

# School of Social Work Needs Assessment

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Committee for Social Justice  
Social Work Research Center  
Diversity Compass



Colorado State University

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

## Featuring:

*Sunil Butler, Data Analysis Consultant, SWRC*

*Dr. Liz Mendez-Shannon & Diversity Compass Consulting*

## Resource Provision:

School of Social Work

College of Health and Human Sciences

Office of the Vice President for Inclusive Excellence

# For questions, contact:

Needs Assessment & Process (Student Assessment, Focus Groups, Interviews)	Paula Yuma	paula.yuma@colostate.edu
Secondary Data	Quinn Hafen	quinn.hafen@colostate.edu
Quantitative Analysis of Student Assessment	Sunil Butler	sunil.butler@colostate.edu
BSW Syllabi Assessment	Riley Smith	riley.c.smith@colostate.edu
White Supremacy Culture Assessment	Kate Peters	katherine.peters@colostate.edu

# Agenda

12:00 - 12:10	Opening Remarks
12:10 - 12:20	Historical Context & Secondary Data
12:20 - 12:35	BSW Syllabi Assessment & Cultural Assessment
12:35 - 12:50	Results of the Student Assessment
12:50 - 1:00	Debrief & Reflection
<i>1:00 - 1:10</i>	<i>Break</i>
1:10 - 2:25	Diversity Compass Presentation & Guided Conversations
2:25 - 2:30	Closing Remarks

# 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).

*Adapted from Glenn E. Singleton & Curtis Linton, Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools. 2006. pp.58-65. Thousand Oaks, CA: Corwin.*

# Historical Context & Secondary Data



**COLORADO STATE UNIVERSITY**

SCHOOL OF SOCIAL WORK

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

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

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

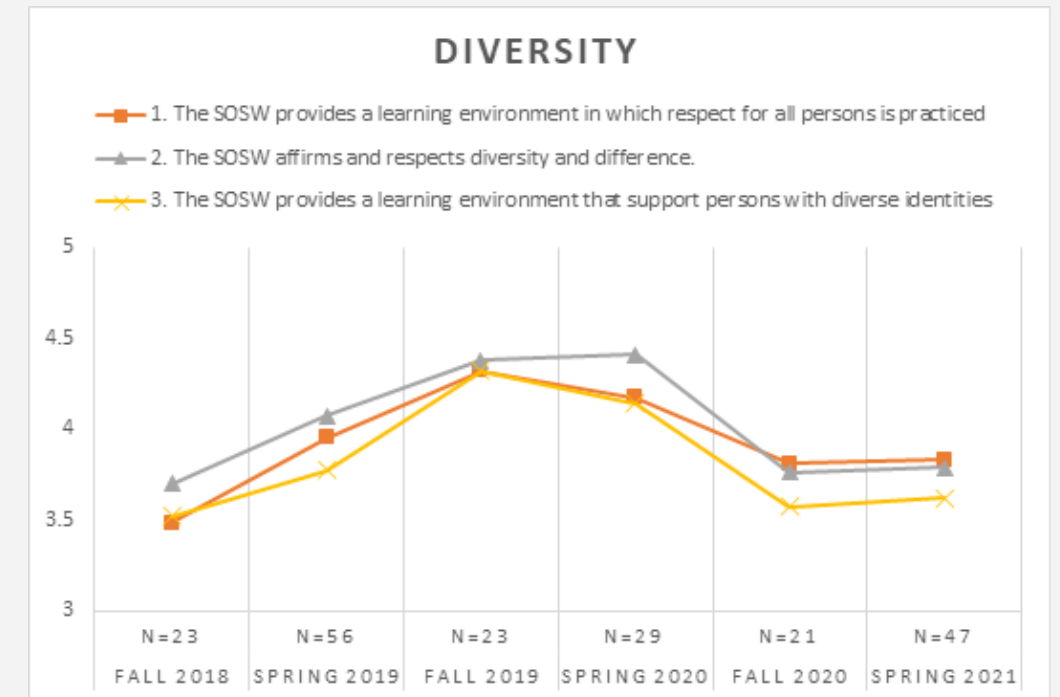
# 2018 School of Social Work Employee Climate Assessment

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

*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

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	82.4%	7.4%	10.3%
2. The SOSW affirms and respects diversity and difference	75%	8.8%	16.2%
3. The SOSW provides a learning environment that support persons with diverse identities	63.3%	17.6%	19%



## Qualitative Insights

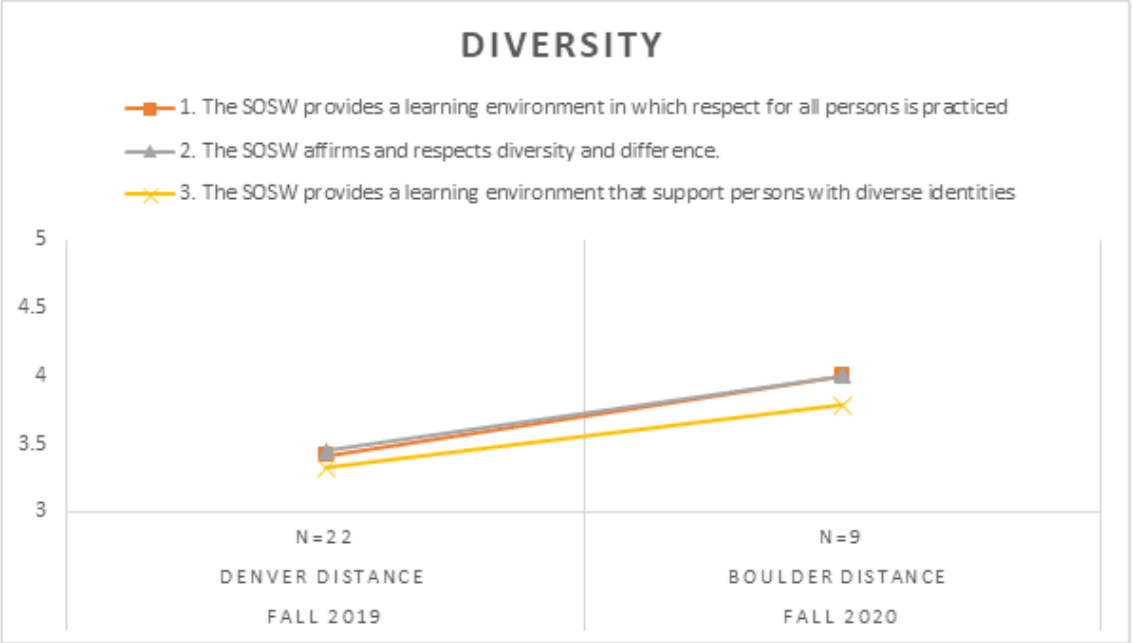
Students felt conversations/ discussions regarding diversity were not challenged or addressed in depth

