A Compilation of Case Studies on Equity Processes and Practices

Pilar Riaño-Alcalá, Associate Professor School of Social Work (Equity Task Force Chair)

Erika Ono, MSW (Research Coordinator)

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Executive Summary

This report provides recommendations for the School of Social Work at the University of British Columbia (UBC) for the development of a comprehensive equity policy and plan (the Educational Equity and Diversity Strategic Plan). It includes five individual case studies of both Canadian and international Schools and Faculties of Social Work, which provide examples of policies, practices, and processes in furthering educational equity, diversity, and inclusion. In addition to the individual case studies, this report contains a final analytical section, called Equity in Action: An Analysis of Exemplary Processes and Practices (p. 55). This analysis ends with lessons learned and suggestions for policy and practice. The information and analysis are presented under seven themes that are of critical consideration in implementing equity plans: leadership, governance, and strategic commitment; staff and faculty recruitment and retention; student outreach, admission, and support; scholarship; curriculum; pedagogy; and climate.

This report – in addition to the other phases of the Educational Equity and Diversity Strategic Plan, which include a literature review/annotated bibliography and extensive consultation with stakeholders through dialogue groups, a survey, focus groups, and interviews – provides content and recommendations for a plan to move forward and sustain equity at the UBC School of Social Work. The next phase of this project will include interviews with faculty and staff, as well as a written analysis of themes emerging from these interviews, which will lead to the drafting of a plan for the School of Social Work.
Introduction

The School of Social Work at the University of British Columbia began work to develop a comprehensive educational equity policy and plan in 2011. Earlier in 2010, the School Council approved the creation of an Equity Task Force to lead the development and implementation of the plan. The development of an inclusive educational equity plan that facilitates the full and meaningful participation of diverse groups in the School’s programs was considered a high priority to advance our vision and to excel in research and teaching programs.

Specifically the development of the plan was to address goals of:

- Enhancing the inclusion and full participation of students, staff and faculty of members of historically disadvantaged groups through recruitment and support;
- Further developing a respectful, inclusive, and collegial work and educational environment.

Addressing oppression based on various forms of diversity is recognized as an ethical responsibility of professional social workers (CASW, 2005). The Canadian Association for Social Work Education (CASWE) requires that schools have equity policies that take diversity into account and implement these in curriculum content, faculty composition and student admission (CASWE, 2008). While historically UBC School of Social Work has sought to meet these goals, the 2008 internal review of the Master of Social Work program and the CASWE re-accreditation report regarding the Bachelor of Social Work program indicated the need for further development of policies and practices in relation to diversity and inclusion. This observation was in agreement with the School’s own priorities.
The School further saw that the development and implementation of a comprehensive equity plan would address barriers and inclusion issues beyond those encountered by Federally identified equity groups, and would facilitate inclusion and address barriers encountered by other groups, such as low income, international students, refugees, and immigrants.

When the project to develop an equity plan started, the objectives were to increase understanding of, and commitment to equity among the School and its stakeholders. Additional goals included developing, implementing, and evaluating strategic practices to strengthen equity at the School, as well as developing an integrated approach to do so. The first phase of this Educational Equity and Diversity Strategic Plan included an analysis of theory and research findings, resulting in a literature review and annotated bibliography (see http://socialwork.ubc.ca/equity.html). Through this process, there was an identification of examples from other Schools and Faculties of Social Work of exemplary practices and processes, as well as critical tensions in working through educational equity. From this identification, literature and document search, as well as interviews with faculty at these universities were conducted, which resulted in five individual case studies and an analysis of best practices and processes in the individual case studies. Furthermore, this analysis provides lessons learned and recommendations for the School of Social Work at UBC.

The Task Force identified through the literature review and discussions on key areas to evaluate, seven categories of policies, practices, and processes relevant to develop a policy and action plan to achieve equity. These categories included: leadership and strategic commitment; governance and accountability; student access, outreach, and admission; pedagogy and student support; curriculum and scholarship; staff and faculty recruitment and development (including pay, tenure, advancement, support, and retention); and climate and collegiality. Through the
process of conducting interviews, undergoing data analysis, and writing the individual case studies, these categories were adapted into seven themes: leadership, governance, and strategic commitment; staff and faculty recruitment and retention; student outreach, admission, and support; scholarship; curriculum; pedagogy; and climate. As such, the section on analysis is presented within these themes. This report includes the five individual case studies, and ends with the analysis. The aim is to provide a supported description of processes and practices in place at other Faculties or Schools of Social Work, as well as ideas and recommendations for policies and practices in improving equity, diversity, and inclusion at the UBC School of Social Work.

This report, the annotated bibliography, and the extensive consultation with stakeholders by means of dialogue groups, a survey, focus groups, and interviews will provide the content and recommendations for a plan to move forward and sustain equity at the School of Social Work. Although the lessons learned and recommendations for the School are inclusive and comprehensive, the Equity Task Force also acknowledges that further critical work is being done on addressing educational equity issues specific to Aboriginal students, staff, and faculty by the Aboriginal Strategic Planning Committee currently lead by Dr. Richard Vedan.

This project has been possible with the financial support of the UBC Equity office, the School of Social Work, and the Dean of Arts office. Additional research assistance was provided by Brett Marshall.
PART ONE: INDIVIDUAL CASE STUDIES

DALHOUSIE UNIVERSITY

Background Information on Educational Equity at the School of Social Work

The School of Social Work at Dalhousie University, originally called Maritime School of Social Work, was established in 1941. The School offers Bachelor of Social Work and Master of Social Work programs. Since 2000 they have offered these programs through Distance Education. The School currently has three professors, four associate professors, five assistant professors, twelve adjunct professors, and eleven staff members (Dalhousie University, Faculty of Health Professions, School of Social Work, 2011). (See Appendix A for faculty members’ areas of research.)

Dalhousie University’s School of Social Work began to address equity and diversity since the early 1970’s. At this time, there were a few faculty members, including the Director of the School (Dorothy Moore), who were concerned that the School was made up of only Caucasian faculty, staff, and students, which did not represent all racial and ethnic diversity present in the province. They posed the question, “Who’s not represented, and why?” and were dedicated to seeking change in the School of Social Work. The equity-seeking groups targeted at this time included persons identifying as Mi’kmaq, African Nova Scotian, or Acadian. These equity-seeking groups were chosen based on provincial demographics and the identification of racially minoritized and marginalized groups. The initial focus was on student admissions,

1 In addition to other printed and online references, this case study was compiled with information from an interview with Dr. Wanda Thomas Bernard (December 19, 2011).
2 “Equity-seeking groups” will be used throughout this case study to represent “minority”, “minoritized”, or “marginalized” groups, as to stay consistent with the language used by the interviewee.
which was addressed through the implementation of affirmative action policies. Attention to infusing more equity into curriculum and to faculty recruitment began in the late 1980’s/early 1990’s. Dalhousie’s School of Social Work now includes persons with (dis)Abilities and persons who identify as being Lesbian, Gay, Bisexual, Transgendered, Two Spirited, Queer, or Intersex (LGBTQI) as designated equity-seeking groups, and continues to be committed to addressing equity and diversity issues.

Dalhousie University has an office of Human Rights, Equity and Harassment Prevention (HREHP), which started in 1989. This office was originally called the Employment Equity Office, and changed its name in 2004/2005. The office of HREHP has university equity policies in place and also offers various equity-related workshops on campus for students, faculty, staff, and management. The School of Social Work at Dalhousie University has worked in collaboration with the office of HREHP (further discussed in the section on *Processes and Practices: Working Strategies*). However, much of the School of Social Work’s equity and diversity initiatives have developed from within the School and not through broader University initiatives.

**Description of Educational Equity Initiatives**

Changes in addressing equity issues at Dalhousie University, School of Social Work have largely been due to the commitment of faculty and students. As mentioned in the previous section, it was through the initiatives of several dedicated faculty members and the Director at that time, that equity issues emerged to the forefront of the School.

A task force, called the Internal Minorities Task Force, was formed in 1973 to address equity at the School of Social Work. This evolved into a standing committee in 1983, which at
that time was called the Committee on Racial and Ethnic Affairs. It is now (2012) called the Diversity and Equity Committee.

In 1989, Dalhousie’s School of Social Work lobbied to the university to make affirmative action a target recruitment strategy. Through their affirmative action policy, in 1990, Dr. Wanda Thomas Bernard, an African-Nova Scotian, was hired as the Director of the School of Social Work. Since then, the School has continued to increase diversity and equity through their leadership and commitment, affirmative action policies, student support, and curriculum development.

**Conceptual Framework**

Dalhousie University, School of Social Work’s website (2011) states, “Dalhousie’s social work programs embrace a critical and anti-oppressive approach to social work practice that includes an emphasis on social policy, professional values, theoretical perspectives, and practice methods” (Dalhousie University Faculty of Health Professions, School of Social Work, 2011). The lens through which the School operates is one of social justice. According to Dr. Wanda Thomas Bernard, “Social justice underpins everything we do”. This includes equity policies and practice, through student admission, student support, faculty recruitment, pedagogy, curriculum, and organizational climate. It is through this commitment to social justice that Dalhousie’s School of Social Work has created and implemented exemplary strategies to reduce the disjuncture between policy and practice that is often found when addressing equity and diversity issues.
Processes and Practices: Working Strategies

Dalhousie University’s School of Social Work has developed a multitude of strategies that provide examples of best practice to strengthen equity and diversity. Best practice at this School has been a result of ongoing commitment, dialogue around equity issues, integrating equity into teaching, having a vision, diversity in faculty/staff and students, and faculty/staff training. MacDonald, Thomas Bernard, Campbell, Fay, MacDonald, and Richard’s chapter “Managing institutional practices to promote and strengthen diversity: One School’s journey” discusses strategies that were employed at Dalhousie’s School of Social Work to institutionalize diversity and share critical issues that arose during their journey. Below are descriptions and examples of such strategies and issues, as discussed in MacDonald et al.’s (2003) writing, as well as through an interview with Dr. Thomas Bernard.

Community Linkages

Dalhousie’s School of Social Work believes in the importance of fostering positive relationships between the School and community, through “substantive community interface” (MacDonald et al., 2003, p. 470). One of the examples of such a community relationship is the Association of Black Social Workers (ABSW), which was founded by Dr. Wanda Thomas Bernard (Professor and Director of Dalhousie School of Social Work). ABSW’s creation of an anti-racism workshop to train Social Workers, students, and human service workers became a regular part of the introductory social work course at the undergraduate and the graduate level (MacDonald et al., 2003). Additionally, the School collaborates with various communities; such as women’s groups, anti-poverty advocacy, (dis)ability, gay/lesbian/bisexual/transgender rights, youth initiatives, and Aboriginal health research (MacDonald et al., 2003). These collaborations

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include Faculty members serving on community boards, delivering guest lectures at community functions, and conducting joint research initiatives (MacDonald et al., 2003).

**Leadership, Governance, and Strategic Commitment**

As previously mentioned, a task force (Internal Minorities Task Force) was formed in 1973 to address equity issues at the School of Social Work, which evolved into a standing committee in 1983, called the Committee on Racial and Ethnic Affairs, and is now called the Diversity and Equity Committee. When it was still the Committee on Racial and Ethnic Affairs, it received recognition from the Nova Scotia Human Rights Commission for its sponsorship of an affirmative action program (MacDonald et al., 2003). The mandate of the committee includes:

- Addressing issues such as recruitment of applicants from designated groups, overseeing and promoting the affirmative action policy, nurturing community links, and supporting students. Status as a standing committee entails formal recognition within the governance document; designated representation on all decision-making committees; workload recognition for faculty participation; involvement in a myriad of school processes such as recruitment, admissions, orientation, curricular review, program development, and organizing and sponsoring conferences; and representation on university-wide committees. (MacDonald et al., 2003, p. 473)

In addition, although it does not have formal recognition in the governance document, there is a Gay Lesbian Bisexual Transgender (GLBT) Caucus, initiated in 1998 by students and faculty. The GLBT Caucus provides support to Lesbian, Gay, Bisexual, Transgendered, Two Spirited, Queer, and Intersex (LGBTQI) students and examines areas within the School that are homophobic or heterosexist in design or practice. For example, in 1999, there was a revision of
the graduate curriculum initiated by the caucus to better incorporate and represent LGBTTQI issues.

The tangible advancement of equity goals has been the result of the commitment, leadership, and dedication of faculty and students. Although Diversity and Equity Committee and the GLBT Caucus operate at different institutional levels, they both illustrate exemplary practice in terms of governance.

A further example of Dalhousie University, School of Social Work’s leadership and commitment to equity and diversity is their initiative and involvement with diversity training at the University, called “Diversity at Dal: What Part Will You Play?” (Thomas Bernard & Hamilton-Hinch, 2006). This program was “organized by the Employment Equity Office and the Personnel Office, and designed and facilitated by the School of Social Work’s continuing education division, [where] a group of 13 Dalhousie employees were trained to conduct diversity training for other staff at Dalhousie” (Thomas Bernard & Hamilton-Hinch, 2006, p. 135). This was organized into two parts, the first being a “train-the-trainer” program, and the second involving these members each facilitating one or two workshops in training teams of three people. The Diversity Training program was organized around three core principles: awareness, analysis and action, which they call the Triple A Paradigm (Thomas Bernard & Hamilton-Hinch, 2006). This program exemplifies the leadership roles that the School has taken, not only within their programs, but also through their relationship with the entire university.

**Student Outreach, Admission, and Support**

In the early 1970’s, the Internal Minorities Task Force connected with an officer of the Nova Scotia Human Rights Commission. The Commission had identified three groups for affirmative action programs: Aboriginal peoples, Acadians, and African Nova Scotians
UBC school of social work equity and diversity strategic plan: A compilation of case studies (MacDonald et al., 2003). The task force then began consulting with agencies and students from these groups. Through this consultation process, five areas of challenges were recognized: admissions, financial barriers, program supports, minority group faculty, and curriculum content. Due to this, an outreach policy was announced in community newspapers, as well as brochures being sent to community organizations. Other recruitment strategies have included hiring students as research assistants to go into communities, as well as students from equity-seeking groups going into their own communities to provide information about Dalhousie’s School of Social Work.

In 1982, Dalhousie University, School of Social Work formally established an affirmative action agreement, which was directly connected to student recruitment and admissions from the three aforementioned underrepresented groups in the Atlantic region (MacDonald et al., 2003). In 1995, the affirmative action policy was modified to include persons with (dis)Abilities. Furthermore, most recently, persons who identify as Lesbian, Gay, Bisexual, Transgendered, Two Spirited, Queer, and Intersex (LGBTTQI) were added as an equity-seeking group in the affirmative action policy. Below are more details about the School’s affirmative action policy for both the undergraduate and graduate levels.

**Affirmative Action Policy.** The School of Social Work has an affirmative action policy for applicants who are Acadian, Aboriginal, African Canadian, members of other racially visible groups, persons with (dis)Abilities, and for Lesbian, Gay, Bisexual, Transgendered, Two Spirited, Queer, and Intersex (LGBTTQI) people. The school is committed to admitting and graduating the highest possible number of students who qualify under this policy. Candidates applying under the affirmative action policy are “considered individually on the basis of her/his qualifications, rather than in relation to other applicants” (Dalhousie University, Faculty of
Health Professions, School of Social Work, 2012). Thomas Bernard, MacDonald, and Wien (2005) describe this policy further, by describing how students applying under the affirmative action policy:

Are given special treatment in the sense that their application is considered according to its individual merits, not as part of a competitive pool of applicants. If the individual application meets the minimum entrance requirements of the school, and if (based on letters of reference, the student’s personal statement and the like) the person is deemed to be likely to succeed in the academic program and in the social work career, then the person is likely to be accepted. (p. v)

For the BSW program, members of these groups who have five general (non-Social Work) university credits that average B- are encouraged to apply under this policy.

