identities are represented in course materials, class examples, discussions, and assignments.

The materials I am assigned for class are authored by individuals with diverse identities.
How often have you experienced microaggressions...

Group
- From Classmates
- From Instructors

Never
Sometimes
Often
How often have you experienced microaggressions...

Group:
- From Classmates
- From Classmates (Gender Nonconforming)
- From Instructors
- From Instructors (Gender Nonconforming)
What do you feel is the level of your financial stress today?
I feel safe raising concerns about social justice, equity, inclusion and/or belonging.
If you raised concerns about issues of social justice, equity, discrimination, diversity, inclusion and/or belonging in the past year, how satisfied were you with the...
## Qualitative Insights

**What do you believe should be the top priorities for the School of Social Work in terms of diversity, equity, inclusion, anti-racism, and social justice?**

<table>
<thead>
<tr>
<th>Recruit, admit/hire, and maintain diverse students, staff, and faculty</th>
<th>Expand and update courses and curricula and integrate more EDIJ and practice-based learning opportunities into coursework</th>
<th>Focus on accessibility, safety, and inclusion</th>
<th>Provide financial support</th>
<th>Improve communication and school-wide processes</th>
</tr>
</thead>
</table>
| ● Look at admissions and potential barriers  
● Make the School desirable for those with diverse identities  
● More support and transparency for new faculty | ● Include more authors and speakers with different identities  
● Move away from a white saviorism narrative  
● Center marginalized student voices in the classroom | ● More flexibility in accommodations  
● More structural accessibility in buildings  
● Ensure safety of students who raise concerns  
● Provide students with information on how to file a bias complain | ● Pay students for otherwise unpaid internships | ● Be transparent around steps being taken to address issues in the School and be clear about how students can get involved  
● Take a bigger stand against hate speech on campus- more action and less words  
● Involve students in decision-making  
● Create accountability processes for students and faculty/staff |
Debrief & Reflection

Please spend a few minutes reflecting on everything you have heard thus far. In groups of 3-4 people, reflect on the following questions:

- What findings most struck you from the secondary data and student assessment?
- What themes did you notice across the different data sources?
- What findings most resonated with your experience in the School of Social Work?

Please use one or more notecards to share your key takeaways.

The CSJ will use your notecards to understand the SW community’s perception of the results and inform future planning stages.
Diversity Compass

Dr. Liz Mendez-Shannon (she/her/ella)
Dr. Dawn Matera Bassett (she/her)
INTRODUCTIONS
Scope of Work

Colorado State University School of Social Work requested the consultation services of Diversity Compass to assist in the early stages of a purposeful change process for inclusive excellence integrating a community-driven approach within the School of Social Work. With the guidance of the Committee of Social Justice and student leadership, the charge is to involve an iterative equitable process that centers community and a culturally responsive agenda.

Goals:
- Increase the capacity for understanding the needs and assets from students, staff, faculty, and other stakeholders using an equity lens
- Provide consultation, support and coaching to assist in the coordination and organization of intended focus groups and interviews
- Identify and provide consultation regarding the DEI challenges and strengths with initiating an informed change process during the early stages.
1. Review secondary data and develop a baseline summary of the existing data and best practices to assist in the assessment stage.

1. Coaching - conduct a pre-assessment to identify stakeholders.

1. Conduct 5 focus groups including students which included narratives.

1. Conduct up to 15 individual or small group interviews with stakeholders who can bring varying perspectives to this stage as identified in conjunction with CSJ; narratives were also included.

1. Analyze survey and focus group data, develop a working document outlining key themes from an aggregate of the processes from focus groups, interviews, and secondary data available.
Courageous Conversations

The Four Agreements of Courageous Conversations are:

1. **Stay engaged**: Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue” (p.59)

2. **Experience discomfort**: This norm acknowledges that discomfort is inevitable, especially, in dialogue about race, and that participants make a commitment to bring issues into the open. It is not talking about these issues that create divisiveness. The divisiveness already exists in the society and in our schools. It is through dialogue, even when uncomfortable, the healing and change begin.

3. **Speak your truth**: This means being open about thoughts and feelings and not just saying what you think others want to hear

4. **Expect and accept non-closure**: This agreement asks participants to “hang out in uncertainty” and not rush to quick solutions, especially in relation to racial understanding, which requires ongoing dialogue (pp.58-65).

Making Meaning

Call in & Call out

Education is Inclusive
Accessibility
Feeling Welcomed

It’s White Supremacy

Hiring Processes

Recruitment leads to
Diverse teaching, mentoring and shared values
Let’s Have a Courageous Conversation

We’d like to invite everyone to choose a quote from the handout and to turn to your partner or your small group and to talk about what connected you to this quote.

The Four Agreements of Courageous Conversations are:

1. Stay engaged
2. Experience discomfort
3. Speak your truth
4. Expect and accept non-closure
Making Meaning

- Teaching to Serve
- Diverse Voices
- Show Me How

Education is Inclusive Accessibility Feeling Welcomed Understanding is Improving

- Teaching
- Collaboration
- Recruitment & Hiring

Action
# Recommendations

<table>
<thead>
<tr>
<th>Category</th>
<th>Suggestions</th>
</tr>
</thead>
</table>
| **Training**                   | - Courageous Conversation  
                                | - Simulation  
                                | - Intercultural Development Inventory, LLC                                |
| **Recruitment & Hiring Strategies** | - Activities conducted from an equity lens                                    |
| **Diversifying Opportunities for Students** | - One size does not fit all                                                         |
| **Frameworks & Evaluative Tools**         | - Racial Equity Toolkit by GARE                                             |
Choose a word that represent what equity means to you and submit it to the word cloud.

To submit your word, visit: www.PollEv.com/drlizmendezshannon424
Closing Remarks

Dr. Charlotte Bright (she/her), Director of the School of Social Work
Thank you