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

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	75%	6.3%	18.8%
2. The SOSW affirms and respects diversity and difference	72.1%	12.5%	15.8%
3. The SOSW provides a learning environment that support persons with diverse identities	62.5%	15.6%	21.9%

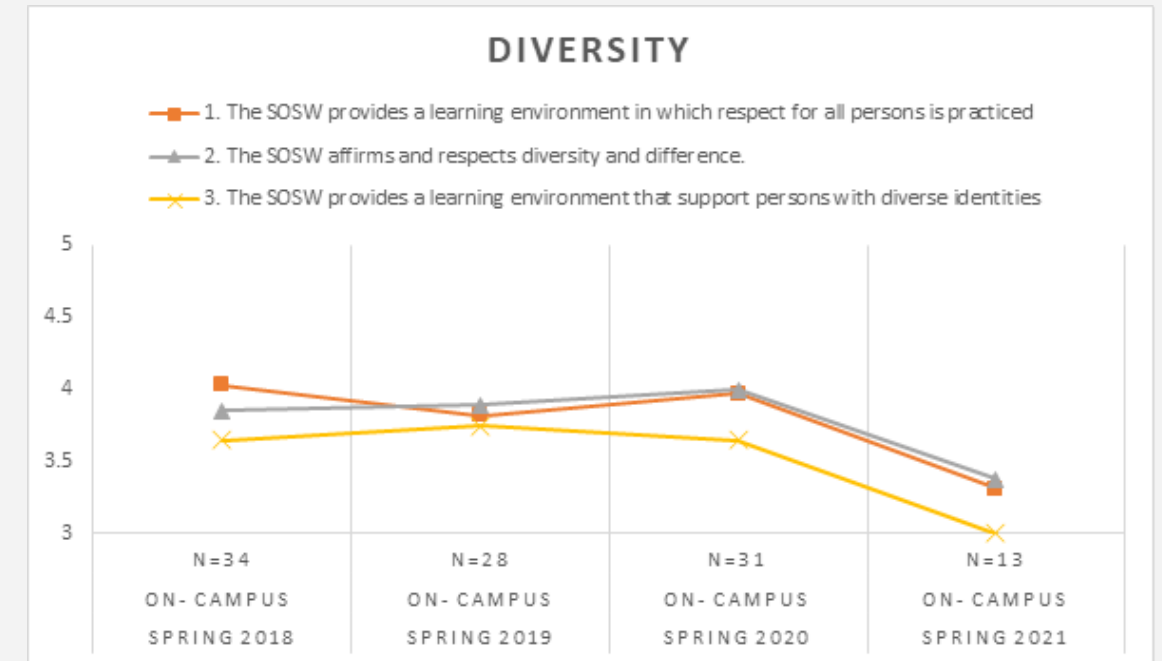


## Qualitative Insights

- 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

# 2020-2021 MSW On-Campus Exit Survey

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

## Discussion

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 (Duhaney & El-Lahib, 2021; Mehrotra 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



**COLORADO STATE UNIVERSITY**

SOCIAL WORK RESEARCH CENTER

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

## Data Analysis

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Multiple regression approach with contrasts and interval-based testing

Comparisons accounted for intersecting and interacting identities

## Data Treatment

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Sample size was a concern for statistical test and for confidentiality

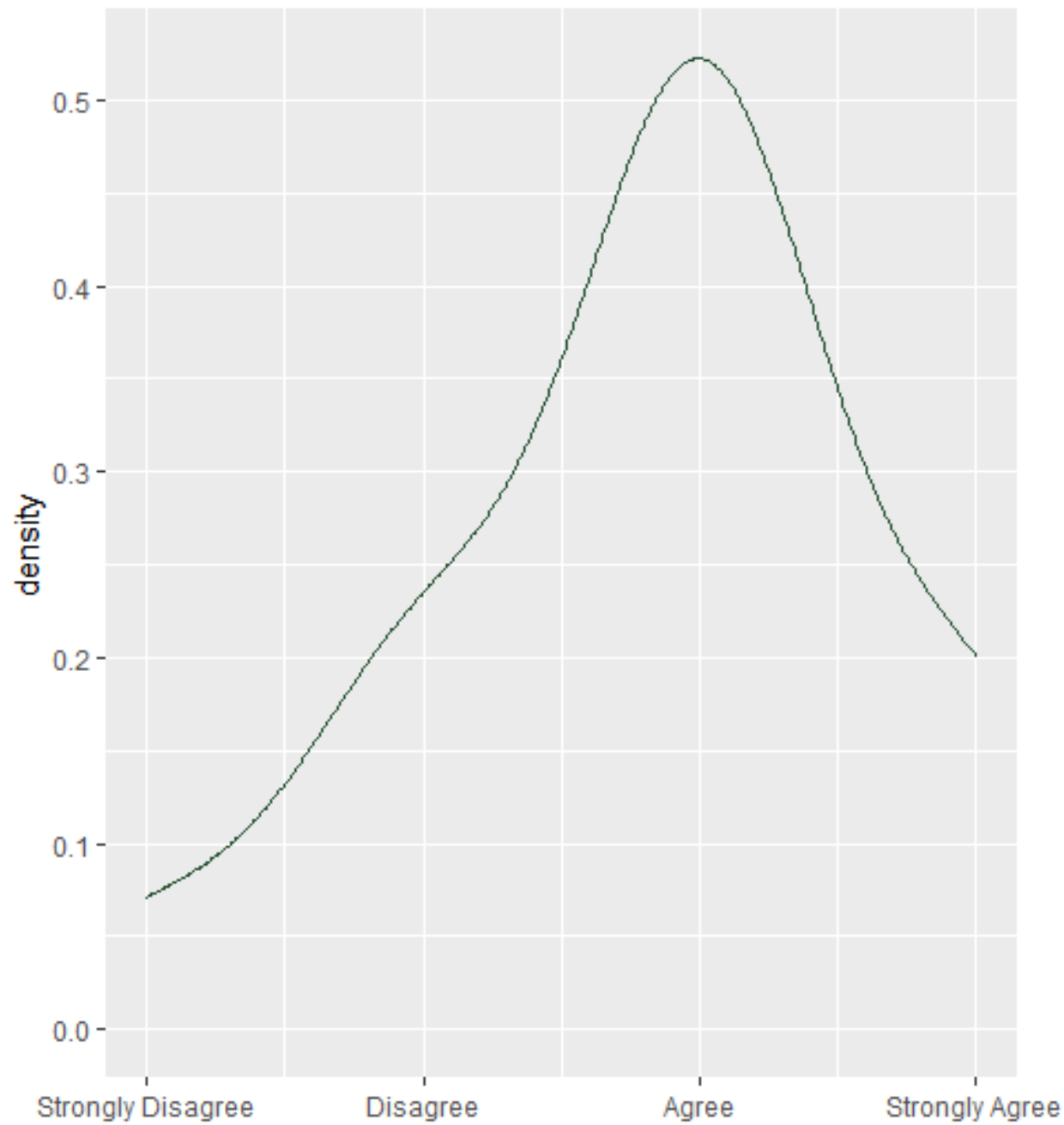
Data were organized and aggregated to consolidate power and preserve anonymity