(Dalhousie University, Faculty of Health Professions, School of Social Work, 2010)

**Mi’kmaq/Maliseet Bachelor of Social Work (MMBSW) Program.** An example of Dalhousie University, School of Social Work’s connecting its affirmative action agreement to community experience was the development of the Mi’kmaq Bachelor of Social Work Program in 1985 (MacDonald et al., 2003). It is now called the Mi’kmaq/Maliseet Bachelor of Social Work (MMBSW) program, which is jointly offered with St. Thomas University to Mi’kmaq and Maliseet students. The MMBSW program allows First Nation individuals to obtain a Bachelor of Social Work degree from either St. Thomas or Dalhousie University within a flexible and culturally relevant framework. The MMBSW is designed for First Nation individuals who are currently working or wish to work in social work or related positions in areas such as child and family services, addictions, health, social development or schools in First Nation communities in the Maritime Provinces. Mainstream Social Work education programs have been unable to
attract and retain First Nation students resulting in an insufficient number of professionally trained First Nation social workers. The staff of the program includes the Coordinator and Student Support Worker. The MMBSW is guided by a Steering Committee composed of members representing the two universities, employing agencies, and students from New Brunswick and Nova Scotia. This Committee guides the overall operation of the program in areas such as curriculum planning, course adaptation, and instructor selection aspects of the program as well as funding and evaluation of the program. Students are able to earn their BSW degree in a flexible format on a part-time basis over a three-year period. The program design respects that First Nation students are typically employed and have family commitments. Students who wish to study on a full-time basis can access the mainstream programs at either university. The MMBSW program requires students to successfully complete sixty Social Work credit hours over a three year period. Some of the unique features of the MMBSW program include:

- Students come together at one location for 4 weeks of course work in May and June;
- Students come together for offsite delivery in Sackville, NB for one week per month from September to April;
- Course schedule accommodates full time employees;
- Recognition of First Nations systems of knowledge and ways of learning;
- Recognition that First Nations people have historically been disadvantaged in educational and other systems;
- Flexibility in admissions and programming;
- Culturally relevant curriculum that reflects First Nations experience;
- First Nations Coordinator fluent in Mi’kmaq and some First Nations faculty;
• Individualized academic support for students;
• A Steering Committee comprised of University, First Nation leadership, and student representation; and
• First Nation representatives guide curriculum.

(Dalhousie University, Faculty of Health Professions, School of Social Work, 2011)

Faculty Recruitment and Retention

Dalhousie University, School of Social Work emphasizes the need to engage in outreach recruitment initiatives, to establish designated positions, and to actively recruit faculty members from designated equity groups (MacDonald et al., 2003). Additionally, concrete support that “recognizes historic exclusion and that moves beyond tokenism and the institutional comfort zone to develop sensitized collegial relationships” (p. 478) is essential for faculty retention. A significant landmark in successfully recruiting and hiring a faculty member from a designated position occurred in January 1990, when the first African-Canadian faculty member was hired, with a master’s level qualification and the expectation that she would work towards completing course work for doctoral studies during her first seven years. This was seen as major progress as one of the large barriers to hiring faculty from designated groups was/is qualifications (see section on Challenges for further details). Mentorship, support from within the institution, and recognition of the impact of historic exclusion were contributing factors to this progress (MacDonald et al., 2003). Willingness among faculty to discuss and deal with issues that arise and providing sensitivity training for all faculty members are other key elements to the retention of faculty from designated groups. As MacDonald et al. (2003) illustrate, “concrete action requires supporting and defending colleagues when they complain of
harassment or discrimination. Minimizing or denying their experience perpetuates injustice” (p. 484).

**Curriculum and Pedagogy**

Dalhousie’s School of Social Work strives to teach critical reflection, diversity, and anti-oppressive practice from a social justice perspective. This is materialized through a required course that students (in undergraduate and graduate levels) take when they first begin their social work education, electives on specific equity issues/groups, and a social justice framework that is infused within all the courses taught at the School. As MacDonald et al. write, “Integration of content on all diverse groups has been underway since the mid-1990’s” (p. 480). Theoretical frameworks applied in the teaching of courses include anti-racist, anti-oppressive, feminist, and social constructivist theories.

Below are several examples of courses at the graduate level that explore specific issues of oppression and privilege, as well as the required MSW introductory course on anti-oppressive social work. These course titles were retrieved from the online 2011/2012 Dalhousie University Graduate calendar. (See Appendix B for course descriptions.)

- SLWK 6001.03: Theory and Practice of Anti-Oppressive Social Work in Diverse Communities.
- SLWK 5110.03: Africentric Perspectives in Social Work.
- SLWK 5160.03: Aboriginal Perspectives on Service Delivery and Practice.
- SLWK 5380.03: (dis)Ability: Policy and Practice.

Another objective of the School of Social Work at Dalhousie University includes developing pedagogical practices that are congruent with curriculum. Professors use collaborative learning, group work, active student participation, and self-directed learning to
support students in their academic, professional, and personal growth. Moreover, “effectively addressing content related to diversity and difference implies self-examination and self-awareness. Such learning can be emotionally and personally challenging: dealing with the affective as well as the cognitive components of learning is a key aspect of pedagogical practice” (MacDonald et al., 2003, p. 481). Strategies that the School has addressed as important include “incorporating relevant questions into program reviews, by structuring formal and informal times to analyze critically [their] pedagogical practices, and by involving students in more effective formative evaluations of pedagogy” (MacDonald et al., 2003, p. 481). The School of Social Work at Dalhousie University has put much time, energy, and efforts into fully embedding a social justice lens within their pedagogical practice.

**Challenges**

Throughout their process of developing and implementing strategies for best practice in addressing equity and diversity issues, Dalhousie University’s School of Social Work has come across various challenges, which are common when battling inequity and oppression in educational institutions. Below are a couple examples of barriers they experienced, taken from MacDonald et al.’s (2003) article about the School’s journey in addressing equity issues.

**Community Relationships.** MacDonald et al. (2003) discuss obstacles that can arise when attempting to establish and maintain positive relationships and linkages with communities:

Potential barriers include scheduling difficulties, communication breakdown, increasing demands on community workers in a milieu of taxed resources, historical relationships of groups, feelings of uncertainty and vulnerability, and the risk of being misunderstood. The length of time required to create institutional change is exacerbated by structural
rearrangements; for example, the chair of faculty changed, which shifted priorities. As well, curriculum restructuring redesigned the introductory course into two distinct courses, thus creating a dilemma about the best location for the workshop. (pp. 471-472)

**Faculty Recruitment, Hiring, and Retention.** A major challenge in recruiting and hiring faculty from equity-seeking groups is qualifications. As MacDonald et al. (2003) assert, Universities and professional schools, in particular, are moving toward hiring new faculty who are educated at the doctoral level with established research and publication portfolios. People with a history of marginalization do not tend to have such academic opportunities. Diversity initiatives must take this into account, and if serious about hiring and retention, will put support mechanisms in place to assist faculty in undertaking doctoral studies. The culture of the academy is another barrier. It is not enough to invite people in. The academy must be willing to look at those institutional barriers that make it difficult for people to stay. (pp. 478-479)

Two major challenges that the School of Social Work at Dalhousie University experienced were discussed during an interview with the previous Director of the School. One of these challenges occurred when the School established their distance education program. The previous designated equity-seeking groups were representative of people in the communities existing near Dalhousie University who were underrepresented in the School of Social Work. However, by creating a distance education program, it expanded the number of underrepresented groups as demographics differed dependent on location. The other challenge involved the inclusion of persons with (dis)Abilities, especially those with invisible disabilities (such as mental health) as a designated equity-seeking group, as well as the inclusion LGBTTQI persons, which took approximately ten years to tackle. Approaches employed included being very strategic about
every decision in moving through the institutional system, by knowing who the principal players were (knowing and ensuring that they were educated and having their support), timing, strategically deciding who to send to meetings, positioning faculty from the School in university committees, and never giving up.

Despite the challenges that have arisen along the way in their journey of addressing equity and diversity issues, the School of Social Work at Dalhousie University has continued to persevere through their commitment to seeking institutional change within the School and the university as a whole.

**Future Directions**

Future plans around equity and diversity issues include increasing attention towards admitting international students, recruiting international educators, and strengthening relationships with international organizations; as well as developing a PhD program at the School. Additionally, ensuring that a comprehensive affirmative action policy is still a focus and the continuing commitment towards equity and diversity are also goals for the School as they continue their journey in promoting social justice and anti-oppressive Social Work education and practice.
UNIVERSITY OF CALIFORNIA, BERKELEY

Background Information on the School of Social Welfare

The University of California (UC) Berkeley, School of Social Welfare is one of the oldest Social Work graduate programs in the United States (School of Social Welfare, University of California, Berkeley, 2012). The School developed out of an undergraduate curriculum in Social Services in the 1930's into a professional program in 1944 (School of Social Welfare, University of California, Berkeley, 2012). It now offers an undergraduate major in Social Welfare, Master of Social Work, and PhD program (School of Social Welfare, University of California, Berkeley, 2012). The School of Social Welfare is made up of twenty-three full-time faculty, twenty-four lecturers, and fourteen staff members (See Appendix C for faculty members’ areas of research).

The School of Social Welfare began to develop their Equity, Inclusion and Diversity Strategic Plan in the autumn of 2010. It followed UC Berkeley’s Initiative for Equity, Inclusion and Diversity. (See Appendix D for information on UC Berkeley’s Initiative for Equity, Inclusion and Diversity.)

Description of Educational Equity Initiatives

The main focus of the third goal of UC Berkeley’s EID Strategic Plan involved encouraging each department at the university to develop an EID Strategic Plan specific to the needs of their program. As such, in the autumn of 2010, the School of Social Welfare began to create their Equity, Inclusion and Diversity Strategic Plan. The objectives of the School of Social Welfare’s EID Strategic Plan include graduate student outreach, graduate student support,
faculties recruitment and retention, curriculum, and climate. There are specific objectives for each area.

1. Graduate student outreach: To increase underrepresented minority and male applicants to and enrollees in MSW program;

2. Graduate student support: To expand access to financial support for graduate students

3. Faculty recruitment and retention: To increase size and compositional diversity of faculty; and

4. Curriculum and climate: To create and maintain a culture in which all contributing faculty, staff, students and alumni feel included, appreciated, and valued. (R. Teague, personal communication, September 22, 2011)

At this time, there is no explicit conceptual framework that supports the University of California Berkeley, School of Social Welfare’s Equity, Inclusion and Diversity Strategic Plan. However, there is a stated focus on gender and race equity (R. Teague, personal communication, September 22, 2011).

**Processes and Practices: Working Strategies**

**Leadership, Governance, and Strategic Commitment**

In its commitment to the creation of their Equity, Inclusion and Diversity Strategic Plan, UC Berkeley’s School of Social Welfare created the Diversity Coordinator position to oversee the development and implementation of the Equity, Inclusion and Diversity Strategic Plan (R. Teague, personal communication, September 22, 2011).

Students at UC Berkeley’s School of Social Welfare have demonstrated exemplary leadership, governance, and strategic commitment to issues pertaining to equity, inclusion, and
diversity. For example, in 2011, a group of second year MSW students carried out a climate survey, specific to faculty members’ perceptions of issues pertaining to diversity in curriculum and climate. Additionally, during the same year, a Diversity Task Force formed, also initiated and led by students (R. Teague, personal communication, September 22, 2011). The objectives of the Diversity Task Force are as follows:

1. Foster a climate of respect and openness amongst ourselves (as students) and with our school;
2. Promote and works towards social justice for ourselves and our community;
3. Increase the diversity of students, staff and faculty;
4. Accumulate data – on an ongoing basis – that will assist the school in evaluating and improving our campus climate;
5. Work towards transparency and consistent student input in our school’s decision making with regards to diversity related matters;
6. Create a shared understanding within the school of what “diversity” means;
7. Collaborate with other student groups with shared and common interests/goals;
8. Host diversity related trainings for students, staff and faculty;
9. Grow our own voices to be forces in our classrooms and in field; and
10. Gather materials and information that furthers learning about diversity and social work.

(University of California, Berkeley, School of Social Welfare, Social Welfare Graduate Assembly, n.d.)

The Diversity Task Force is part of the Social Welfare Graduate Assembly (SWGA), which is a student run organization that represents the graduate student body at the School (University of California, Berkeley, School of Social Welfare, Social Welfare Graduate Assembly, n.d.). At the
university level, SWGA represents the School of Social Welfare at the Graduate Assembly and works with the Social Welfare Alumni Association (University of California, Berkeley, School of Social Welfare, Social Welfare Graduate Assembly, n.d.). Within the School of Social Welfare, SWGA participates in the governance of the School by providing student input and student representation on academic and curriculum committees, policy issues and changes, and on issues pertaining to diversity and cultural competence (University of California, Berkeley, School of Social Welfare, Social Welfare Graduate Assembly, n.d.). In addition to the student-run Diversity Task Force, the School has a Queer Caucus, which provides support to queer-identified students at the School (UC Berkeley School of Social Welfare Queer Caucus, n.d.).

**Student Outreach, Admission, and Support**

The School of Social Welfare has recently put a great amount of focus within their Equity, Diversity and Inclusion Strategic Plan to increase student access, with attempts to increase underrepresented minority and male applicants and enrollees to the MSW program. The School has implemented several strategies to recruit current MSW students to assist with prospective student outreach to improve student access and admission. These strategies have included increasing the number of contacts with prospective underrepresented minority and male applicants and enrollees; increasing participation in regional and national graduate student recruiting fairs with access to larger numbers of underrepresented minority students; implementing an outreach program to field placement agencies that encourage field instructors to identify talented bachelor level paraprofessionals to link to the School of Social Welfare; and implementing an outreach program to community colleges (R. Teague, personal communication, September 22, 2011).
Scholarships

The School of Social Welfare has also implemented several support strategies for graduate students to expand access to financial support. For example, a new Social Welfare Opportunity Fellowship Program was created to provide assistance for entering students whose backgrounds, interests, or goals serve to enhance the level of diversity within the graduate community (R. Teague, personal communication, September 22, 2011). They have also increased overall financial support for underrepresented enrollees (R. Teague, personal communication, September 22, 2011). Additionally, the School has increased awareness among underrepresented minority applicants of financial aid opportunities that exist in the School of Social Welfare by conducting informational sessions and application workshops throughout the fall for prospective applicants to learn about financial aid options and application procedures (R. Teague, personal communication, September 22, 2011). The School has seen an increase in the number of underrepresented enrollees as a result of expanded financial support opportunities (R. Teague, personal communication, September 22, 2011).

Faculty Recruitment and Retention

The School of Social Welfare’s Equity, Diversity and Inclusion Strategic Plan has also increased attention and efforts in diversifying their faculty and staff composition. Strategies implemented have included developing and implementing search practices that help to ensure that qualified women and minorities are well-represented in application pools for faculty positions, increasing outreach contacts with URM faculty applicants; increasing faculty diversity demographics; and providing mentoring by senior faculty for new hire junior faculty (R. Teague, personal communication, September 22, 2011). The School attempts to achieve the abovementioned goals through the implementation of the University of California’s Affirmative
Action Guidelines for Recruitment and Retention of Faculty to ensure equity and inclusion in faculty recruitment and selection (R. Teague, personal communication, September 22, 2011). (See Appendix E for more information on the University of California’s Affirmative Action Guidelines for Recruitment and Retention of Faculty.) In addition to the EID Strategic Plan and affirmative action guidelines, there is an Office for Faculty Equity and Welfare at the University of California Berkeley (University of California, Berkeley, 2012). The Office for Faculty Equity and Welfare is:

Committed to full participation in academic careers for all scholars, including individuals who are members of groups that have been historically underrepresented in higher education such as women, ethnic minorities, religious minorities, differently-abled, lesbian/gay/bisexual/transgender and others. The office accomplishes this through promoting inclusive hiring practices, developing supportive academic personnel policies, conducting cutting-edge research on faculty equity, monitoring faculty advancement, advising faculty about tenure and advancement, and promoting faculty retention by building a vibrant and diverse academic community. The Office for Faculty Equity & Welfare provides information and advice on a variety of issues important to faculty welfare through advocacy and workshops on topics such as mentoring, tenure, and grant writing. The Office for Faculty Equity & Welfare provides information, advice and conflict resolution around a variety of issues important to faculty welfare, in consultation with the Vice Provost for the Faculty. The Office for Faculty Equity & Welfare also works closely with the Office of Academic Personnel (appointment and advancement), the Campus Climate and Compliance Office (sexual harassment, sex or race discrimination), the Office of Academic Compliance and Disability Standards (disability
Due to the influence and support from the University, through the Initiative for Equity, Inclusion, and Diversity, the Office for Faculty Equity and Welfare, and the UC Affirmative Action policies, the School of Social Welfare has been able to advance a number of practices and strategies to address equity issues in recruiting, hiring, supporting, and retaining faculty and staff that identify as belonging to underrepresented groups.

**Curriculum and Climate**

Due to the School of Social Welfare’s Equity, Diversity and Inclusion Plan, there has been an increased focus on including more equity issues into the curriculum, as well as increased attention paid to climate within the School. Strategies have included incorporating UC Berkeley's Principles of Community (see Appendix F for more information) in new student orientation, academic program handbooks, and outreach materials; delineating responsibilities, authority, and tasks of the Diversity Coordinator; developing training to faculty to provide professional development and curricular improvement in cultural competence; expanding the diversity section of each course syllabus to delineate diversity-related objectives of the course and the methods and assignments by which these objectives will be achieved (see Appendix G for examples of course descriptions with a focus on equity). Last, the School has been developing an anti-oppression workshop for all incoming MSW students as part of orientation activities (R. Teague, personal communication, September 22, 2011).
UNIVERSITY OF MANITOBA

Background Information on Educational Equity at the Faculty of Social Work

The Faculty of Social Work at the University of Manitoba was founded in 1943 and currently has twenty-three faculty members. (See Appendix H for faculty members’ areas of research.) The Faculty has several programs and campuses, including the Fort Gary campus (BSW, MSW, PhD), the Inner-City Social Work Program (located on Selkirk Avenue, an inner-city extension of the BSW program offered at the Fort Garry campus), the Northern Social Work Program in Thompson, Manitoba (BSW), and a Distance Program. The Inner-City and Northern Social Work options are both Access programs, which will be described in further detail under Processes and Practices: Working Strategies.