## Analytical Blindness

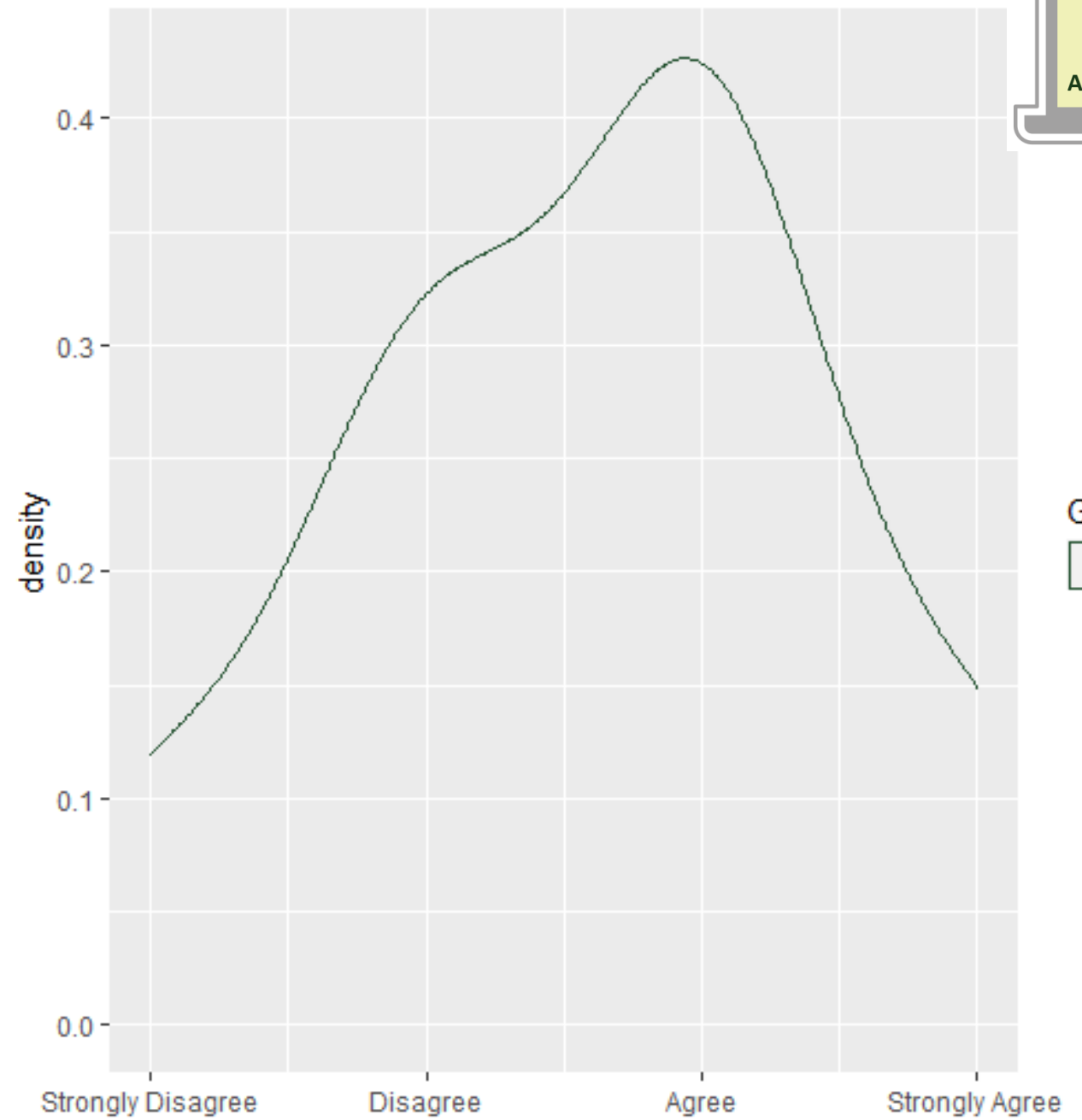
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Analysis before exposure

Intentionally left in the dark about presentation



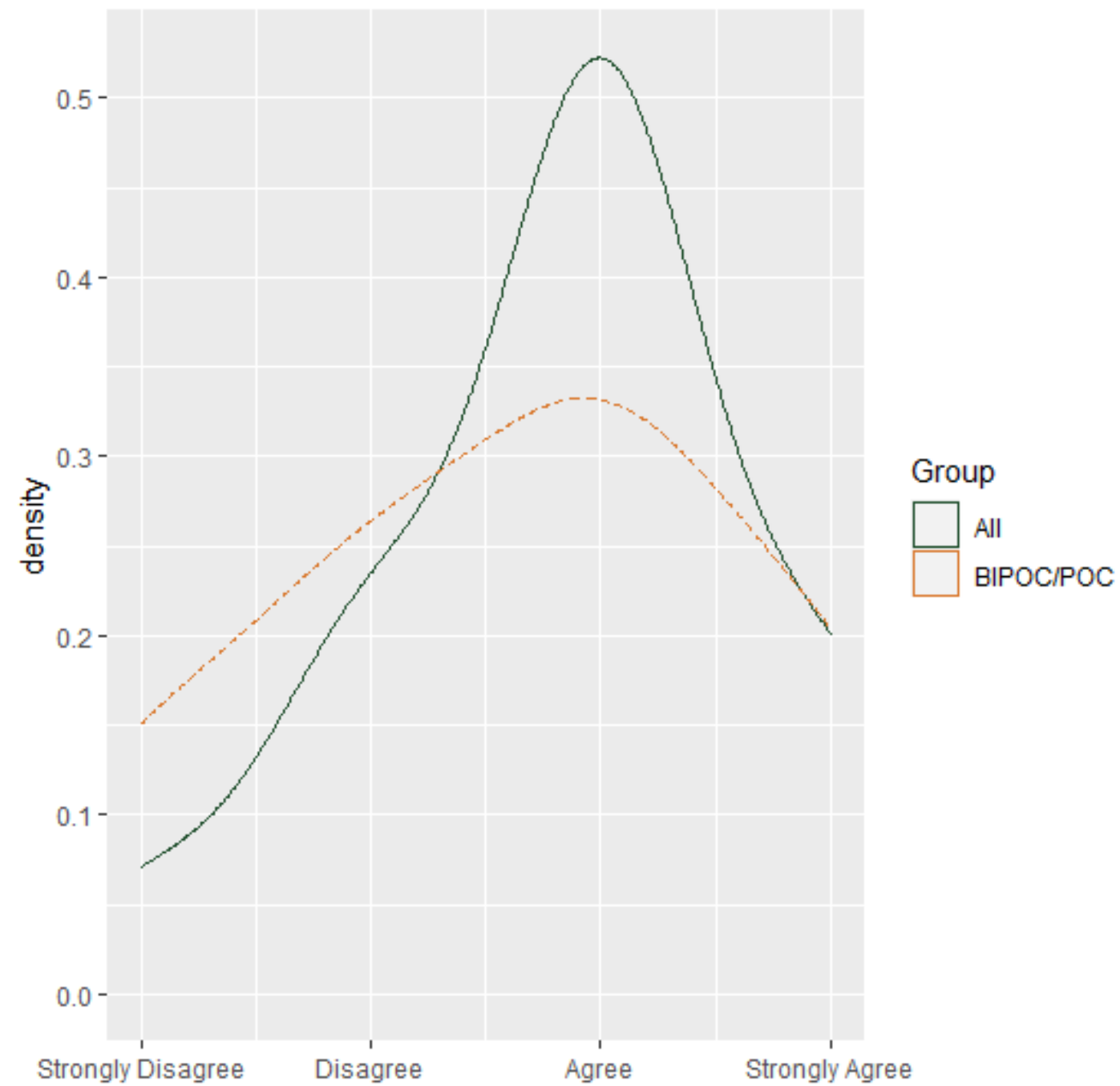
Group  
A



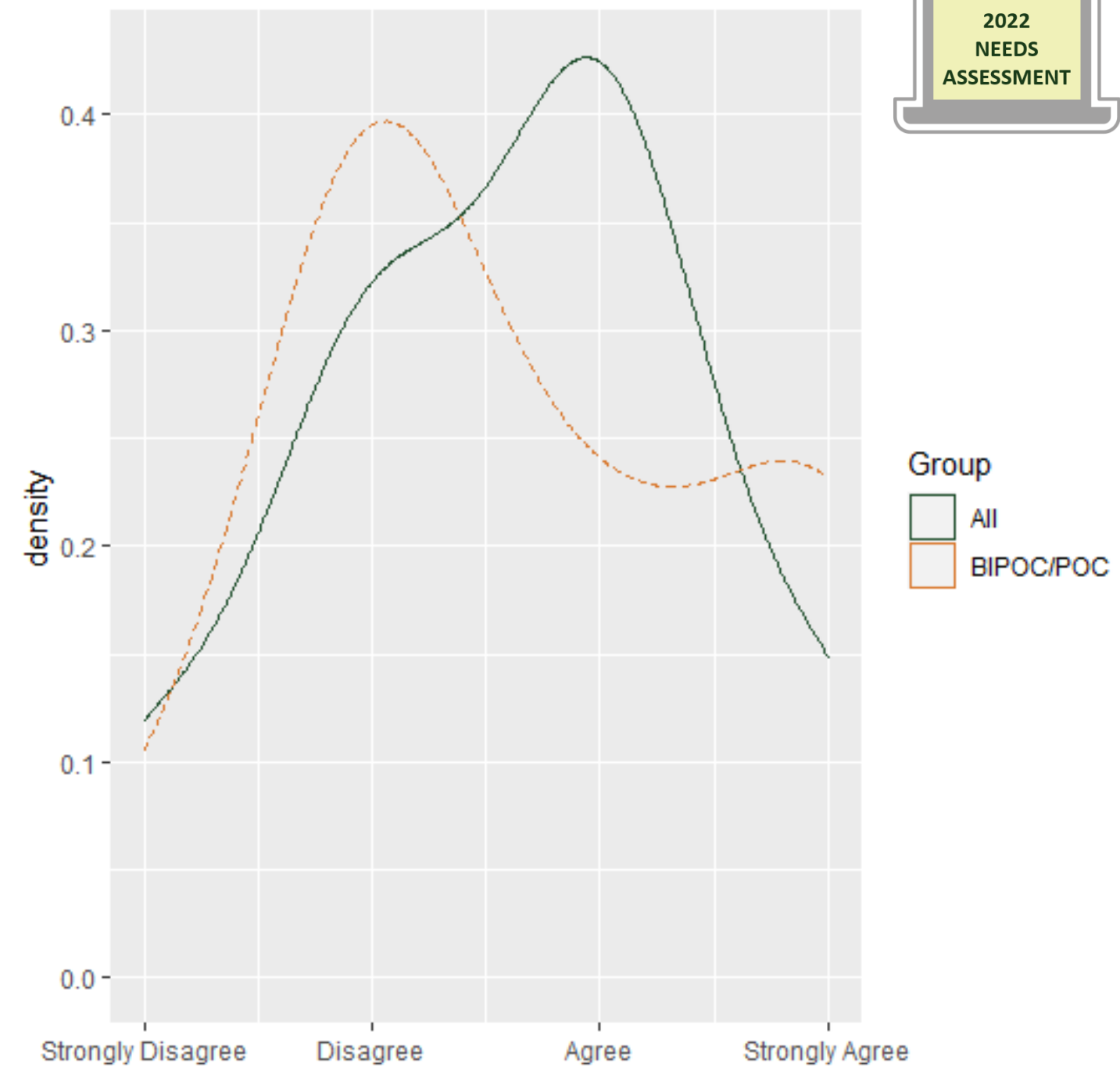
Group  
All

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.