The Affirmative Action Initiative was introduced on the University of Manitoba’s Social Work program, Fort Garry Campus, in 1992 to increase the number of applicants and graduates from three priority communities: Aboriginal; Immigrant, Refugee, Visible minority; and Disability. There was an extensive community consultation which consisted of community members from the various priority group and faculty members from the University of Manitoba, Faculty of Social Work. The community members provided ideas and recommendations with/for faculty in reflection for educational equity. Originally, the LGBTTQ (lesbian, gay, bisexual, transgendered/transsexual, two-spirited, queer or questioning) community did not want to be classified as one of the priority groups as they did not think that it was necessary; however,

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4 The University of Manitoba’s Social Work programs are offered on three campuses: Fort Garry, the Inner-City program (William Norris Centre), and the Thompson (Northern Winnipeg) program. In addition, there is a distance program for students living and working outside of Winnipeg.

5 In addition to other references, this case study was compiled with information from an interview with the University of Manitoba, Faculty of Social Work’s Educational Equity Committee (May 27, 2011; December 15, 2011).
a few years ago LGBTTQQ became one of the priority groups as the Faculty began to receive feedback from students regarding the desire for this change. The Affirmative Action Initiative officially changed its name to the Educational Equity Initiative in the autumn of 2001. The Faculty of Social Work’s definitions of their priority groups are as follows:

1. Aboriginal People are all Indigenous peoples of Canada Including: First Nations, Metis, Dene, and Inuit.
2. Person with Disabilities are those who would consider themselves disadvantaged by reason of any physical, intellectual, mental, sensory or learning impairment.
3. Visible Minorities: Persons other than Aboriginal People who, because of their colour, are a visible minority in Canada.
4. Immigrants (Permanent Residents): Immigrants are those who do not record Canadian Citizenship by birth, and whose native tongue is not English.
5. Refugees: a Refugee is an individual who has left her/his country of residence because of persecution for belonging to a particular social, cultural, religious and/or national group, and/or for holding particular political beliefs, and has been accepted for residence in Canada.
6. LGBTTQQ are persons who self-identify as lesbian, gay, bisexual, transgendered/transsexual, two-spirited, queer or questioning.

(University of Manitoba, Faculty of Social Work, 2012.)

Broader equity initiatives at the University of Manitoba include the Employment Equity office and policies, and the Identifying Allies: Safe Spaces Project for LGBTTQQ students, faculty, and staff (See Appendix I for more information). The Faculty of Social Work’s affirmative action policies are linked to the University’s. However, the Faculty of Social Work’s Educational
Equity Committee, Initiative, and Plan were established independently from the University of Manitoba initiatives. Acknowledging that the work to achieve and sustain equity and inclusion within universities is ongoing, the School’s plan is considered, “a ‘living document’ that is reviewed and critically reflected upon on a regular basis.

**Description of Educational Equity Initiatives**

The Educational Equity Committee, which guides the Equity Initiative, is composed of faculty members, community members, alumni, and students. Currently (2011), the composition of the committee consists of five faculty members, several students (mostly MSW students, and two PhD students), and three community members. Each member on the committee belongs to one or more minoritized groups. The Educational Equity Committee is supposed to include staff members; however, there are currently (as of May, 2012) none in the committee as no one has stepped forth to join.

Funding for the initiative has been provided by the University of Manitoba’s Faculty of Social Work, grants from Culture and Heritage Canada, and from Human Resources and Development Government of Canada.

There is also an Indigenous Caucus made up of Indigenous faculty members. The Indigenous Caucus and the Educational Equity Committee often work together. For example, through joint efforts they have provided workshops on equity issues, as well as writing a joint paper for program review.

**Conceptual Framework**

The conceptual framework behind the Equity Plan, Equity Initiative and the Educational Equity Committee was originally based on liberal affirmative action principles. However, more
recently, there have been attempts to apply other frameworks, such as structural⁶ and anti-oppressive practice principles⁷. Additionally, there are attempts to incorporate intersectionality⁸ principles into their Equity Plan and Initiative.

**Processes and Practices: Working Strategies**

Since 2006, the Faculty of Social Work at the University of Manitoba has changed their mission statement and looked at how to change structures within the Faculty to promote educational equity.

**Leadership, Governance, and Strategic Commitment**

The purpose of the Equity Initiative is to achieve equality in professional education so that no person shall be denied educational opportunities or benefits for reasons unrelated to ability. In the fulfilment of this goal, the aim is to correct the conditions of disadvantage in professional education experienced by Aboriginal people, persons with disabilities, immigrants and refugees to Canada, and persons who are, because of their race or colour, a visible minority in Canada. The Educational Equity Committee believes that giving effect to the principle of educational equity means more than treating persons in the same way; it also requires special measures and the accommodation of difference. Accessibility and quality education have been priorities of the Educational Equity Committee and the Equity Initiative at the Faculty of Social Work.

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⁶ Structural theory in Social Work practice involves exposing and opposing the socio-economic structures and social relations that oppress people (Hick, 2010).
⁷ Anti-oppressive social work “involves intervention that is not confined to individuals but that spans the social structural level of society. It involves critical reflection about oppression and its harmful effects on clients and action based on learning from such reflection” (Heinonen & Spearman, 2010, p. 138).
⁸ “ ‘Intersectionality’ refers to the interaction between gender, race, and other categories of difference in individual lives, social practices, institutional arrangements, and cultural ideologies and the outcomes of these interactions in terms of power” (Davis, 2008, p. 68).
Work for many years. The Inner-City program, Thompson Program, and the Distance Education Initiative are examples of this commitment.

The University of Manitoba, Faculty of Social Work Equity Plan was created through the Faculty’s Educational Equity Committee and Equity Initiative in June, 2006. The intent of the Equity Plan is to provide the basis for the continued development and institutionalization of policies and practices which support a faculty wide strategy which embraces equality, inclusion and accessibility. The purposes of the Equity Plan are:

1. To recognize the existence and effects of current social inequities and past disentitlements and to redress these through specific and measurable strategies.

2. To ensure that the Faculty is in every instance meeting or exceeding the standards and guidelines set out in the CASSW Accreditation Standards and Educational Policy Statements, particularly with reference to diversity.

3. To ensure that the Faculty offers an educational program that enables graduates to engage in professional action to remove obstacles to social functioning and to eliminate all unjust forms of inequality.

4. To ensure that the rights and freedoms of all individuals as guaranteed under the Manitoba Human Rights Code and the Canadian Charter of Rights and Freedoms are protected and promoted in all aspects of the program.

(University of Manitoba, Faculty of Social Work, Educational Equity Committee, 2006.)

**Student Outreach, Admission, and Support**

In the early 1990’s the most significant changes regarding equity at the Faculty of Social Work involved admission criteria. The Inner-City Social Work Program, an inner-city extension of the Faculty of Social Work on the Fort Garry Campus, was launched to make the
Faculty more accessible. This BSW program is an Access program, designed to support students who have traditionally faced systemic barriers common to inner-city life experiences; such as poverty, racism, school failure, and marginalization, all factors preventing accessibility to post-secondary education. Other structural barriers acknowledged by the Faculty of Social Work include racism, English as a second language, social class, breaking the cycle of poverty, having a history of being a child in care, Indigenous students living on reserves (access and quality of education), single mothers (barriers such as finding affordable childcare). The Inner-City Program addresses more of these barriers than the mainstream program on Fort Gary campus. For example, there is now a daycare at the Inner-City Program campus to remove the barrier of childcare for single mothers.

The Inner-City Program has a history of 30 years in the University of Manitoba, Faculty of Social Work. This program provides a support network designed to increase student success. This program recruits mature students with a Grade Point Average’s lower than the standard admission criteria. With the educational equity admission criteria, students can still apply and be admitted with GPA’s lower than 3.0; for example, between 2.5 – 2.99 (the standard admission criteria is a GPA of 3.0 or higher). Applicants for both the BSW and MSW programs can identify as being in more than one priority group. There is strong support for these students. For example, they have longer terms and admission is through interview (the faculty looks at people who are active in, and committed to working in the community, but due to structural barriers they could not enter the university).

Major foci are academic and personal supports. These include an extensive orientation to university expectations, a course on study skills and exam preparation, individualized academic advising and personal counselling. Candidates for the program must have a
commitment to the profession of Social Work. There are two BSW program options offered through the Inner-City Social Work Program, full-time or part-time studies. Approximately twenty students are accepted directly into a four year full-time BSW program each spring, beginning their studies in September. A similar number of students are accepted into part-time studies annually for a May program start. The part-time BSW takes approximately six years to finish. Individuals considering the part-time option must be working in the human services field and have two complete years of related work experience. The program content is similar to the mainstream program; it is the entry criteria and the format of the curriculum that are different. The Faculty of Social Work now has a large number of Aboriginal students, and currently more immigrant, refugee, and visible minority students are entering. There are also a significant number of single mothers. For this reason, the non-mainstream program does not follow “regular” holidays; instead, it follows children’s school holidays so that the single mothers can stay at home to take care of their children.

At the Inner-City Program, there are different ways of recruiting students facing structural barriers. Research interviews have shown that these students had gathered remarkable experience after they completed their original degree and that they had valid reasons for not having attained a higher GPA. For example, students experiencing family problems, living in poverty, and having to do shift work while they were doing their first degree (making it harder for them to concentrate to attain a higher GPA). When the Faculty of Social Work learnt that these students were trying to make changes; such as going through continuing education and contributing to the community, they would recommend to the Faculty of Graduate Studies that the students be admitted despite not fulfilling the regular admission criteria. This has been going on now for over ten years for the BSW and MSW programs.
The Northern Social Work Program in Thompson, Manitoba (BSW program) is designed for mature students who, without the support of the program, would be unable to successfully complete a university degree due to lack of financial resources, lack of academic qualifications, remote location, and structural barriers. This is also an Access program, which, similarly to the Inner-City Program, acknowledges structural barriers that some students face. The curriculum is designed to meet the specific needs of Northern Social Work students. It includes on-site instructors and field placements with local agencies, organizations, and in northern communities. In addition to the quality academic programming, the NBSW program offers additional academic supports to promote and enhance the success of each student. This includes:

- Extensive pre-university orientation held the first week of September
- Non-credit courses in writing, study and critical thinking skills
- Individual academic advising
- Class and individual tutorials
- Extended class time if necessary
- On-site library services, including internet
- Class discussions and group projects
- Access to computers

There are also personal supports, which include:

- Peer support
- Housing assistance information
- Support adjusting to a new university and urban setting
- Daycare location information
- Financial assistance information
Furthermore, in terms of personal support, from the mid-1990’s to early 2000’s there was a mentorship program for students from the various priority groups. A number of professionals from these communities came to work with these students as mentors. However, funding ran out, and since then the Faculty of Social Work has been trying to find other ways to provide mentorship for students.

Both of the Access programs – Inner-City and Thompson – are fully accredited, and graduates have been successful in gaining employment after completing the program.

**Scholarships**

Since September 1995, many Access Program applicants brought funding from outside sources which included Band Sponsorship, Study Assistance for Social Allowance Recipients (SASAR), scholarships and bursaries. Students with insufficient outside funding have applied to the Manitoba Student Financial Assistance Program. Some of those students received a non-repayable Access bursary. Financial Support Staff and Counsellors provide consultation. For First Nations students in any of the locations, there is also the Esther Seidl Scholarship for students who have completed the coursework and are working on the thesis portion of the program. There are many other awards, scholarships, and bursaries, which include the Elizabeth Hill Scholarship (for individuals who have a special interest in mental health services for Aboriginal children and their families, with preference is given to Aboriginal students), the Margaret Mary Burns Bursary (for students enrolled in the MSW Program who demonstrate financial need), the Margaret Tobin Bursary for single parents, the MASW Single Parent Bursary, and the MASW Affirmative Action Bursary, to name only a few.
Curriculum

In the last two years, the Educational Equity Committee has been working closely with the MSW program committee to review and improve curriculum to enhance equity in the Faculty of Social Work. For the MSW program, there has been a restructuring of the curriculum, where the Educational Equity Committee was involved in this process with the Program Restructuring Committee. There is currently work being done on changing the advanced field practice (practicums consisting of 450 hours) to make its objectives more in line with the Educational Equity Initiative principles, as well as the CASWE principles.

There has been recent attention to the need to increase Aboriginal content in all courses and to have them taught by Aboriginal instructors to the extent possible. In addition, there is a plan to increase LGBTTQ and cultural and racial diversity content in all courses, to develop a course on immigrant/refugee/visible minorities and anti-racism for BSW and MSW programs offered each year, and to include material in all courses that address issues surrounding disability.

Two years ago, the Indigenous Caucus proposed an Indigenous MSW program, which will focus on Aboriginal issues. The faculty council approved, and the Faculty of Social Work is currently waiting for funding.

Challenges

Current challenges have arisen when trying to articulate to BSW students, the Educational Equity Plan and get them to understand the reasoning behind it. There has been resentment from some students as well as some backlash; for example, about feminist ideas, with some students identifying themselves as “anti-feminists”. In addition, there is at times an
attitude from some students that students from priority groups got admitted due to belonging to one of these groups, without fully acknowledging or understanding the structural barriers they face. This contributes to the creation of stigma and a climate that does not feel safe or inclusive for all students.

Another challenge is implementation, as despite the existence of policies, translating them and putting them into practice can be a struggle.

**Future Directions**

The next steps for the Educational Equity Initiative involve helping students who have had experiences of facing structural barriers to have more of a voice, and teaching privileged students how to be allies. Additionally, the Faculty of Social Work is still in the process of making changes to the BSW program and is currently doing a program review. The Faculty of Social Work recently had a consultation with the students and faculty members about the BSW program where papers were presented, and the Indigenous Caucus and the Educational Equity Committee both shared their visions and goals for improving the BSW program. A subcommittee has been formed to propose specific changes. Furthermore, there is a focus on changing program values, by trying to include more intersectionality, structural, and anti-oppressive practice principles in the overarching goals of the program.

The Faculty of Social Work also has a PhD program. There are some students who have been very vocal about making changes, in terms of advocating for changes in the curriculum. There have been some struggles; for example, the research course does not reflect Aboriginal worldviews. These students and the Educational Equity Committee are trying to speak out and work with the PhD Curriculum Committee so that there will be some consideration in
strengthening the PhD program. This is in the very early stages of the process. As the Program Restructuring Committee had recently done a review for the PhD program there has been some reluctance to do a review again to make changes.

As the University of Manitoba’s Faculty of Social Work reaches its 20th year anniversary of the Equity Initiative this year (2012), there are plans to create a book that discusses what the Faculty and the Educational Equity Committee have done to get to where they are right now, strategies used, and their future hopes and goals.
UNIVERSITY OF SYDNEY

Background Information on the Faculty of Education and Social Work

In January 2003, the former School of Social Work and Policy Studies, and the Faculty of Education from the Faculty of Arts amalgamated, and became the Faculty of Education and Social Work (The University of Sydney, Faculty of Education and Social Work, 2012). This merger reflected the close connections between the two disciplines and shared areas of research and teaching, particularly in the area of policy and practice, which already had its own school within the Faculty of Education, staffed partly by Social Work academics (The University of Sydney, Faculty of Education and Social Work, 2012). The Faculty integrated a pedagogical change that introduced practice issues-based learning into the program, as well as a human rights and social justice framework (The University of Sydney, Faculty of Education and Social Work, 2012). There are currently over one hundred faculty and staff members, including honorary professors, honorary associates, lecturers, adjunct lecturers, and research assistants, in the Faculty of Education and Social Work. (See Appendix I for faculty member’s areas of research.)

Programs

The Faculty of Education and Social Work at the University of Sydney offers several undergraduate and graduate degrees (The University of Sydney, Faculty of Education and Social Work, 2012).

Bachelor of Social Work. The BSW degree is accredited by the Australian Association of Social Workers (AASW). The program offers both a four year program and an Accelerated Entry option. The structure of the Bachelor of Social Work involves two years' study in the Faculty of Arts plus two years' professional studies in Social Work and social policy with the
Faculty of Education and Social Work. The Accelerated Entry option exists for applicants who already have a degree in the social or behavioural sciences or who have a two-year TAFE Welfare Diploma, which enables students to complete the four-year Bachelor of Social Work degree more quickly (The University of Sydney, Faculty of Education and Social Work, 2012). The maximum credit available for previous study is two years.

**Bachelors of Arts, Bachelors of Social Work.** There is also an option to do a double degree of a BA and BSW, with duration of five years. Candidates for the double degree must first complete a Bachelor of Arts, in disciplines such as sociology, Indigenous studies, and psychology. After completing the Arts component, students proceed to the third and fourth years of the Bachelor of Social Work program (The University of Sydney, Faculty of Education and Social Work, 2012).