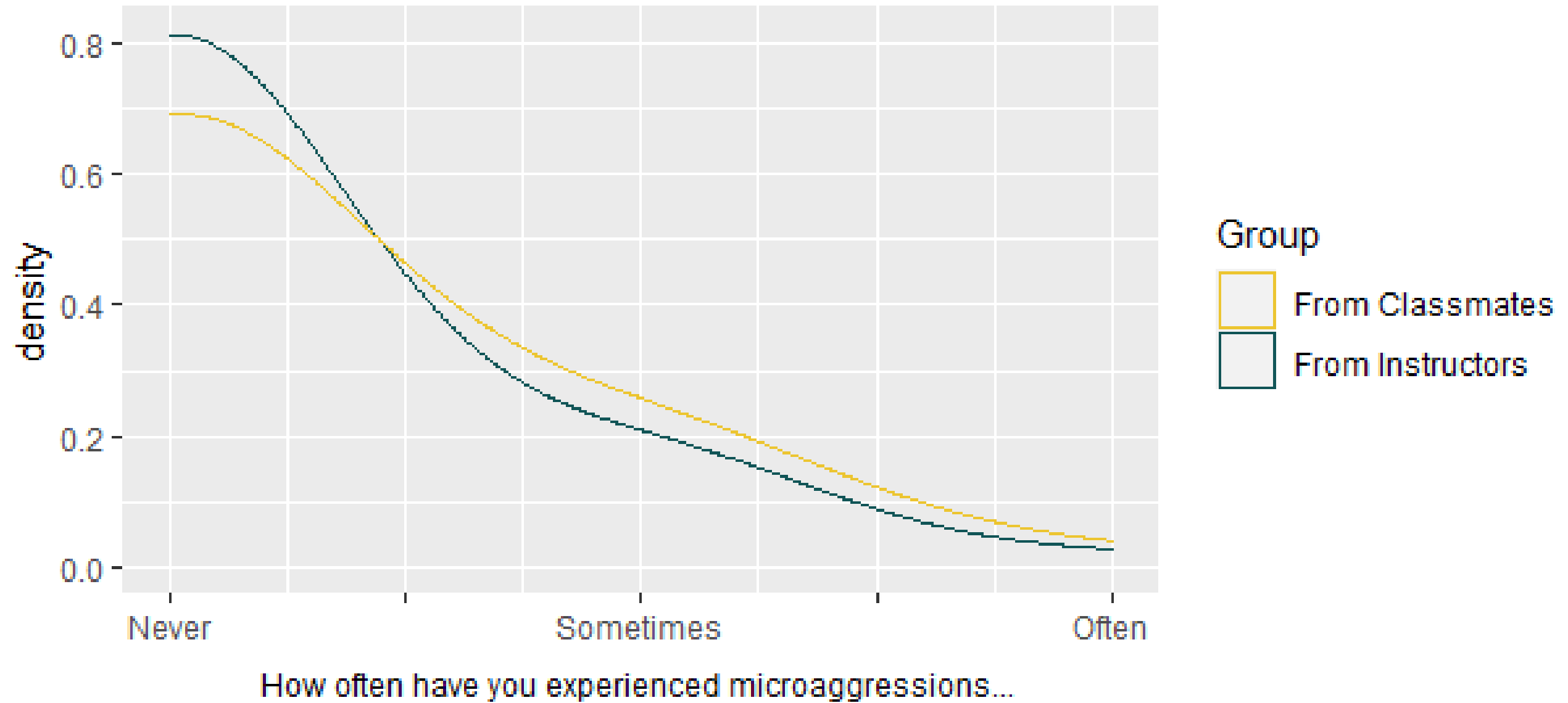


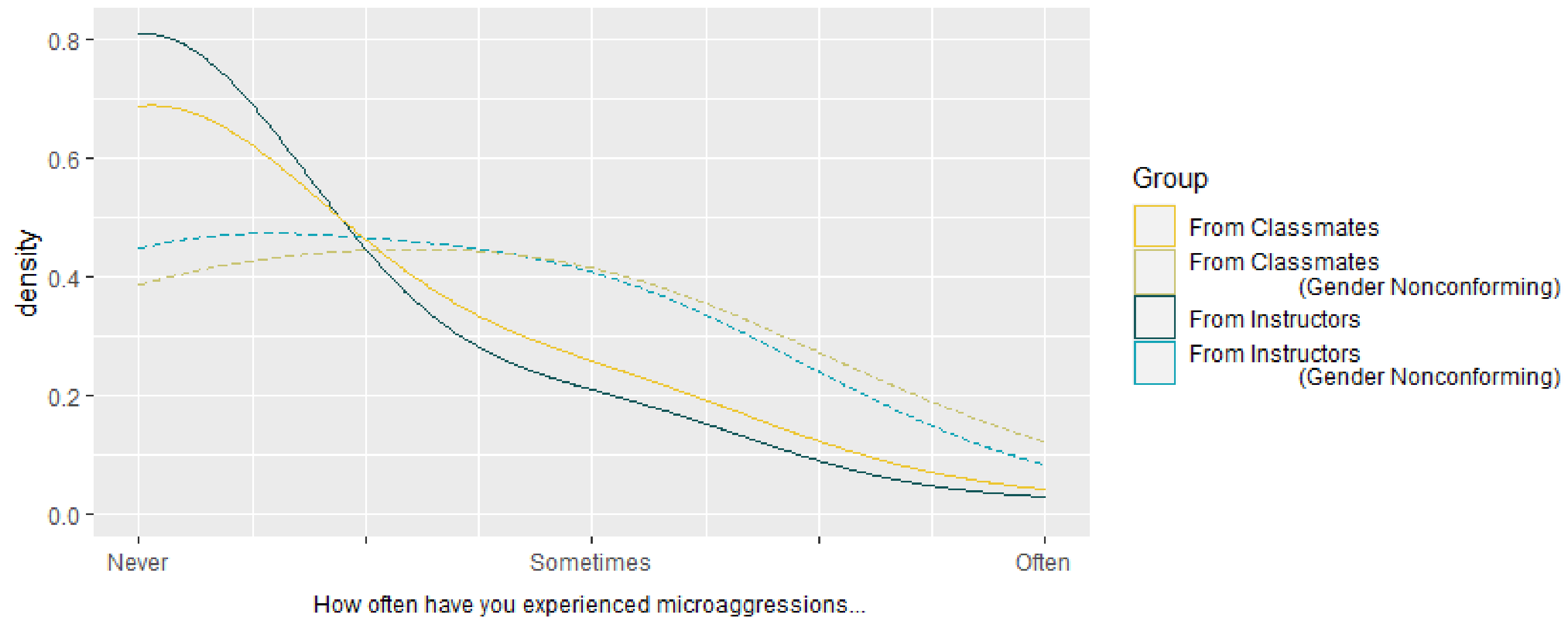