**Master of Social Work (Qualifying).** The MSW Qualifying program prepares students who have bachelor's degrees other than Social Work (The University of Sydney, Faculty of Education and Social Work, 2012).

**Graduate Diploma in Social Work and the Masters of Social Work.** The MSW and its component graduate diploma have been designed to develop and support the careers of social workers and social policy professionals. These programs enable students to evaluate existing social-work practice and provision, including their own, and to study and appraise alternative practices and theories as well as investigate the impact of various social initiatives in social policy (The University of Sydney, Faculty of Education and Social Work, 2012). The Graduate Diploma (less credits required than the MSW) does not lead to accreditation as a social worker (The University of Sydney, Faculty of Education and Social Work, 2012).
Doctor of Philosophy (Education or Social Work). The Doctor of Philosophy (PhD) is well known as a research doctorate offered by the faculty. It seeks to provide students with knowledge and skills to develop original research and new forms of practice. The program is designed for practitioners seeking to extend their professional or academic qualifications (The University of Sydney, Faculty of Education and Social Work, 2012).

Description of Educational Equity Initiatives

Educational equity initiatives at the University of Sydney, Faculty of Education and Social Work focus on enrolment and admission processes and seek to attract a wider range of diversity in the student body. Strategies used to address this area of educational equity have focused on the establishment of the accelerated entry option for the BSW program, which gives applicants with different educational and professional backgrounds an opportunity to apply to the Faculty. Other areas of focus in equity issues for the Faculty include staff, faculty, and student recruitment, and scholarship opportunities.

Processes and Practices: Working Strategies

Student Admission, and Support

The Faculty of Education and Social Work has created and implemented strategies to meet the needs of applicants and students by attempting to decrease barriers to be accepted into, and complete the program. The Faculty focuses on the admission process by placing less emphasis on GPA. This has permitted broader opportunities for students from diverse backgrounds by considering individual qualities that potential students can bring to the program, which includes previous work experiences and future career aspirations. For example, the
Broadway Scheme, the University’s Educational Access Scheme (EAS), provides a method of admission to prospective undergraduate students who have suffered long-term educational disadvantages. This program is co-ordinated by the Universities Admissions Centre (UAC) (The University of Sydney, 2012). The categories of disadvantage include Aboriginal ancestry, illness, disability, financial hardship, disrupted schooling, and English as a second language speakers (The University of Sydney, 2012). Another campus-wide program that also applies to the Faculty of Education and Social Work is the Cardigal Alternative Entry Program, which enables a broad range of factors to be taken into account when determining the admission status of Aboriginal and Torres Strait Islander applicants (The University of Sydney, 2012). Students admitted through this program also have the option of doing a full-time course load or a reduced course load (The University of Sydney, 2012). Additionally, once they are admitted, a special orientation and academic skills workshops are provided, which is a two week program held in February each year designed to equip new Indigenous Australian undergraduate students with skills in academic writing, essay structure, critical thinking, oral presentation, research methods and time management skills; as well as other necessary skills essential to developing competency to assist with the first year of academic study at the University of Sydney (The University of Sydney, 2012).

Staff, Faculty, and Student Recruitment

The University of Sydney has a Staff and Student Equal Opportunity Unit on-campus, which promotes the hiring of women staff and faculty, staff and faculty with English as a second language, Indigenous staff and faculty, and staff and faculty with disabilities. Some of the strategies of implementation include wide advertisement that includes community networks. Additionally, the University of Sydney has an Indigenous Employment Strategy, which seeks to
attract staff, faculty, and students from Aboriginal and Torres Strait Islander backgrounds. There are also a variety of programs offered to persons who identify as Aboriginal or Torres Strait Islander, such as apprenticeships, and traineeships. Both of the aforementioned initiatives/strategies are also implemented in the Faculty of Social Work.

Scholarship

Various scholarships and bursaries are available to Social Work students identifying as a minority at the undergraduate and graduate levels. The financial assistance packages range from government funded scholarships, University of Sydney scholarships based on secondary school examination results and other achievements such as leadership and creativity. For example, the Walter & Eliza Hall Scholarship in Social Work ($6000) is available to persons currently receiving government financial assistance to “ensure the absence of money does not stand in the way of a selected person's ability to achieve their maximum potential, in terms of a formal tertiary education” (The University of Sydney, Faculty of Education and Social Work, 2012).

Curriculum

The curriculum in the Social Work programs integrate equity-related issues into some of the courses offered, instead of offering separate courses on such topics (See Appendix B for the program structure and an example of a course description).

Challenges

One of the challenges that the Faculty of Social Work at the University of Sydney is facing in terms of equity issues is the low number of Indigenous students in the Faculty. There is currently no concrete policy to guide the Faculty in increasing the number of Indigenous
students, which is one of the Faculty’s goals in terms of equity in admission and retention of students.

Another challenge is access to resources. Although there are increasing numbers of students from diverse backgrounds being recruited and enrolling in the Faculty of Social Work, there are limited financial and other needed resources available to support students, which can impact successful retention of these students. An example of a resource that needs to be more available is computer software for students with visual disabilities.

**Future Directions**

At this time, the Faculty of Social Work at the University of Sydney is focusing on strategies to increase the number of Indigenous students into the program. This may involve putting policies into place to ensure that this goal is met.
Background Information on the Factor-Inwentash Faculty of Social Work

The Factor-Inwentash Faculty of Social Work at the University of Toronto was established in 1914 and is Canada’s oldest School of Social Work, as well as one of the oldest in North America (University of Toronto, Factor-Inwentash website, 2012). In the early 1950’s, the Faculty of Social Work, which at that time was called the School of Social Work, launched the first Doctor of Social Work program in Canada, and until the 1980’s, it was the only Canadian school with a Social Work doctoral program (University of Toronto, Factor-Inwentash website, 2012). The Factor-Inwentash Faculty of Social Work currently offers a Master of Social Work (MSW), Doctor of Philosophy in Social Work (PhD), and a new master’s Advanced Diploma Program in Social Service Administration (University of Toronto, Factor-Inwentash, Faculty of Social Work, 2012). Within the MSW program, there is a two-year full-time program for students entering with a B.A., B.Sc., or equivalent, and a one year program with advanced standing for candidates entering with a BSW degree, with the option of full-time or part-time studies (University of Toronto, Factor-Inwentash, Faculty of Social Work, 2012). The MSW program offers five areas of specialization, which includes Children and Families, Gerontology, Mental Health and Health, Social Justice and Diversity, and Social Service Administration (University of Toronto, Factor-Inwentash website, 2012).

The Factor-Inwentash Faculty of Social Work has twenty-seven full-time faculty, forty-six affiliated faculty, twenty-two course instructors and teaching assistants, and twelve professors emeriti (University of Toronto, Factor-Inwentash, Faculty of Social Work, 2012). (See Appendix L for faculty members’ areas of research.)
The Faculty’s mission states, “The Factor-Inwentash Faculty of Social Work at the University of Toronto, through interdisciplinary knowledge building and education for practice in social work and social welfare, promotes social justice and equity (University of Toronto, Factor-Inwentash, Faculty of Social Work, 2012, p. 6).

Description of Educational Equity Initiatives

In 1992, the Anti-Racism, Multiculturalism, and Native Issues (AMNI) Initiative was developed at the University of Toronto’s Factor-Inwentash Faculty of Social Work. The AMNI Initiative was introduced as a comprehensive change strategy, and consisted of five major components: minority student recruitment and retention, faculty recruitment and development, curriculum development, and community research, and community outreach (George, Shera, & Tsang, 1998). The AMNI Committee was established to oversee the objectives of the AMNI Initiative, made up of students, alumni, community representatives, faculty, and field supervisors. In 1995, the AMNI Centre was launched; a space where the committee meetings were held, AMNI resources were stored, and other AMNI activities took place. In 2006, the AMNI Centre was closed, but there remains an office in the Faculty building that is used for committee meetings, AMNI activities, and storing resources. The Initiative is currently in the process of changing its name to the Diversity Initiative, due to the recognition that the previous terms used were out-dated and not inclusive of all minoritized groups (C. Williams, personal communication, August 2, 2012). Additionally, the term diversity better encompasses the inclusion of different forms of knowledge-production, as critics of “multiculturalism” posit that this concept confines minoritized individuals and groups to existing Eurocentric values.

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9 In addition to other references, this case study was compiled with information from two interviews with Dr. Charmaine Williams (September, 2011 and August 2, 2012).
The Faculty is also in the process of changing the AMNI Committee to the Diversity Committee.

**The Organizational Change Model**

The operational framework behind the Diversity Initiative is based on an organizational change model, with incorporates Minors’ (1996) six-stage anti-racist model of organizational development and Perisco’s (1990) eight steps to creating a diverse institutional climate that honours diversity (George, Shera, & Tsang, 1998). Minors’ model is based on the concept that changes in organizations occur along a continuum of growth, from Discrimination, to Non-Discrimination, to Anti-Discrimination (George, Shera, & Tsang, 1998). The six stages include: the excluding organization; the passive club; token acceptance; symbolic equity; substantial equity; and the inclusive organization (George, Shera, & Tsang, 1998). Perisco’s eight steps comprise establishing institutional commitment; creating a culturally diverse faculty; creating culturally diverse administration; creating a culturally diverse student body; creating student faculty support systems; generating financial-aid funds; altering the core curriculum; and preparing for the consequences of change (George, Shera, & Tsang, 1998). Utilizing an adapted version of such organizational change models, the Factor-Inwentash Faculty of Social Work developed their five areas of focus in the AMNI Initiative.

**Processes and Practices: Working Strategies**

The Diversity Initiative has refined its goals since it was first established under the AMNI Initiative. The Diversity Initiative’s five components are as follows: student admission, recruitment, and retention; faculty recruitment and development; curriculum and teaching;
community building; and research (University of Toronto, Factor-Inwentash, Faculty of Social Work, 2009).

**Student Admission, Recruitment, and Retention**

The U of T Faculty of Social Work values the role that student outreach has in improving equity and diversity initiatives (C. Williams, personal communication, August 2, 2012). The Faculty began to ask the question, “Where have we not been putting Social Work on the agenda to get more diversity?” The Faculty then began to increase their student outreach strategies by going to other programs at various universities to speak to undergraduate students in different programs, such as Women’s Studies and African Studies, where students were already studying social justice. Another strategy has been recruitment of minority students in various ethnocultural and Aboriginal communities. The Faculty’s extensive outreach strategies have also included recruitment through the Bridging Program, which is a mentoring program that provides opportunities for high school students to familiarize themselves with the Faculty and community agencies and to create an interest in Social Work as a profession. Students, alumni, faculty members, and field instructors are all involved in the Faculty’s outreach initiatives.

**Faculty Recruitment and Development**

Faculty recruitment and development are high priorities in the Diversity Initiative. Strategies used in attempts to diversify the faculty have involved developing and maintaining relationships with other programs in the University to recruit potential candidates, as well as relationships with members in the community who may be interested in teaching and researching at the Faculty of Social Work.

Faculty development strategies have included faculty members participating in workshops on antiracism and working with diversity, maintaining relationships with other
programs, such as Women’s Studies and the First Nations House, and placing diversity high on the agenda at faculty retreats. For example, the faculty retreat in May 1996 focused on cultural competence in graduate education and research, organized in collaboration with the Department of Behavioural Sciences of the Faculty of Medicine of U of T, where scholars from the USA and Canada with extensive backgrounds on diversity issues presented and facilitated discussions (George, Shera, & Tsang, 1998). Additionally, the retreat in May 1997 focused on diversity issues in the curriculum (George, Shera, & Tsang, 1998).

**Curriculum and Teaching**

According to the Diversity Initiative, the curriculum of the Factor-Inwentash Faculty of Social Work is based upon a diversity integration framework (University of Toronto, Factor-Inwentash, 2012). By applying this framework, diversity content is included in all courses, specialized diversity courses are offered as electives, and a specialization stream focused on Social Justice and Diversity is offered (See Appendix M for more information on courses and on the Social Justice and Diversity specialization). For example, in the MSW Year 2 level, the two required courses and the field practicum all treat issues of diversity as integral elements of the courses, and concretely state this intent in their course outlines (George, Shera, & Tsang, 1998).

'Research Methodology', a year-long course, explores the issues of conducting research in diverse communities. 'Critical Appraisal', the other required course in Year 2 includes studies on diverse communities and pays attention to diversity in its analytical framework for examining social work research. The…integrative seminars… [address] the challenges and experiences of responding to the needs of diverse clients and communities. (George, Shera, & Tsang, 1998, p. 81)
Since the development of the AMNI and Diversity Initiatives, there have been significant changes to address diversity issues in curriculum and teaching, and to find ways in which to best apply a diversity integration framework. In 1994, student evaluations about equity and diversity issues in the curriculum showed the need to pay greater attention to this area in different courses (George, Shera, & Tsang, 1998). In addition to the student evaluations, the annual student focus and discussion groups signalled the same need for changes (George, Shera, & Tsang, 1998). The Faculty’s response was to introduce a new required course on diversity, and to integrate more diversity content in each of the existing courses, as previously mentioned (George, Shera, & Tsang, 1998). This course was designed with four modules, which addressed: anti-racism, Aboriginal issues, issues of diversity and inclusiveness, and cultural competence (George, Shera, & Tsang, 1998). After these modules were decided upon, the Faculty then looked at how to implement this course. They asked the question, “Should it be a separate course, or should it be accommodated within the four existing, required courses at the MSW Year 1 program?” (George, Shera, & Tsang, 1998, p. 80). The Faculty made the decision to go with the latter option, where the course materials were presented during the first three weeks of the fall semester (George, Shera, & Tsang, 1998). After the first year of delivery, feedback and evaluations from students demonstrated the need to make some modifications. In 1996, a ‘diversity assignment’ was created, where students worked in groups of five to collect firsthand information about populations or communities that experience multiple oppressions, and in the beginning of the second month of the fall semester, they made presentations of their findings to a panel (George, Shera, & Tsang, 1998). The grade received from this presentation counted for the first assignment for all four required classes (George, Shera, & Tsang, 1998). According to George, Shera, and Tsang (1998), this assignment established diversity content “as an integral
part of the respective courses and, at the same time, highlights the importance of bringing input from different social work domains to address diversity issues” (p. 81).

Another consideration in improving equity and diversity in curriculum and teaching is in the faculty hiring process (C. Williams, personal communication, August 2, 2012). The Faculty believes that it is imperative to ensure that faculty member candidates demonstrate an ability to integrate equity into their pedagogy, regardless of what courses they teach. It is through these multiple strategies of addressing diversity issues throughout the curriculum that the Faculty implements their goal involving diversity curriculum and teaching in their Diversity Initiative.

**Community Building and Research**

In terms of community building strategies, the Factor-Inwentash Faculty of Social Work continues to develop and maintain connections with a wide variety of community agencies and members. The Diversity Committee, originally the AMNI Advisory Committee, includes a cross-section of the community sector in the Metropolitan Toronto. The Faculty has established ties with the Toronto Centre for Excellence in Research on Immigration and Settlement (CERIS), which is housed at the Faculty of Social Work (George, Shera, & Tsang, 1998). Furthermore, guest speakers from community organizations are frequently invited to lecture at the Faculty. Part of the Diversity Initiative’s ongoing goals is to create partnerships with communities previously not included in the Faculty’s traditional activities (George, Shera, & Tsang, 1998). This includes conducting collaborative education and participatory action research projects with community partners (University of Toronto, Factor-Inwentash website, 2012). According to George, Shera, and Tsang (1998),

> [This] involves the faculty reaching out to communities that are relatively new to Canada. A number of issues have emerged in this process including: gaining entry, the
power of academics, imposition of the dominant world view, danger of raising expectations and exploitation of community resources. Some positive outcomes of these activities to date include: joint research projects, greater involvement with the community and richer materials for classroom teaching. (p. 83)

The Faculty continually works at community building and collaborative research, while being mindful of the issues raised by George, Shera, and Tsang (1998).

Leadership, Governance, and Strategic Commitment

In addition to the five components of the Diversity Initiative, it is important to note the crucial role that leadership, governance, and strategic commitment have played in the Faculty’s process of working on educational equity. For example, the Associate Dean at the time that the AMNI Initiative, Advisory Committee, and Centre were established, Usha George, demonstrated leadership by supporting and promoting these initiatives. In 1995, she also took leadership for the development of the required course on diversity issues (George, Shera, & Tsang, 1998).

However, the positive changes that took place at that time could not have occurred without the commitment from other faculty members and students.

With the transition from AMNI to the Diversity Committee, the Faculty has centralized governance of these initiatives. When it began, the work and time that faculty members put into AMNI was “more on the side” (C. Williams, personal communication, August 2, 2012). Although the Dean and Associate Dean had sat on the committee, it is now an expectation that this is officially part of the primary governance. Diversity Committee representatives sit on the Faculty’s other committees, such as the alumni committee, and information from Diversity Committee meetings are presented in Faculty council meetings and reports. Moreover, a full-time Equity Advisor position has recently been developed. Previously, this had been the Equity
Officer, which was a consultant position. The Equity Advisor’s role entails participating in the Diversity Initiative and Committee, outreach, mentoring, and community liaison.

Challenges, Lessons Learned, and Ongoing Goals

As George, Shera, and Tsang (1998) claim, “Organizational change for inclusiveness is an ongoing, long-term activity. Each stage should proceed from the learning of the previous stage” (p. 82). As such, the Factor Inwentash Faculty of Social Work recognizes the importance of ongoing evaluations, and receiving input from students, faculty, alumni, and community members. For example, changes in the course on diversity issues, originally called AMNI, were not made until a comprehensive evaluation was conducted (George, Shera, & Tsang, 1998). Challenges arose throughout their journey in improving diversity-integration in the curricula, which propelled the Faculty to continue to work on making improvements. A lesson learned through this process was the importance of evaluations, documentation, and persistence.

Another example of their process of improving equity and diversity in curricula is the challenges that ensue in climate when teaching equity-related topics. As George, Shera, and Tsang (1998) illustrate,

Whereas some students actively demand a training preparing them to work with diversity, there are different comfort levels in response to diversity issues, especially when these issues have particular personal significance. For example, students may position themselves differently in relation to existing and historical social relations of oppression and, therefore, have different expectations regarding the political positioning of faculty members and the material they deliver in class. The possible reproduction of
similar social relations in the classroom and student reactions against it often pose
difficult challenges in the classroom for both faculty and students. (pp. 83-84)

Due to such difficulties in climate and relationships within the classroom, members of the
Faculty of Social Work have begun to document these experiences to try to develop creative and
constructive strategies to deal with these situations (George, Shera, & Tsang, 1998).

Another critical issue in increasingly moving towards diversity, equity, and inclusiveness
is positive incentives (George, Shera, & Tsang, 1998). As the traditional merit system of
academic institutions highlight research, publications, and teaching as the criteria for promotions
and tenure, it can often be difficult to make the time, energy, and commitment to community
discuss, in such an organizational context that prioritizes formal academic activities, the Faculty
of Social Work continues to work on how legitimacy of working with the ‘community’ can be
established (George, Shera, & Tsang, 1998).

Last, the Faculty recognizes the important role of resources and the challenges that come
with securing adequate resources. The Factor-Inwentash Faculty of Social Work continues to
demonstrate commitment to diversity and equity initiatives by investing financial and human
resources, which can be challenging at a time when deep cuts are affecting numerous areas of
university operations. Despite these challenges, one of the Faculty’s ongoing goals include
allocating adequate resources to diversity initiatives, and to ensure that these initiatives “be saved
from marginalization and tokenism” (George, Shera, & Tsang, 1998, p. 83).
PART TWO

EQUITY IN ACTION: AN ANALYSIS OF EXEMPLARY PROCESSES AND PRACTICES

With an analysis of the various strategies that have been developed and implemented by the five Schools and Faculties of Social Work reviewed, as well as information from the UBC School of Social Work Educational Equity and Diversity Strategic Plan Literature Review\(^\text{10}\) and other relevant sources, this section of the report offers a transversal analysis of exemplary processes and practices. This critical analysis provides the basis to formulate the suggestions for improved equity and diversity policies and practices at the UBC School of Social Work that are provided below. These policies and practices are grouped under the following categories: leadership, governance, and strategic commitment; staff and faculty recruitment and retention; student outreach, admission, and support; scholarship; curriculum; pedagogy; and climate. Following the analysis, the section labelled Lessons Learned and Recommendations summarizes the key learning and suggestions that emerged from the review of case studies and other related sources on equity.

**Leadership, Governance, and Strategic Commitment**

As Dr. Wanda Thomas Bernard states, “It is through the leadership and persistence of faculty and students that...
equity is realized” (W. Thomas Bernard, personal communication, December 19, 2011). With this in mind, it is essential to ask, what strategies of leadership, governance, and strategic commitment guide changes in educational equity policies, and the implementation of such policies into practice? The individual case studies demonstrate the power of strong leadership, political vision and commitment from faculty, staff, and students. At some of the universities, the leadership and commitment from several faculty members and students initiated the creation of equity committees, which in turn impacted the integration of equity and diversity issues in the areas of curriculum, pedagogy, student admission and support, and faculty recruitment. An example of improvements in governance at Dalhousie University’s School of Social Work is the transition of their task force into a committee, which is now (2012) called the Diversity and Equity Committee. The creation of a permanent committee established a more formalized structure with a clear mandate. Additionally, since it evolved into an official committee, members now sit on other committees at the School of Social Work, including the curriculum committees. Another example of the role of governance structures in addressing equity issues, the Educational Equity Committee at the University of Manitoba’s (U of M) Faculty of Social Work is also connected with other committees within the Faculty. For example, the Educational Equity Committee is involved with the Program Restructuring Committee to increase the integration of equity and diversity-related topics into the curriculum. Furthermore, the Faculty has an Indigenous Caucus, made of up Indigenous faculty members, which the Educational Equity Committee often collaborates with. Examples of joint initiatives include providing workshops on equity issues and writing a joint paper for program review. Several of the other universities in the case studies included the strategy of having Equity Committee members participating with other committees at their School/Faculty, such as the curriculum committees,
to ensure that equity issues are addressed at all levels and aspects of each program. At the Faculty of Social Work at the University of Toronto (U of T), the Dean and Associate Dean both sit on the Diversity Committee and attend all of the meetings, as official members of the primary governance of the committee. Moreover, information from the Diversity Committee meetings is presented at Faculty council meetings and in their reports as part of protocol.

Following the examples above, suggestions for strengthening governance structures in regards to equity and diversity at UBC School of Social Work include the development of a permanent Equity Committee, having members from the committee sit on each of the Field Education and Curriculum Committees, and increasing collaboration between the Equity Task Force/Committee and the Aboriginal Strategic Planning Committee.

Out of the five case studies, a feature of the University of California (UC) Berkeley’s School of Social Welfare and U of T Faculty of Social Work’s strategic commitment is the creation of a staff position whose role includes addressing equity and diversity issues. The School of Social Welfare at UC Berkeley has a Diversity Coordinator, which is currently a part-time position filled by the Academic Coordinator, whose role also includes other administrative and student support duties. By establishing such a position, there is more accountability to consistently adhere to existing policies and to continuously improve equity within the School. The Faculty of Social Work at U of T also has a similar position, which is the Equity Advisor. Until recently, this was a contracted position, and was called the Equity Officer. With the Faculty’s ongoing process of strategic commitment to improving equity, this recently became a permanent staff position, whose role also includes outreach and student support, and brings attention to equity issues into all aspects of the position. Following the examples provided by IC Berkeley and U of T, a recommendation for improving equity at the UBC School of Social Work
is creating a position similar to that of the Diversity Coordinator at UC Berkeley and the Equity Advisor at U of T. However, it is important to caution that this may position will be less effective if it is an ‘add-on’ to a staff position that already exists. It is necessary to ensure that the role of the Equity Advisor/Coordinator is dedicated to addressing equity issues in all of their tasks.

In addition to leadership and strategic commitment from faculty members and staff, it is imperative that there is student involvement in the development and continuing implementation of educational equity policies and practices and in the governance structures created to achieve equity. For example, at UC Berkeley’s School of Social Welfare, the Diversity Task Force was initiated by students. This task force is involved in student leadership on several levels. The Diversity Task Force is part of the Social Welfare Graduate Assembly (SWGA), which is a student run organization that represents the graduate student body at the School. As such, the task force plays a role in providing student input on curriculum and policies at the School. At the campus-wide level, the Diversity Task Force participates with the rest of the UC Berkeley Graduate Assembly. Moreover, the School of Social Welfare has a Queer Caucus, which provides support to queer-identified students at the School (UC Berkeley School of Social Welfare Queer Caucus, n.d.). Dalhousie’s School of Social Work also has a GLBT Caucus, established in 1998, which was initiated by students and faculty. The GLBT Caucus provides support to lesbian, gay, bisexual, transgendered, two-spirited, and intersex students and it examines areas within the School that are homophobic or
heterosexist\textsuperscript{11} in design. Students at U of M’s Faculty of Social Work are also involved in governance and leadership regarding equity issues by being members of the Educational Equity Committee. These examples of leadership, governance, and strategic commitment from faculty and students demonstrate the integral role that committees, task forces, and caucuses can have in promoting positive changes in educational equity, within curriculum, policies, and overall practices.

A key area lacking in many of the case study examples specific to Schools/Faculties of Social Work was leadership, governance, and strategic commitment to equity issues related to disability, including accessibility and accommodation. Although it does not provide specific examples of strategies, Dalhousie’s School of Social Work demonstrates progress in this area through their recognition of the lack of attention paid to persons with invisible disabilities in the development of educational equity policies and practices. The School is currently (2012) working on ways in which to include students, faculty, and staff who belong to this group under their affirmative action policies. As another example, the University of Calgary (U of C) demonstrates some practices that may be beneficial for the UBC School of Social Work in implementing strategies to improve equity for students with disabilities. There is a Disability Resource Centre, which provides support to students. One of the strategies that they use to provide support is the collaboration between the centre and the Nat Christie Adaptive Technology Centre, which “offers a wide range of adaptive technology options for students with a disability who are attending the University of Calgary” (University of Calgary, 2012). Additionally, connected to the Disability Resource Centre is the Committee on Issues for Students with Disabilities (CISD). The Associate Vice-President chairs this committee, which is

\textsuperscript{11} Heterosexism is a system of attitudes and biases in favour of heterosexual identity and relationships (Jung & Smith, 1993).
also composed of one representative from each Faculty, the Disability Resource Centre Director, a student from the Students Legislative Council, two students who are members of an organization representing students with disabilities, a member of the Graduate Students Association, and two members external to the University with interest in disability-related issues (University of Calgary, 2012). This example illustrates the possibilities that may ensue from increasing collaboration with the UBC Centre for Inclusion and Citizenship and Access and Diversity. Furthermore, a suggestion for the School is to consider developing a committee or caucus for students, faculty, and staff with disabilities, and to increase participation from students, faculty, and staff with disabilities on the Equity Task Force.

Another vital component of establishing strategic commitment to equity and diversity in Schools and Faculties of Social Work is to produce written documents such as reviews reports, as well as policies and action plans that ensure the documentation and dissemination of equity issues and of the policies and plans in place that address them and sustain an environment of respect and practice of equity, anti-racism, and no discrimination. For example, Dalhousie University School of Social Work’s affirmative action policy, UC Berkeley School of Social Welfare’s Equity, Inclusion, and Diversity Strategic Plan, the University of Manitoba Faculty of Social Work’s Equity Plan, and the University of Toronto Factor-Inwentash Faculty of Social Work’s Diversity Initiative. Each of these documents outlines goals and policies established to improve equity in their Schools/Faculties of Social Work. It is recommended that the School of Social Work makes available and accessible through the School’s webpage all documentation related to the development, implementation and sustainability of an equity action plan.

Another theme that emerged in the case studies and other relevant resources was on the strategic importance of community involvement in leadership, governance, and strategic
commitment. In many of the case studies, there was mention of community collaboration, involvement, and participation with the various equity and diversity committees. Following such practices at the UBC School of Social Work is beneficial in strengthening the work done by the Equity Task Force. An illustration of exemplary practice is provided by the U of C Faculty of Social Work. In 2007, the Faculty held the Social Justice Encounter (SJE). This was a full day event of learning opportunities on social justice issues to “provide a forum for those people and organizations involved in human services—fields such as social work, education, nursing, law, health—to come together to discuss mutual concerns, to learn from each other, and strategize and encourage and inspire each other in their work” (University of Calgary, Faculty of Social Work, 2012). The event increased collaboration between the Faculty and various community organizations, and raised more attention to equity-related issues in these professions. Since 2007, it has evolved into a community project, with partnerships with several community organizations (University of Calgary, Faculty of Social Work, 2012).

Additional suggestions for improving equity through governance, leadership, and strategic commitment at the UBC School of Social Work include increasing the role of the Equity Task Force during the beginning of the year student orientation to encourage more student involvement and to promote establishing a student caucus or committee; establishing a LGBTTIQ and a (dis)ability caucus; and increasing the School of Social Work’s involvement and collaboration with other departments at UBC, such as the Equity Office, Access and Diversity, the Positive Space Campaign, Alma Mater Society (AMS), and the Graduate Student Society (GSS). For example, as previously mentioned, the UC Berkeley School of Social Welfare’s student-run Diversity Task Force sits on the Social Welfare Graduate Assembly, which is involved with the campus-wide Graduate Assembly. Dalhousie’s School of Social
Work has also played a pivotal role in promoting equity and diversity at the University level, as well as facilitating workshops and collaborating with the Human Rights and Equity Office. In addition to the above suggestions, it is recommended that the UBC School of Social Work demonstrate and increase its commitment in advancing educational equity, including all faculty, staff, and students. As many of the other Schools/Faculties of Social Work voiced, without the involvement of all faculty members and higher numbers of students, progress in furthering equity and diversity will be slow or stagnant. As Chan (2005) claims, “while policies may have the intent of change, the institutional norms that are embedded in practice carry a powerful countervailing weight” (p. 153). Chan’s (2005) statement is an important reminder that ongoing leadership, governance, strategic commitment, and accountability are much needed to close the disjunctions between policies and practice, and to move beyond the institutional focus on policy that often becomes more symbolic than concrete (University of British Columbia School of Social Work, 2011).

**Staff and Faculty Recruitment and Retention**

MacDonald et al. (2003) assert,

> Universities and professional schools, in particular, are moving toward hiring new faculty who are educated at the doctoral level with established research and publication portfolios. People with a history of marginalization do not tend to have such academic opportunities. Diversity initiatives must take this into account, and if serious about hiring and retention, will put support mechanisms in place to assist faculty in undertaking doctoral studies. The culture of the academy is another barrier. It is not enough to invite
people in. The academy must be willing to look at those institutional barriers that make it difficult for people to stay. (pp. 478-479)

Despite the values promoted in the Social Work profession regarding social justice, equity, diversity, and inclusion, Schools and Faculties of Social Work deeply struggle with the issues raised by MacDonald et al. (2003). This is obviously explained by a history of the profession and the ways that Schools and Faculties emerged in the North American context. Therefore, it is necessary to ask, what policies and mechanisms need to be put in place to diminish institutional barriers? Second, how can it be ensured that such policies and mechanisms are actually implemented? An example of a School of Social Work that has paid a great deal of attention to these challenges is at Dalhousie University. The School has an affirmative action policy for both students and faculty who identify as Acadian, Aboriginal, African Canadian, members of other racially visible groups, persons with (dis)Abilities, and Lesbian, Gay, Bisexual, Transgendered, Two Spirited, Queer, and Intersex (LGBTQI). The School strives to hire the highest possible number of faculty who qualify under this policy, and to create and implement strategies to remove obstacles related to inequity and structural barriers that individuals may face in being recruited, hired, and in achieving tenure. The School stresses the need to engage in outreach recruitment initiatives, to establish designated positions, and to actively recruit faculty members from designated equity groups. Furthermore, practices that “recognize historic exclusion and that moves beyond tokenism and the institutional comfort zone to develop sensitized collegial relationships” is essential for faculty retention (MacDonald et al., 2003, p. 478). An example of successfully implementing their affirmative action policy was the recruitment and hiring of a faculty member from a designated group in
January 1990, when the first African-Canadian faculty member was hired. This faculty member was hired with a master’s level qualification, with the expectation that she would work towards completing course work for doctoral studies during her first seven years. As MacDonald et al. (2003) posit, one of the barriers to hiring new faculty from diverse backgrounds is the increasing expectation to hire candidates who are “educated at the doctoral level with established research and publication portfolios” (p. 478). This poses a barrier as many minoritized individuals who have experienced a history of marginalization have not had the same academic opportunities as those who have experienced little or no discrimination and oppression (MacDonald et al., 2003), who come from backgrounds and university environments that in the North American context are regarded as less prestigious, or who have credentials that tend to be considered weaker or doubtful; such as the case with Global South universities. The way in which Dalhousie’s School of Social Work was able to address this reality was to hire a member from an “equity-seeking group” (Dr. Wanda Thomas Bernard, personal communication, December 19, 2011) who did not have a PhD, and by providing the opportunity, time, and support to complete her doctoral studies. As aforementioned, this provides an example of exemplary practices as one of the great challenges in hiring faculty from designated groups has been, and still is, the issue of qualifications. Mentorship, support from within the institution, and recognition of the impact of historic exclusion also contributed to this progress (MacDonald et al., 2003). In addition, willingness among faculty to discuss and deal with issues that arise and providing awareness training for all faculty members is another key strategy in retaining faculty members from

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12 This term has been adopted from Muzzin (2009), who uses “minoritized” instead of “minority” to signal how the problem is located “within academic processes that exclude particular groups and their knowledges”, rather than within these groups or their members (pp. 105-106).