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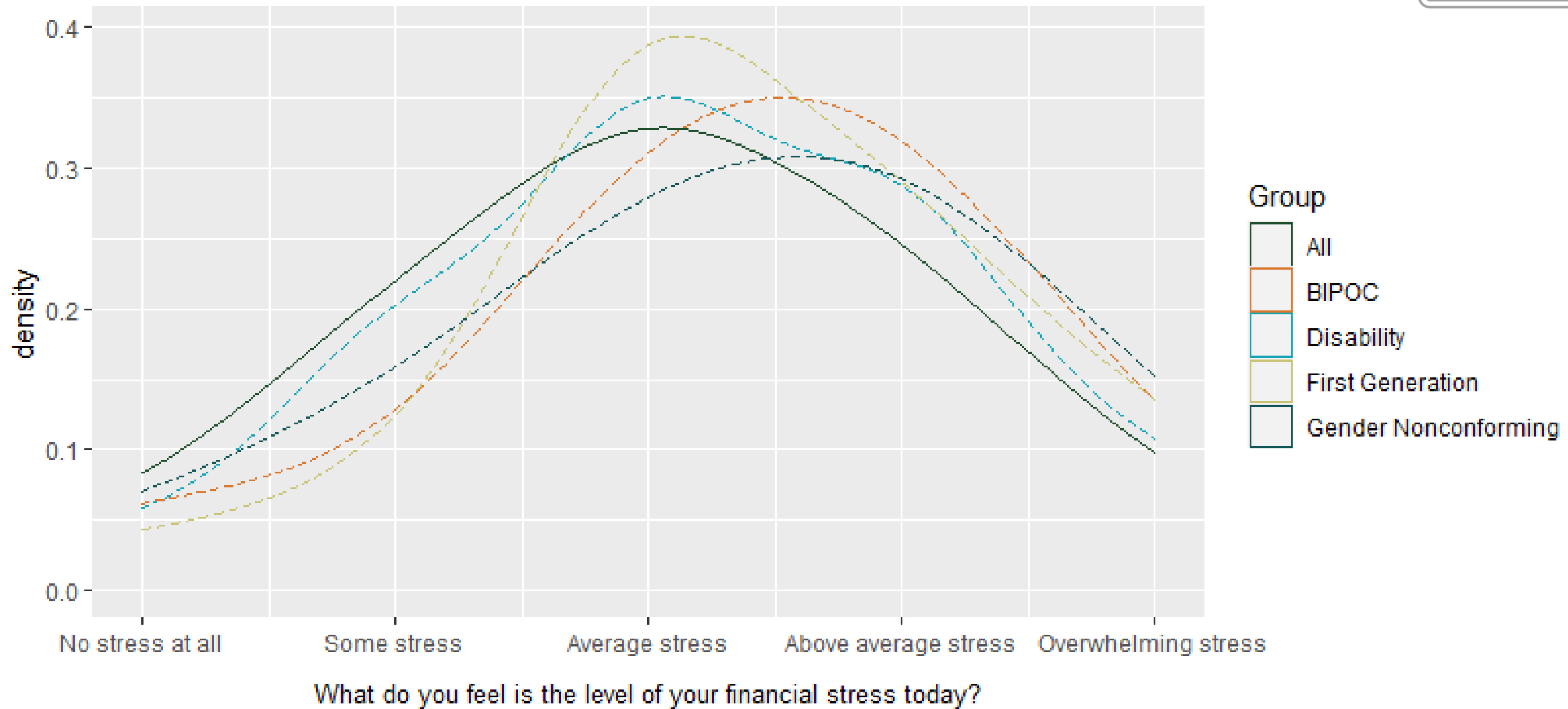