13 The “Global South”, also defined as “developing countries” or the “Third World”, refers to the socio-economic and political division that exists between the wealthy countries, known collectively as "the North" or "Global North," and the poorer countries, known as "the South" or "Global South" (Therien, 1999).
designated groups. As another example, UC Berkeley has affirmative action guidelines that apply to all of the University of California schools (see Appendix E for more information). Affirmative action policies and guidelines are essential in improving educational equity, diversity, and inclusion in faculty recruitment, hiring, support, and retention. It is also important to establish a set of complementary and interrelated policies regarding anti-racism, anti-discrimination, and accessibility. It is recommended that the School of Social Work at UBC begin a process of establishing such policies and guidelines.

It is also vital to note that discussions regarding affirmative action – both for faculty hiring and student admissions – frequently include the concepts of merit versus special treatment and “leveraging diversity” (Iverson, 2007). This is problematic as it does not acknowledge that merit is based on Euro-western, patriarchal normative standards (Iverson, 2007), and that it is a criteria created by those in power (Blackmore, 2002). As Iverson (2007) illustrates, racially minoritized faculty are frequently seen as outsiders, disadvantaged, and at risk; rather than being recognized for the contributions they bring to the university. It is recommended that during UBC School of Social Work’s process of establishing equitable hiring and admission policies and practices, the School acknowledges the inherent inequity that exists in these perspectives.

Another example of processes and practices that address recruiting, hiring, supporting, and retaining minoritized faculty is provided by the University of Sydney (U of S), which has a Staff and Student Equal Opportunity Unit on-campus. This program promotes the hiring of women, people with English as a second language, Indigenous people, and people with
disabilities. Some of their recruiting strategies include advertisements and through community networks. Additionally, the University of Sydney has an Indigenous Employment Strategy, which seeks to attract staff, faculty, and students from Aboriginal and Torres Strait Islander backgrounds. There are additional programs offered to person who identify as Aboriginal or Torres Strait Islander, such as cadetships, apprenticeships, and traineeships. These initiatives are offered to faculty members in the Faculty of Education and Social Work, as well as all programs at U of S.

At the Faculty of Social Work at U of T, faculty recruitment and development are high priorities, and are included in their Diversity Initiative. Goals established to diversify the faculty include fostering relationships with other programs at the University to recruit potential candidates, such as Women’s Studies and Indigenous Studies, and developing and maintaining relationships with community members who are already working in Social Work/social services who may be interested in teaching and researching at the Faculty of Social Work. Other faculty development strategies have involved faculty members participating in workshops on anti-racism and diversity, as well as placing diversity high on the agenda at faculty retreats.

Each of the universities highlighted in this section provides examples of policies and mechanisms for the UBC School of Social Work to consider in their process of improving equity policies and practices.

**Student Outreach, Admission, and Support**

Another area of educational equity in the Schools/Faculties of Social Work examined in the case studies is student outreach, admission, and support. It is necessary to have policies and practices in place that promote equity, an environment free of discrimination and that values
difference, and inclusion for students. For example, the School of Social Work at Dalhousie University has demonstrated exemplary practices in equitable student admission through their affirmative action policy, established in 1982. The School’s affirmative action policy applies to applicants who are Acadian, Aboriginal, African Canadian, members of other racially visible groups, persons with (dis)Abilities, and for Lesbian, Gay, Bisexual, Transgendered, Two Spirited, Queer, and Intersex (LGBTQI) students. Candidates applying under the affirmative action policy at the School are “considered individually on the basis of her/his qualifications, rather than in relation to other applicants” (Dalhousie University, Faculty of Health Professions, School of Social Work, 2012). Thomas Bernard, MacDonald, and Wien (2005) describe this policy further, by describing how students applying under the affirmative action policy:

Are given special treatment in the sense that their application is considered according to its individual merits, not as part of a competitive pool of applicants. If the individual application meets the minimum entrance requirements of the school, and if (based on letters of reference, the student’s personal statement and the like) the person is deemed to be likely to succeed in the academic program and in the social work career, then the person is likely to be accepted. (p. v)

In addition to the affirmative action policy, the School has a Bachelor of Social Work program for students who identify as Mi’kmaq/Maliseet, which specifically addresses the challenges and needs of these students. The Mi’kmaq/Maliseet Bachelor of Social Work (MMBSW) program teaches with culturally relevant frameworks and pedagogical practices. The rationale behind the development of the MMBSW program was the reality that mainstream Social Work education programs frequently have been unable to attract and retain Aboriginal students resulting in an insufficient number of professionally trained Aboriginal Social Workers. Students in the
MMBSW program are able to earn their BSW degree in a flexible format on a part-time basis over a three-year period. Students who wish to study on a full-time basis can also access the mainstream programs. The creation of the MMBSW program has strengthened the School’s ability to remove barriers and provide opportunities for a larger number of Aboriginal students.

The University of Manitoba’s Faculty of Social Work has also developed concrete strategies for student access and admissions. As outlined in the U of M case study, the Faculty of Social Work has several programs offered at different campuses, two of which are Access programs. These programs are designed to support minoritized students who have traditionally faced systemic barriers, such as poverty, racism, marginalization, English as a second language, the effects of colonization, a history of being a child in foster care, and being a single parent. As such, the Access programs have educational equity admission criteria, with which students can apply and be admitted with a GPA lower than the standard admission criteria, which is 3.0. They can be admitted with a GPA between 2.5 and 2.99, with relevant work experience and a commitment to Social Work. The UBC School of Social Work can increase educational equity by establishing and implementing policies that better acknowledge systemic barriers that potential applicants face, such as creating designated student spaces in the program for applicants from minoritized group and accepting students with lower GPA’s who fit an equity admission criteria.

The Faculty of Social Work at U of C is not included in the individual case studies. However, the university-wide student admissions policies also provide exemplary practices, which can provide further suggestions for the UBC School of Social Work in developing equitable admissions policies. U of C has an Aboriginal admissions policy and a diverse
qualifications admission policy (University of Calgary, 2012). The A.13 Aboriginal admissions policy states:

The University of Calgary acknowledges and respects the rich diversity of our learners, their communities, cultures and traditions, and their aspirations and abilities. In order to ensure equitable access and successful participation of Aboriginal learners, the University of Calgary has instituted an Aboriginal Admissions Process for qualified Aboriginal applicants seeking admission to undergraduate programs. This policy will automatically be in effect if the student self-identifies as an aboriginal applicant on the undergraduate application form. Prior to registering for the first time, students admitted under this policy will be required to submit confirmation of Aboriginal ancestry.

The A.15 diverse qualifications admission policy states:

The University of Calgary seeks first and foremost to attract excellent academic students. However, the University also recognizes that those who have achieved excellence outside academics or who have overcome significant hardships can make positive contributions to the University community, and that achieving this excellence or overcoming hardships requires discipline, desire, dedication and determination and may mean some sacrifice of academic achievement. Recognizing that excellence means more than academic excellence, the University of Calgary may admit up to 1% of its undergraduate students annually under this category.

In addition to the above examples from Schools and Faculties of Social Work, the Law School at UBC also demonstrates exemplary practices in equitable student admissions policies. Under their admission policies, there is a section on ‘discretionary applicants’ and another for ‘First Nations applicants’ (Vancouver Academic Calendar 2012-2013, Faculty of Law). Under
these policies, there are twenty reserved spots for Aboriginal applicants and twenty further spots reserved for discretionary applicants. Both Aboriginal and discretionary applicants are admitted on the evaluation of how likely it is that they will be successful in law school. (See Appendix N for more information on the UBC Faculty of Law admissions policies).

Much like the UBC Faculty of Law, and several of the other Schools/Faculties of Social Work, UBC School of Social Work also has a policy that designates five spaces for Aboriginal applicants\(^\text{14}\) (P. Riaño-Alcalá, personal communication, September 2, 2012). However, this information is not provided on the School’s website, which negatively impacts accessibility of admissions information and may decrease the chances that Aboriginal applicants will consider UBC School of Social Work. Thus, it is recommended that this information be provided on the School’s website and accessible through documentation. A further suggestion is for the School to establish similar policies for applicants from other underrepresented groups. Currently, although the School does not yet have such admission policies for minoritized and underrepresented students, there is a section in the application packages called *Equity Identification* (University of British Columbia, School of Social Work, 2012). However, it is unclear in the application package whether this identification is connected to an affirmative action policy or for reasons unrelated to equity admission criteria. Another suggestion to the School is to further clarify the purpose of this section.

With better policies in place, such as Dalhousie’s affirmative action policy, U of M’s equity admission criteria, U of C’s Aboriginal and diverse qualifications admissions policies, and UBC Faculty of Law’s First Nations and discretionary

\(^{14}\) The UBC School Council Meeting of Thursday March 28, 2002 approved that “five spaces will be reserved each year for First Nations qualified applicants for admission to the on-site MSW program”. This motion had also passed unanimously at the March 6, 2002 meeting of the MSW Field Education and Curriculum Committee.
applicants admissions policies, UBC’s School of Social Work may be able to attract and admit candidates who otherwise would not apply or be admitted, and who may be positive additions to the School and to the Social Work profession. It is important to note, however, that there are challenges that can follow affirmative action and other equity-related criteria in admission policies. As MacDonald et al. (2003) discuss, there were instances at Dalhousie’s School of Social Work where students in the Mi’kmaq/Maliseet BSW program experienced backlash from “mainstream” students due to stigma connected to affirmative action policies. Similar accounts were addressed in several of the individual case study interviews. As such, another recommendation for the UBC School of Social Work as they progress in developing equitable admission policies for students is to be mindful of the reality of these issues, and to learn from other Schools and Faculties who already have such admission policies in places and who have faced these challenges.

In addition to equitable admissions policies, the case studies have included various strategies to increase student outreach, as to attract a more diverse student body and to encourage people from underrepresented groups who show an interest in pursuing Social Work education to apply. Policies such as affirmative action and equity admission criteria are more effective when potential applicants are aware of such policies and of what the School has to offer. Strategies from several of the universities used in the case studies have included advertising in community newspapers; sending brochures to community organizations; hiring students as research assistants to go into communities to provide information about the School/Faculty of Social Work; having students from minoritized groups to go into their own communities to talk about the School/Faculty of Social Work; increasing participation in regional and national graduate student recruiting fairs with access to larger numbers of underrepresented students;
implementing a mentorship/outreach program to high schools; implementing an outreach program to field placement agencies that encourage field instructors to identify talented bachelor level paraprofessionals to link to the School/Faculty of Social Work; implementing an outreach program for first and second year university students in classes such as Women’s Studies and Indigenous Studies; and implementing an outreach program to community colleges. The School of Social Work at UBC may benefit from utilizing community outreach and dissemination to increase student outreach and recruitment, as to attract more students from minoritized and underrepresented groups into the School.

Once students are admitted, another component of educational equity is support and retention. Even if students from minoritized and underrepresented groups are accepted into the School, without sufficient support, students may struggle or be unable to successfully complete the program. Examples from the case studies have illustrated strategies that may guide policy and practice in supporting and retaining students. In their Access programs, the Faculty of Social Work at U of M focuses on both academic and personal supports. Examples of such supports include an extensive orientation to university expectations, a course on study skills and exam preparation, individualized academic advising, and personal counselling. Additionally, the Faculty offers part-time and distance options for students who find full-time and/or on-campus programs to be an obstacle in succeeding, due to a variety of reasons, such as having to work full-time while going to school, parenting, inability to relocate closer to campus, and/or feeling overwhelmed with a full course-load. As the UBC School of Social Work does not currently offer official part-time or distance options for either the BSW or MSW programs, these are possibilities that the School may consider in increasing equity, accessibility, and student retention.
Scholarship

In addition to the need to address inequity concerns in student access and retention, financial support and opportunities are essential, as financial strain is another barrier for many students who have faced marginalization. The School of Social Welfare at UC Berkeley includes improving scholarships as one of the goals in their Equity, Inclusion, and Diversity Strategic Plan. For example, the School has increased awareness among underrepresented applicants of financial aid opportunities that exist in the School of Social Welfare by conducting informational sessions and application workshops throughout the fall for prospective applicants to learn about financial aid options and application procedures. Due to the implementation of this strategy, and as a result of expanded financial support opportunities, the School has seen an increase in the number of underrepresented enrollees.

At U of M’s Faculty of Social Work, an example of strategies aimed at addressing financial barriers includes funding that applicants from the Access programs have been able to obtain, such as the Band Sponsorship and the Study Assistance for Social Allowance Recipients (SASAR). Additionally, students with insufficient outside funding have gained financial assistance through the Manitoba Student Financial Assistance Program. Some of these students also received a non-repayable Access bursary. A component of the Faculty’s practices in supporting students through this process is the Financial Support Staff and Counsellors available through the Access program who provide consultation. For Aboriginal students there is an Esther Seidl Scholarship for those who have completed the coursework and are working on the thesis portion of the program. Other awards, scholarships, and bursaries targeting minoritized and underrepresented students include the Elizabeth Hill Scholarship (for individuals who have a special interest in mental health services for Aboriginal children and their families, with
preference is given to Aboriginal students), the Margaret Mary Burns Bursary (for students enrolled in the MSW Program who demonstrate financial need), the Margaret Tobin Bursary for single parents, the MASW Single Parent Bursary, and the MASW Affirmative Action Bursary.

The University of Sydney also provides examples of addressing the need for financial support to minoritized students. Various scholarships and bursaries are available to Social Work students identifying as minoritized at the undergraduate and graduate levels. The financial assistance packages range from government funded scholarships to the university’s scholarships based on secondary school examination results, and other achievements such as leadership and creativity. For example, the Walter & Eliza Hall Scholarship in Social Work ($6000) is available to persons currently receiving government financial assistance to “ensure the absence of money does not stand in the way of a selected person's ability to achieve their maximum potential, in terms of a formal tertiary education” (The University of Sydney, Faculty of Education and Social Work, 2012).

In addition to the examples from the individual case studies, it is crucial to acknowledge that even with the availability of various scholarships, bursaries, and funding, what is recognized as contributing to universities is based on Euro-western values. As Iverson (2007) elucidates, “White racial experience… [is used] as the normative standard for progress and success in higher education” (p. 588). This can be yet another obstacle, and may affect minoritized candidates applying for financial aids. Sinclair (2003) discusses how it can be challenging for Indigenous scholars to receive support and funding in their attempts to approach their research in a way that honours Indigenous worldviews and practices because they are expected to meet Euro-western research requirements and concepts of what constitutes ‘legitimate’ academic research. These challenges can also be applied to other minoritized students and faculty trying to conduct
research that includes involvement from non-Western cultural communities. Sinclair (2003) highlights the importance of respecting ancestry, honouring ceremony and other culturally-relevant traditions, reciprocity in knowledge-sharing, and maintaining responsibility to communities. A significant amount of Dalhousie School of Social Work’s processes and practices on educational equity demonstrates the importance of scholarship in increasing and maintaining support for equity initiatives. As MacDonald et al. (2003) proclaim, “Our future work on systemic discrimination and diversity issues needs to be firmly rooted in our research and scholarly productivity on these issues” (p. 480).

Examples from the individual case studies and related sources provide potential tools for the School of Social Work at UBC in their attempts to increase financial support and remove financial barriers for potential and current students. For example, the School can improve access to financial supports by ensuring that students are aware of all of the scholarships available, especially those available to minoritized and underrepresented students. A suggestion for increasing efforts in doing so is to include more information about scholarships, bursaries, and other financial aid opportunities during student outreach, orientation for incoming students, and throughout the year as needed. Other suggestions for improving equity and diversity in relation to financial supports at the UBC School of Social Work include fostering research, pedagogy, and student-learning that honours minoritized worldviews, traditions, histories, and priorities, and providing scholarships, opportunities, and support for research and student projects on equity issues and initiatives. Last, as Dunn et al. (2008) emphasize, it is imperative
to acknowledge that as social and historic conditions are not equal for everyone, ‘equal
tportunity’ is insufficient. As such, it is necessary to implement concepts of equity, which
involves granting merit, ongoing support, and/or resources to individuals who have experienced
(and continue to experience) social barriers (University of British Columbia School of Social
Work Educational Equity and Diversity Strategic Plan, 2011).