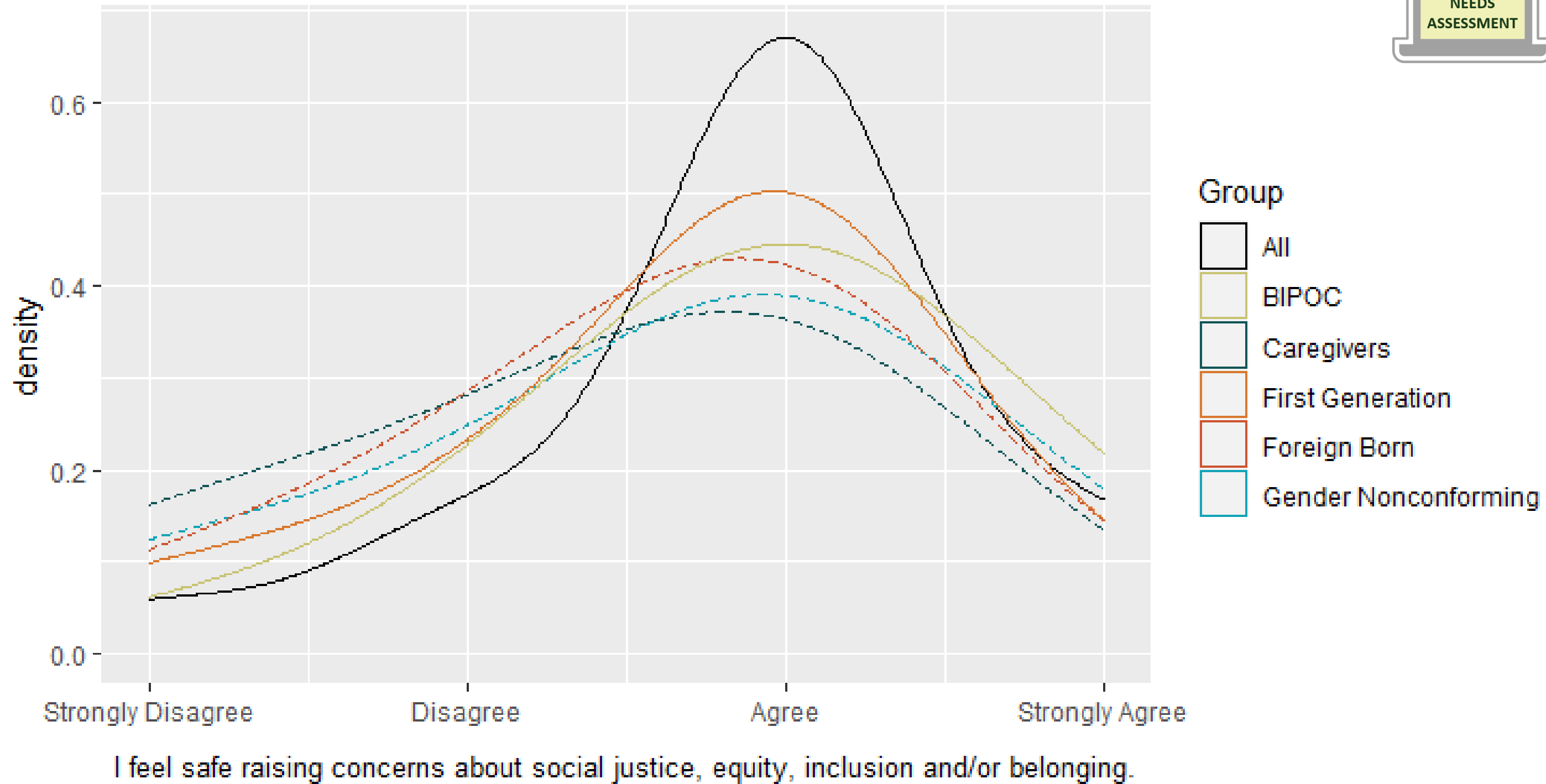
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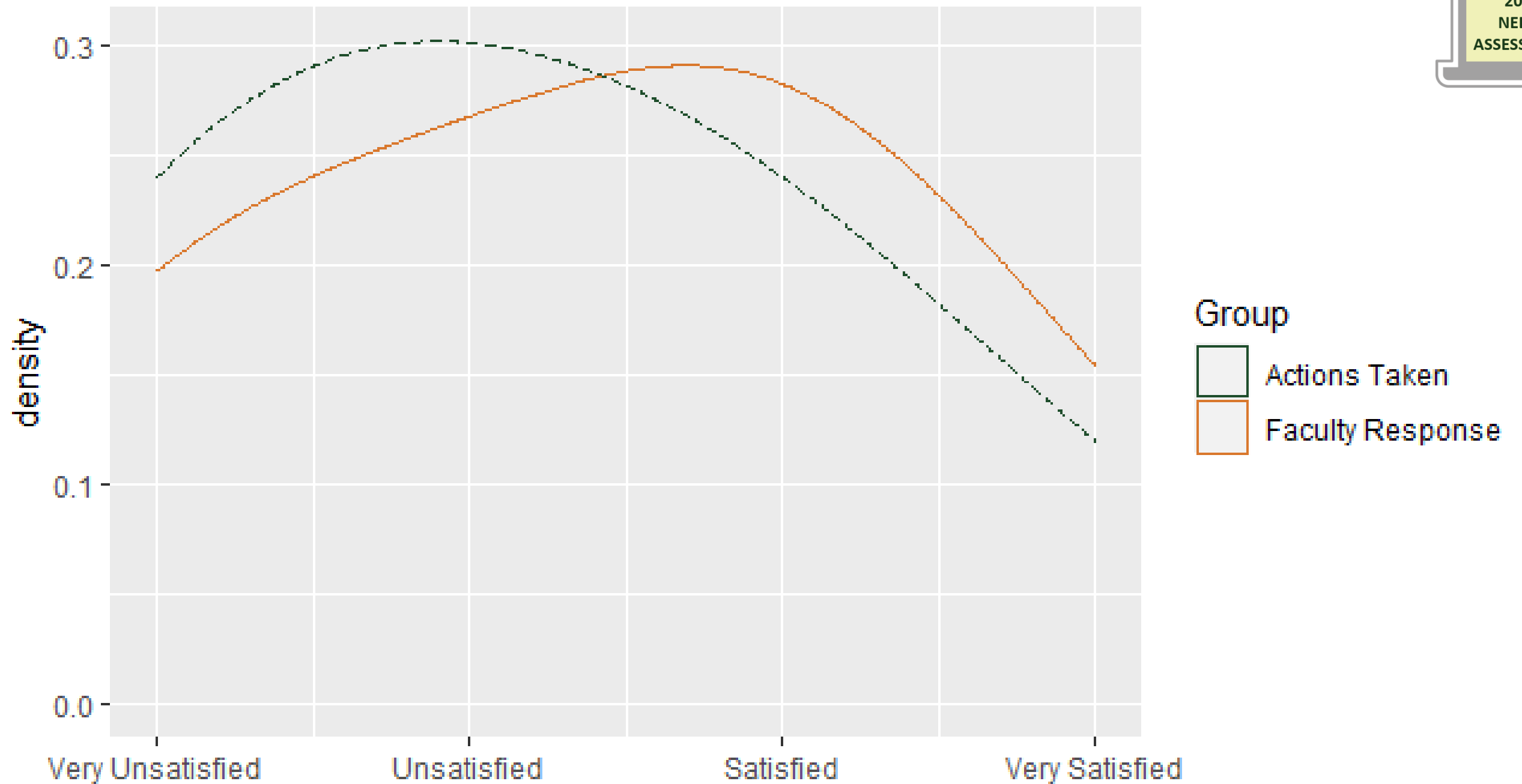












If you raised concerns about issues of social justice, equity, discrimination, diversity, inclusion and/or belonging in the past year, how satisfied were you with the...

# 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?**

<b>Recruit, admit/hire, and maintain diverse students, staff, and faculty</b>	<b>Expand and update courses and curricula and integrate more EDIJ and practice-based learning opportunities into coursework</b>	<b>Focus on accessibility, safety, and inclusion</b>	<b>Provide financial support</b>	<b>Improve communication and school-wide processes</b>
<ul style="list-style-type: none"> <li>• Look at admissions and potential barriers</li> <li>• Make the School desirable for those with diverse identities</li> <li>• More support and transparency for new faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Include more authors and speakers with different identities</li> <li>• Move away from a white saviorism narrative</li> <li>• Center marginalized student voices in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• More flexibility in accommodations</li> <li>• More structural accessibility in buildings</li> <li>• Ensure safety of students who raise concerns</li> <li>• Provide students with information on how to file a bias complain</li> </ul>	<ul style="list-style-type: none"> <li>• Pay students for otherwise unpaid internships</li> </ul>	<ul style="list-style-type: none"> <li>• Be transparent around steps being taken to address issues in the School and be clear about how students can get involved</li> <li>• Take a bigger stand against hate speech on campus- more action and less words</li> <li>• Involve students in decision-making</li> <li>• Create accountability processes for students and faculty/staff</li> </ul>

# 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

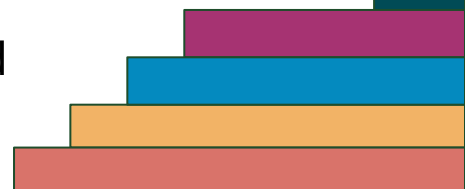


# Scope of Work

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.



# Data Collection

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

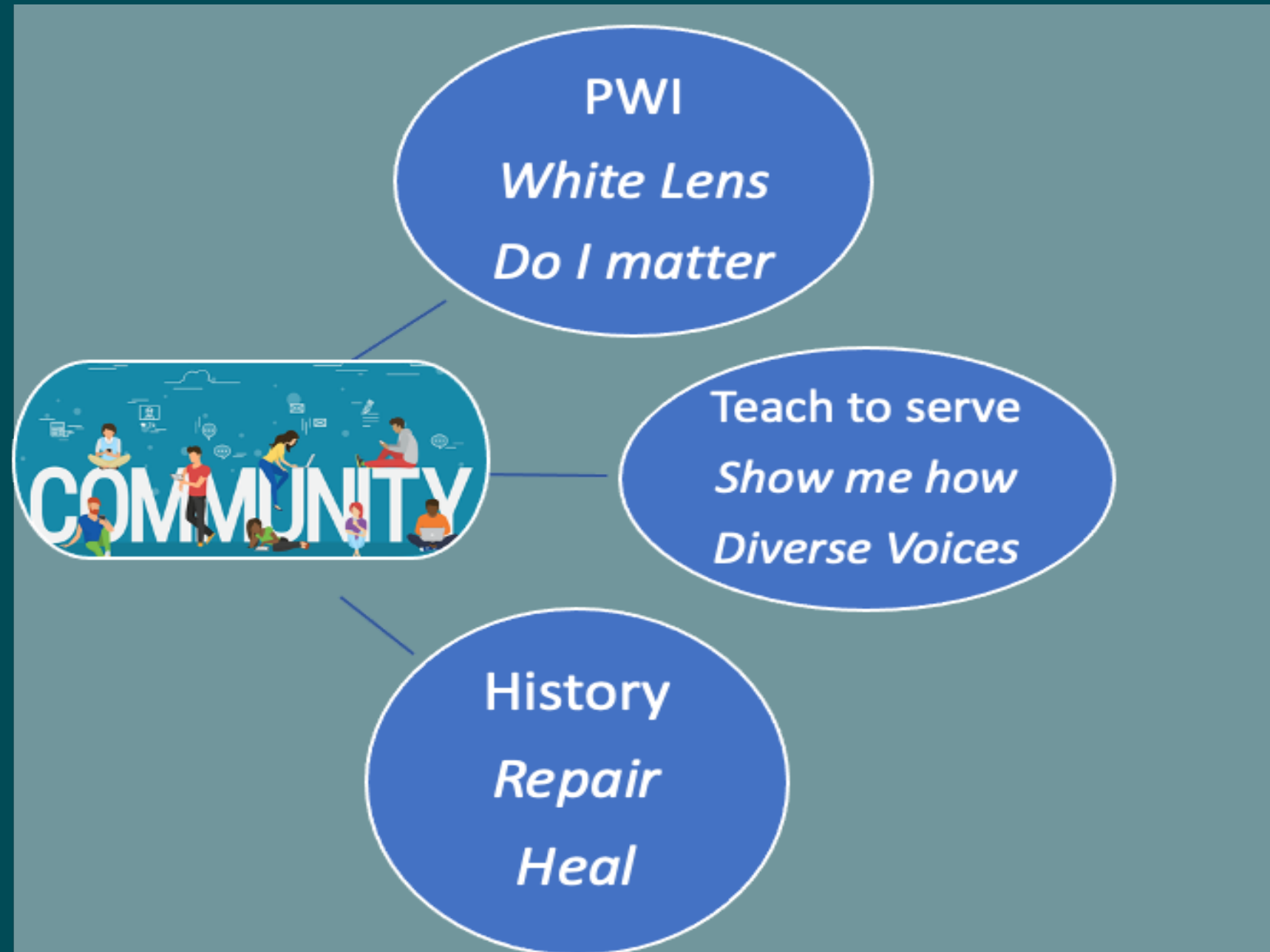
## The Four Agreements of Courageous Conversations are:

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# Concept Map

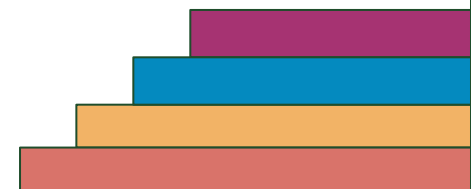


# Making Meaning



## 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





# Recommendations



<b>Training</b>	<ul style="list-style-type: none"><li>➤ Courageous Conversation</li><li>➤ Simulation</li><li>➤ Intercultural Development Inventory, LLC</li></ul>
<b>Recruitment &amp; Hiring Strategies</b>	<ul style="list-style-type: none"><li>➤ Activities conducted from an equity lens</li></ul>
<b>Diversifying Opportunities for Students</b>	<ul style="list-style-type: none"><li>➤ One size does not fit all</li></ul>
<b>Frameworks &amp; Evaluative Tools</b>	<ul style="list-style-type: none"><li>➤ Racial Equity Toolkit by GARE</li></ul>



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](http://www.PollEv.com/drlizmendezshannon424)*



# Closing Remarks

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

# Thank you



Colorado State University