**Curriculum**

For Schools of Social Work addressing equity and diversity in curricula, one of the
questions that surface is: is it more beneficial to integrate equity into exiting curriculum, or to
create separate courses on specific equity-related topics? From the examples in the individual
case studies, it is apparent that there are benefits to incorporating both options – equity and
diversity-inclusive curricula and required courses on equity issues, as well as additional electives
on equity-related topics. However, when integrating equity-related material into curricula, it is
essential that integration moves “beyond a token inclusion of content about diverse groups to a
fundamental integration of different ways of knowing” (MacDonald et al., 2003, p. 481). The
Schools of Social Work in the individual case studies shared their processes in trying to move
beyond such token inclusion. Each university employed several strategies, including
collaboration between the Equity/Diversity Committees and the Curriculum Committees, active
student participation in the construction and modifications of equity-related curricula, and
consideration during the hiring process of candidates’ ability to integrate equity in their
teachings. For example, Dalhousie’s School of Social Work endeavours to teach critical
reflection, diversity, and anti-oppressive practice from a social justice perspective in every
course they deliver, whether or not the course is specifically addressing an equity topic. This is
one of their strategies in moving beyond token inclusion and moving towards fully integrating
the material. The philosophy behind such attempts to practice integrating equity into all courses
is that everything taught can be related to equity and that equity topics are not separate, and
therefore should not be compartmentalized. Additionally, all students who enter the Dalhousie
School of Social Work take a required course on anti-oppressive Social Work practice that
provides a base on which they can build on, as they continue their learning processes throughout
the program. UC Berkeley’s School of Social Welfare is also in the process of developing an
anti-oppression workshop for all incoming MSW students as part of their orientation activities.
In addition to this workshop, the School has a diversity section in each course syllabus, which
has recently been expanded to delineate diversity-related objectives of the courses and the
methods and assignments by which these objectives will be achieved. By explicitly outlining
these expectations, the School works at better integrating equity into their curriculum, as well as
offering a selection of electives on specific equity topics.

The Faculty of Social Work at U of T has undergone a process of implementing a
diversity-integration framework in curricula. The result of their process in applying this
framework is a course consisting of four modules, addressing anti-racism, Aboriginal issues,
issues of diversity and inclusiveness, and cultural competence (George, Shera, & Tsang, 1998).
After these modules were decided upon, the Faculty looked at how to provide this course. The
decision was to offer the course materials by dividing the modules and teaching them in each of
the four required courses, presenting them during the first three weeks of the fall semester
(George, Shera, & Tsang, 1998). In 1996, a ‘diversity assignment’ was created, where students
worked in groups of five to collect firsthand information about populations or communities that
experience multiple oppressions, and in the beginning of the second month of the fall semester,
they made presentations of their findings to a panel (George, Shera, & Tsang, 1998). The grade received from this presentation counted for the first assignment for all four required classes (George, Shera, & Tsang, 1998). Moreover, in the second year of the MSW program, the two required courses and the field practicum all treat issues of diversity as integral elements of the courses, and concretely state this intent in their course outlines.

Since 2009, U of M Faculty of Social Work’s Educational Equity Committee has been working closely with the MSW program committee to review and improve curriculum to enhance equity in their Faculty. Their processes and practices provide examples of applying a more holistic framework for integrating equity-related material into curricula. For example, the Faculty has recently paid more attention to the need to increase Aboriginal content in all courses and to have them taught by Aboriginal instructors whenever possible. In addition, there is a plan to increase LGBTTQI and cultural/racial diversity content in all courses, to develop a course on immigrant/refugee/visible minorities and anti-racism for the BSW and MSW programs offered each year, and to include material in all courses that address issues regarding disability.

Each of the examples from the individual case studies present areas for improvements and changes to be made at the UBC School of Social Work. Recommendations based on the other universities’ processes and practices include increasing student evaluations and surveys to strengthen student participation in curricula development; collaboration between the Equity Task Force and the Curriculum and Field Education Committees; and an anti-oppression workshop for all incoming students during the orientation week and/or a required course offered to all incoming students in the first semester on anti-oppressive Social Work practice that includes equity and diversity-related issues without compartmentalization of these teachings. Last, following another example of addressing equity in curricula from Dalhousie and the University
of Manitoba, it would be beneficial for the UBC School of Social Work to develop an elective course on topics relevant to LGBT2IQQ (lesbian, gay, bisexual, transgendered, two-spirited, intersex, queer, and questioning) issues.

**Pedagogy**

A theme that emerged from several of the case studies was the need to have congruency between curricula and pedagogy to fully integrate and address equity issues in the classrooms. Providing information about equity-related topics is not sufficient for students to delve deeper into how inequities impact individuals and communities. It is vital that students are encouraged and supported to further their abilities in self-examination, exploration, and reflexive practice in relation to these issues of oppression. In the individual case study interviews, faculty members described how such critical reflections and analyses often generate emotional responses, such as anger, frustration, pain, and/or guilt. Thus, an important step in this process of teaching students is to develop pedagogical practices that deal with these emotional responses and which foster learning and growth through this process. As Hughes et al. (2003) put forth, “Once we have problematized and demonstrated the complexity of oppression and even the idea of social justice and communicated to students that there are no easy understandings, answers, or strategies to offer, where have we left them?” (p. 359). Schools of Social Work need to be mindful of questions such as these when developing ideas and making decisions about pedagogical practices. The School of Social Work at Dalhousie University provides suggestions and strategies through their processes and exemplary practices in their awareness and thoughtful
decisions regarding pedagogical methods. For example, professors at the School use collaborative learning, group work, active student participation, and self-directed learning to support students in their academic, professional, and personal growth. The School has continued to strengthen their “collective attention to pedagogy by incorporating relevant questions into program reviews, by structuring formal and informal times to analyze critically [their] pedagogical practices, and by involving students in more effective formative evaluations of pedagogy (MacDonald et al., 2003, p. 482). In addition, the School has put much time, energy, and efforts into fully embedding a social justice lens within their pedagogical practice. An aspect of achieving consistency in pedagogical practices, with room for varied styles in teaching, is hiring faculty members who truly envelop the values related to pedagogy and conceptual frameworks set by the School of Social Work, constant program evaluation, and involving students in curriculum development and ‘best practices’ regarding teaching at the School.

Recommendations for improving pedagogical practices relevant to equity at the School include: increasing congruency between curricula and pedagogy; increasing practices such as collaborative learning, group work, active student participation, and self-directed learning to support students in self-reflection and analyses of oppression and equity-related topics; increasing consistency amongst faculty in pedagogical practices, with room for varied styles in teaching; ensuring constant program evaluation; gathering students’ input on what fosters their reflection, analysis, and growth in terms of equity and diversity, and on what they believe constitutes ‘best practices’ regarding pedagogy at the School; and including input from field educators and community members.
Climate

Despite the attempts of Schools of Social Work to embrace equity and create ‘safe spaces’ for students to practice self-reflection and exploration, Social Work education is not separate from the institutions that they exist within, which are often “vehicles for containment and silencing” (Chan, 2005, p. 141). Academic sites, including Schools of Social Work, are political sites. Examples of the challenges inherent in addressing climate and collegiality surfaced during many of the interviews for the individual case studies. Although there are challenges in addressing all aspects of equity and diversity within Schools of Social Work, and educational sites as a whole, there is often an even greater disjuncture between policy and practice in addressing equity issues in classroom and school climate, and the difficulties to even put policies in place for ‘equitable climates’. Safe spaces and climate are difficult to measure. While numbers of self-identified minoritized and underrepresented students, faculty, and staff admitted and hired can be measured to examine equity in student admissions and faculty hiring, such an evaluation of ‘outcomes’ is not as easily obtained in terms of climate. Furthermore, climate is often intertwined with other elements of equity/inequity, such as the retention of students and faculty, curriculum, and pedagogy.

Williams (2003) discusses pedagogical practices and strategies that can guide improvements in climate. She provides examples of common ‘best practices’, such as exposure to biographies, readings and presentations, and reflective writing assignments. She also notes the importance of dedicating additional attention to facilitated group learning, by spending time and
creating activities to prepare students for the foreseeable experience of tensions. Williams (2003) posits that this process should include a discussion about ‘safety’ and ‘comfort’. The issue and concept of ‘safety’ and ‘comfort’ arose during interviews with other Social Work programs. Part of these Schools/Faculties of Social Work’s process, and often challenges, in providing classroom climates that promoted equity, revolved around the questions: what does ‘safety’ look like, and safety for who? Without conversations about these issues, safety continues to be defined as comfort only for students, and teachers, with dominant identities. Furthermore, these experiences of ‘safety’ greatly differ depending on individuals’ social location, history, and experiences. Discussions about ‘safety’ need to include what this looks like for both dominant and minoritized groups.

As an example, the School of Social Work at Dalhousie has undergone a process of acknowledging how institutional policies and practices in multiple areas – such as student access, curriculum, pedagogy, scholarship, program delivery, staff recruitment and development, and governance and leadership – all contribute to the overall institutional climate. As such, there is a greater chance of improving climate by creating changes in policy and practice in each of the areas, opposed to making specific efforts within any one area. The School employed a myriad of strategies to address each of these areas, in turn, impacting the overall climate of the school. The actions that the faculty and staff took to increase equity included course design and investment in equity-related resource materials; taking initiative to learn about the experiences of minoritized groups instead of “waiting for the minority to educate the majority” (MacDonald et al., 2003, p. 483); all faculty members taking equal responsibility and expectations in teaching about diversity rather than expecting it to always be undertaken by minoritized faculty members; and “supporting and defending colleagues when they complain of harassment or discrimination.”
Moreover, there is a great connection between commitment to equity and climate. Demonstrating a strong commitment to addressing and improving issues of equity can promote an environment where faculty and students with privilege can react “humbly and cautiously to criticism and complains by colleagues and students who belong to oppressed groups” (MacDonald et al., 2003, p. 484), and where minoritized faculty and students feel that such criticisms and complaints will be heard. The School of Social Work at Dalhousie provides us with a significant example of institutional commitment and the impacts of such commitment to climate and collegiality. The example is the university-wide training program for staff and faculty called *Diversity at Dal: What Part Will you Play?*, which is a collaborative project between the Employment Equity and Personnel Offices and the School of Social Work. These training workshops were designed and facilitated by members of the School, and were organized around the principles of awareness, analysis, and action. The process of these three core principles work towards the planning of personal and systemic actions to make changes. Such commitment, involvement, and collaboration such as this can affect many areas of equity and diversity within an educational site, and as such, can have a strong impact on climate and collegiality. Examples such as these can provide possibilities for improvements and attention to climate for the UBC School of Social Work.

**Lessons Learned/Suggestions for Policy and Practice**

From the work and analysis conducted to date, the Equity Task Force has begun to shape a vision that acknowledges the need to devote considerable attention to the processes and methods through which the UBC School of Social Work’s equity plans and practices are developed, implemented, monitored, and revisited on an ongoing basis. The emerging vision is
that in order to realize an equity plan; it needs to exist not only in text, but also by ‘living’ through practice. As such, a living equity plan is informed by the following guiding principles:

- It is not only what organizations do (either informally, or in terms of policy) which challenge oppressive and racist structures, but how organizations do this, and how policy is implemented which has a significant impact (Ahmed et al., 2010);
- Attention is given to processes and methods for development, implementation, and sustainability of an equity plan instead of focusing on a set of isolated and not necessarily related best practices;
- A holistic approach to address equity issues is built upon recognition of current inequities, meeting professional and community standards, and a respect of rights and freedoms;
- Institutional and faculty commitment and openness to change and to challenging structures of oppression are conditions for any basic and meaningful change; and
- Student leadership and participatory governance ensure accountability and transparency of process.

To complement this emerging vision, the lessons learned and recommendations for policy and practice that emerged through the process of interviewing other Schools/Faculties of Social Work and undergoing analysis are provided below. This analysis included suggestions from other sources used throughout this report. As one of the challenges in establishing positive change in the area of educational equity centres on the implementation of policies, the goal of this report is to have these recommendations considered in the UBC School of Social Work’s attempts to minimize the disjunctures between policy and practice, and in the development of a new equity and diversity strategic plan.
Leadership, Governance, and Strategic Commitment

- Transition the Equity Task Force into a committee, or create a committee in addition to the task force.
- Ensure that the governance of the Equity Task Force includes the presence of the Director of the School of Social Work, following the example of governance of the Diversity Committee at the University of Toronto’s Faculty of Social Work strategies for strategic commitment.
- Have a member of the Equity Task Force sit on each of the Curriculum and Field Education Committees and on the Student Council.
- Increase collaboration between the Equity Task Force and the Aboriginal Strategic Planning Committee.
- Include an update from the Equity Task Force at faculty meetings, and putting equity and diversity-related topics on the agenda at faculty retreats.
- Create a staff position similar to that of the Diversity Coordinator at UC Berkeley School of Social Welfare and the Equity Advisor at the University of Toronto’s Factor-Inwentash Faculty of Social Work. Note: it is recommended that this role is not an “add-on” to a current administrative staff position, and is instead creating as a role that specifically focuses on equity and diversity-related issues.
- Strengthen strategic commitment in equity and diversity practices at the School through written documents, such as reports, reviews, evaluations, official policies, and guidelines.
- Increase the role of the Equity Task Force during student orientation week in September to encourage more student involvement, and to promote the creation of a student caucus,
committee, or council which includes representatives from each program (BSW, MSW Foundation, MSW Advanced, and PhD).

- Increase the School of Social Work’s involvement and collaboration with the University of British Columbia campus-wide, such as with the Equity Office, Access and Diversity, the Positive Space Campaign, Centre for Inclusion and Citizenship, Centre for Race Autobiography Gender and Age, Institute for Gender, Race, Sexuality, and Social Justice (establishing in April 2012, previously the Centre for Women’s and Gender Studies and the Women’s and Gender Studies Program), Liu Institute for Global Issues, Alma Mater Society (AMS), and Graduate Student Society (GSS).

- Increase the efforts, support, and time from all faculty and staff.

- Ensure that adequate resources are allocated to equity and diversity initiatives.

**Faculty and Staff Recruitment and Retention**

- Develop affirmative action policies or guidelines.

- Apply affirmative action policies/guidelines by hiring master’s level candidates, and providing the opportunity, time, and support to complete doctoral studies while on faculty.

- Increase mentorship and support for new faculty members.

- Combat institutional privilege\(^{15}\) and epistemic violence\(^{16}\) within the School of Social Work.

- Offer required training workshops for faculty and staff.

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\(^{15}\) The normalized and taken-for-granted benefits of being part of the mainstream culture in a formerly organized set of relations (MacDonald et al., 2003).

\(^{16}\) The experiences of Indigenous, and other minoritized and underrepresented researchers whose ways of knowing are not honoured within the academic institution (Sinclair, 2003).
• Remove explicit and implicit expectations that members of specific minoritized groups will educate other faculty members and teach courses on equity-related topics.

• Foster relationships with other programs and centres at the university to recruit potential candidates.

• Establish relationships with community groups and agencies to recruit candidates who may be interested in teaching and researching at the School of Social Work.

• Recognize and support the time and energy devoted by faculty and staff to equity and diversity at the School, as this may take time from teaching and research. This is especially important as a critical issue in increasingly moving towards diversity, equity, and inclusiveness is positive incentives (George, Shera, & Tsang, 1998). As the traditional merit system of academic institutions highlight research, publications, and teaching as the criteria for promotions and tenure, it can often be difficult to make the time, energy, and commitment to community outreach and service (George, Shera, & Tsang, 1998).

• Continue to work on how legitimacy of working with the ‘community’ can be established (George, Shera, & Tsang, 1998).

Student Outreach, Admission, and Support

• Develop affirmative action policies or guidelines, including criteria such as U of M Faculty of Social Work’s equity admission criteria (refer to p. 60) and designated student spaces for underrepresented groups.

• Increase outreach strategies, such as: advertising in community newspapers; sending brochures to community organizations; hiring students as research assistants to go into
communities to provide information about the UBC School of Social Work; having students from minoritized groups to go into their own communities to talk about the School of Social Work; increasing participation in regional and national graduate student recruiting fairs with access to larger numbers of underrepresented students; implementing a mentorship/outreach program to high schools; implementing an outreach program to field placement agencies that encourage field instructors to identify talented bachelor level paraprofessionals to link to the School of Social Work; implementing an outreach program for first and second year university students in classes with connections to Social Work (i.e. Women’s Studies, Indigenous Studies, and International Relations); and implementing an outreach program to community colleges.

- Offer workshops on study and writing skills, and exam preparation.
- Create a mentorship program.
- Support students in establishing a student-led council or caucus that includes students from the BSW, MSW Foundation, MSW Advanced, and PhD programs, which addresses equity-related issues.
- Support students in establishing a LGBT2IQQ (Lesbian, Gay, Bisexual, Transgendered, Two-spirited, intersex, queer, and questioning) caucus.
- Increase the use of social media to attract more students and increase accessibility during the admissions process.
- Maintain the current system of providing individualized academic advising through Academic Advisors.
- Develop a part-time program.
- Develop a distance program.
Scholarship

- Conduct informational sessions and application workshops for prospective applicants and current students to learn about financial aid options and application procedures.
- Ensuring that students are aware of all scholarships available, especially those available and applicable to minoritized and underrepresented students.
- Include more information about scholarships, bursaries, funding, and essay prizes during student outreach, admissions, orientation, and throughout the year as needed.
- Provide financial support and opportunities for research, projects, and initiatives on equity-related topics.

Curriculum

- Increase collaboration between the Equity Task Force and the Curriculum and Field Education Committees.
- Active student participation in the construction and modifications of equity and diversity-related material in the curricula, including ongoing student evaluations.
- Consider candidates’ ability to integrate equity into their teachings during the hiring process.
- Discuss equity and diversity-related issues in the curricula during faculty meetings and retreats.
- Teach critical-reflection and anti-oppressive practice from a social justice perspective in every course delivered, rather than only focusing on this in courses specially addressing equity-related topics. This can be achieved by increasing attempts in moving beyond token inclusion and moving towards fully integrating the material in all courses. This
will teach students and remind faculty that everything taught can be related to equity and that equity-related topics are not separate, and therefore should not be compartmentalized.

• Develop a required course on equity and diversity/anti-oppressive Social Work for all incoming students, and/or including a workshop on this material during orientation week.

• Incorporate an equity and diversity section in each course syllabus, which delineates equity and diversity-related objectives of the course, and the methods and assignments by which these objectives will be achieved.

• Develop a course on topics relevant to LGBT2IQQ issues/experiences.

**Pedagogy**

• Demonstrate congruency in curricula and pedagogy.

• Apply pedagogical practices that promote equity, diversity, and inclusion. For example, collaborative learning, group work, active student participation, and self-directed learning to support students in their academic, professional, and personal growth.

• Increase consistency amongst faculty in pedagogical practices, with room for varied styles in teaching.

• Ensure constant program evaluation.

• Include students in curriculum development and include their input on what fosters their reflection, analysis, and growth in terms of equity and diversity, and on what they believe constitutes ‘best practices’ regarding pedagogy at the School.

• Include input from field educators and community members.
Climate

- Continue to develop and implement strategies and initiatives in addressing equity and diversity in all areas (leadership, governance, and strategic commitment; faculty and staff recruitment, hiring, and retention; student outreach, admissions, and support; scholarship; curriculum; and pedagogy).

- Acknowledge epistemic privilege, which is upheld through foundational institutional practices related to grading, class size, and individualized, standardized, narrow cognitive approaches to knowing, as this can overshadow interactions between students and instructors, and their relation to knowledge.

- Invest in resource materials to promote equity and diversity.

- Ensure that equity and diversity initiatives are taken-up by all faculty and staff, rather than only by minoritized and underrepresented faculty and staff.

- Ensure supportive and receptive responses if minoritized colleagues complain of discrimination.

- Address “chilly climates” (Muzzin, 2009) towards minoritized and underrepresented groups, stereotyping, and silencing.

- Value knowledges brought by minoritized faculty within curriculum, research, and pedagogical practices.
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Appendix A

Dalhousie University, School of Social Work, Faculty Areas of Research

• Critical and Anti-Oppressive Theory/Practice
• Anti-Racist Theory/Practice
• Aboriginal social policy, community/social development, and Social Work education
• Practice in Northern, rural & remote Communities
• Holistic, wellness, health determinants, and capacity building frameworks
• Cross-cultural competency
• Participatory research models
• Mental health
• Addictions
• Childhood trauma
• Sexual abuse
• Violence against women
• Women’s health
• Eating disorders and body image
• Postmodern, poststructural, and feminist research, theory, and practice
• Individual, couple, and family assessment/intervention
• Group work
• Community development
• International social work and development
• Social Work pedagogy
• Discourse analysis and narrative studies
• Arts and culture in Social Work
• Holistic social work theory
• Strength-based Social Work theory and practice
• Animal-human bonding and animal assisted Social Work practice
• Gerontology
• Youth homelessness
• Disability
• Child welfare
• Gay, Lesbian, Bisexual, and Transgendered Issues
• HIV/AIDS
• Qualitative Methods
• Ecological Social Work
• Child Development
• Social Constructionism
• Ethics in the helping professions

(Dalhousie University, Faculty of Health Professions, School of Social Work, 2011)
Appendix B

Dalhousie University, School of Social Work, Course Descriptions

SLWK 6001.03: Theory and Practice of Anti-Oppressive Social Work in Diverse Communities.
SLWK 6001 must be the first course taken in the MSW program.
The principles of cross-cultural and ethnic-specific social work practice are now widely accepted in social work education, training and practice. The more recent challenge has been to develop anti-racist and anti-oppressive theory and practice. Racism and oppressive practices are in conflict with the “caring” notion of social work as a profession. Multiple forms of oppression frame everyone's life. Social work intervention either adds to oppression, condones it through non-action, or does something to ease or break oppression. The aim of this class is to unravel the underlying thread of multiple oppressions and the interaction of various sources and forms of oppression, and to develop practice strategies that seek to challenge and break oppression.

SLWK 5110.03: Africentric Perspectives in Social Work.
This course provides students with an opportunity to engage in critical dialogue, reflection and action about historical and contemporary experiences of African Nova Scotians and Africans in the Diaspora. This course also focuses on awareness of Africentric theory, and its application in social work practice with Africans and non-Africans.

SLWK 5160.03: Aboriginal Perspectives on Service Delivery and Practice.
This course provides students with an understanding of issues which affect practice with Aboriginal populations, as well as the opportunity to engage in critical dialogue, reflection, awareness and to examine how their own and others’ belief systems and worldviews impact their model of social work practice.

SLWK 5380.03: (dis)Ability: Policy and Practice.
(Dis)Ability will be examined from an anti-oppressive, social constructivist, rights-based lens, focusing primarily on three areas of exploration: (dis)Ability identity – how it is constructed, perceived and utilized within an ableist world; societal location of (dis)Ability – examining the historical and current day (dis)placement of people with (dis)Abilities; and, policy/practice implications, ranging from grassroots (dis)Ability organizations to government legislation.

(Dalhousie University, 2011)
Appendix C
UC Berkeley, School of Social Welfare, Faculty Areas of Research

- Culture, SES and mental health; mental health services research in low-income populations; Latino & minority mental health; health disparities; cognitive-behavioral therapy for depression; mobile technology; and mental health
- Nonprofit management and planning, organizational change, policy implementation
- Children and families specialization; child welfare casework; social work practice in schools; interagency collaboration; educational issues for foster children; individual, family, and group practice
- Child and family poverty; child abuse and neglect, foster care, kinship care, and child welfare services; family policy
- Gerontology
- Community practice and service delivery in urban poverty, ethnic, and immigrant neighborhoods; community analysis and needs assessment; program planning and development; cultural competency services
- Program planning, policy and organizational development, access to health care, prevention, community building, women’s health issues, health disparities, holistic approaches to ending cycles of poverty
- Impact and assessment of children’s exposure to violence; international parental abduction in cases of domestic violence; evaluating interventions and policies on family violence
- Community Mental Health, Culturally Competent Treatment, Non-Profit Human Resource Management
- Professional ethics and education; evidence-based practice; professional decision making; social learning theory; behavioral methods; evaluation of practice; social skills training
- Design and evaluation of social service delivery systems; theoretical framework for social policy analysis; evaluative research; the welfare state; administration and organizational theory; family policy and child abuse prevention; comparative social welfare
- Social work education; field education; child welfare; human service organizations
- Motivational interviewing; trauma; intimate partner violence/domestic violence; anxiety disorders; behavioral health; cognitive-behavioral therapy; assertive outreach and clinical case management; family adjustment to disability; criminal justice system; program management; lesbian, gay, bisexual, and transgender populations; vicarious trauma
- International social welfare and social work, social development, social policy
- Chicano/Latino psychosocial problems; acculturation and adjustment of ethnic minorities to American society; minority mental health; cognitive-behavioral therapy; depression in Latinos; HIV prevention with Mexican migrant laborers/Latinos
- Child maltreatment, child welfare case management, child welfare agency workplace management, mandated child abuse reporting, the Indian Child Welfare Act, tribal child welfare services, clinical supervision; professional association leadership & participation; social work ethics; social justice; women’s issues; and domestic violence
- Aging policies, programs, and services; aging-friendly communities; family caregiving; work/family issues; death, dying, and bereavement; gerontological social work education
• Mental health and social policy; research methods; adult residential care; self-help mental health services; violence and mental illness; community mental health; homelessness; social work practice; psychiatric epidemiology; social support systems; social ecology; health policy; psychiatric emergencies
• Prevention of mental, emotional, and behavioral problems in children and youth; Strength-based screening and assessment practices to promote social-emotional competence and resilience; Whole-school and community-wide preventive interventions; Evaluating models for the bi-directional translation of knowledge between research and practice environments
• Family and school influences on child and adolescent school performance, especially for urban and at-risk children and youth; parenting under stress; family treatment; linking families, schools, and communities; school-based social work practice; mixing quantitative and qualitative methods; multi-level statistical modeling
(University of California, Berkeley, School of Social Welfare, 2012)
Appendix D

UC Berkeley’s Initiative for Equity, Inclusion, and Diversity

UC Berkeley began their *Equity, Inclusion and Diversity (EID) Strategic Plan* in 2010 (University of California, Berkeley, 2011). The Evelyn and Walter Haas, Jr. Fund invested $16 million to help launch the UC Berkeley *Initiative for EID*, a 10-year initiative that involves Berkeley students, faculty, and staff across all disciplines (University of California, Berkeley, 2011). The *EID Strategic Plan* focuses on three main goals, one of which is expanding research and teaching through the Haas Diversity Research Center (University of California, Berkeley, 2011). The Hass Diversity Research Center consists of five faculty chairs whose roles involve focusing on educational disparities, health disparities, diversity and democracy, economic disparities, and lesbian/gay/bisexual/transgender equity (University of California, Berkeley, 2011). The *EID Strategic Plan’s* second goal is about supporting student scholarship. One of the strategies in reaching this goal involved creating the Haas Scholarship Challenge, a matching fund for undergraduate scholarships (University of California, Berkeley, 2011). This scholarship targets community college transfer students at UC Berkeley who display community and public service leadership to help remove financial barriers (University of California, Berkeley, 2011). The *EID Strategic Plan’s* third goal is about “creating institutional transformation” (University of California, Berkeley, 2011). To work towards this goal, UC Berkeley developed several programs to infuse equity, inclusion, and diversity in the university’s environment. Such programs include: grants for students, faculty, and staff to do work in areas that advance equity, inclusion, and diversity; mentoring, career advising, and professional development for faculty; multicultural education curriculum development and implementation; and research and development efforts that reach every faculty and program on campus to create and implement strategic planning and assessment for equity, inclusion, and diversity (University of California, Berkeley, 2011).
Appendix E

University of California’s Affirmative Action Guidelines for Recruitment and Retention of Faculty

University of California Berkeley has categorized their affirmative action guidelines and tools into best practices for faculty recruitment, faculty selection, and faculty retention. Under each of these categories, the guidelines are broken down further into concrete strategies.

Best Practices for Faculty Recruitment

According to the Affirmative Action Guidelines, the “most important method for promoting equal opportunity is to conduct a vigorous search which should help ensure that qualified women and minorities are well represented in applicant pools for faculty positions” (University of California, 2002, p. 4). Furthermore, many departments have affirmative action committees that are responsible for developing and implementing the affirmative action policies to adhere to Federal equal opportunity standards (University of California, 2002).

Strategies for faculty recruitment include:

1. Composing a search committee that represents a diverse cross section of faculty. It is encouraged that special effort is made to ensure that minority individuals and women have equal opportunity to serve on these committees. If departments lack diversity on their own faculty, they are encouraged to consider appointing members outside of their department.

2. Developing position announcements that demonstrate the needs of the department and is written as broadly as possible to attract the largest available pool of potential applicants. The position announcements also include the required notice that the University is an equal opportunity employer, with position descriptions and job announcement including additional language reflecting the program’s interest in attracting applicants whose teaching, research, or service activities may contribute to the diversity of the campus. The position announcements are carefully reviewed by the search committees, in collaboration with the department faculty and the academic administration.

3. Widespread advertising before filling any faculty positions. These should include national publications, personal contacts, listservs, mailing lists, professional and academic conferences, and websites. These advertisements must state that the University is an equal opportunity/affirmative action employer and state that “all qualified applicants are encouraged to apply, including minorities and women” (University of California, 2002, p. 5).

4. Inclusive recruitment activities that are consistent with the University policy and effective for increasing the numbers of women and minority applicants. Each department should develop and maintain a list of publications where academic positions can be advertised, which includes publications targeted to specific minority groups and women.

5. Proactive informational outreach, which can entail search committee members writing letters or making phone calls to their colleagues to ask about promising candidates, and specifically inquire about promising women and minority candidates. They may also make a special effort to attend conferences or other academic meetings to recruit and network, which are attended primarily of women and minorities in the field. (University of California, 2002)
Best Practices for Faculty Selection

According to the University of California *Affirmative Action Guidelines for Faculty Recruitment and Retention*,

The Federal affirmative action regulations provide the University with great flexibility in developing action-oriented programs and demonstrating good faith efforts to provide equal employment opportunity in faculty hiring. However, Proposition 209 does not permit the University to grant preferences on the basis of race or gender in the selection process for academic appointments. Therefore, programs that allowed departments to consider affirmative action in hiring decisions such as the Target of Opportunity for Diversity and the “tie-breaker” policy are no longer available as tools to increase academic employment opportunities for women and minorities. However, there are still important steps that departments can take that will serve to ensure that faculty selection practices provide equal opportunity for all candidates and do not inadvertently create barriers or biases in the selection. (University of California, 2002)

The *Affirmative Action Guidelines* promotes best practices for faculty selection by analyzing the pool by reviewing the applicants prior to beginning the selection process to determine if women and minority applicants are represented in the pool. If women and minority applicants are not present in the pool at about the rate of their estimated availability in the field, then departments should review whether recruitment and outreach procedures were sufficiently broad, and if not, consider reopening the search with expanded inclusive recruitment efforts (University of California, 2002).

Best Practices for Faculty Retention

The *UC Affirmative Action Guidelines* encourages campuses to be attentive to any retention problems that may negatively affect faculty diversity and equal employment opportunity (University of California, 2002). In addition, federal affirmative action regulations require UC campuses to collect data on race and gender on promotions, transfers, and resignations to ensure that efforts are made to address any racial or gender-based inequities that may be indicated in the data (University of California, 2002). Other tools to address any equity issues connected to faculty retention include:

1. Exit interviews.
2. Mentoring junior faculty with formal mentoring programs and workshops to assist in the tenure process.
3. Faculty development programs that provide financial support and/or release time to support research and assist junior faculty in their progress toward tenure, reward faculty who are engaged in research focused on issues such as race, ethnicity, gender, and multiculturalism, and allocate resources to faculty who have demonstrated a commitment to issues of social, education, and economic justice through their teaching and service.
4. Accommodating special needs. For example, implementing policies concerning leave and modified duties to accommodate faculty with parenting, medical, and disability-related needs. Other examples include childcare resources and facilities being available to faculty.
5. Monitoring pay equity through conducting periodic summary level salary reviews to ensure that disparities in pay on the basis of race or gender do not exist. If problem areas are found, campuses are strongly encouraged to investigate individual cases. (University of California, 2002)
Appendix F

University of California Berkeley’s Principles of Community

The information below has been directly retrieved from the University of California, Berkeley website (2012).

These principles of community for the University of California, Berkeley, are rooted in our mission of teaching, research and public service. They reflect our passion for critical inquiry, debate, discovery and innovation, and our deep commitment to contributing to a better world. Every member of the UC Berkeley community has a role in sustaining a safe, caring and humane environment in which these values can thrive.

- We place honesty and integrity in our teaching, learning, research and administration at the highest level.
- We recognize the intrinsic relationship between diversity and excellence in all our endeavors.
- We affirm the dignity of all individuals and strive to uphold a just community in which discrimination and hate are not tolerated.
- We are committed to ensuring freedom of expression and dialogue that elicits the full spectrum of views held by our varied communities.
- We respect the differences as well as the commonalities that bring us together and call for civility and respect in our personal interactions.
- We believe that active participation and leadership in addressing the most pressing issues facing our local and global communities are central to our educational mission.
- We embrace open and equitable access to opportunities for learning and development as our obligation and goal.

*UC Berkeley's "Principles of Community" statement was developed collaboratively by students, faculty, staff, and alumni, and issued by the Chancellor. Its intent is to serve as an affirmation of the intrinsic and unique value of each member of the UC Berkeley community and as a guide for our personal and collective behavior, both on campus and as we serve society.*
Appendix G
UC Berkeley, School of Social Welfare, Course Descriptions

SW 175ac: The Dialogue of Diversity
Learning more about the diversity of American culture often does not increase our ability to understand and get along with one another. Multi-cultural (African American, Asian American, Latino, and European American) educational and workplace environments are fraught with conflicts in which persons find their peers to be disrespectful, aloof, or inappropriately familiar. This course explores assumptions, attitudes, and beliefs and how they influence how we relate to each other and how we conceive of fairness, entitlement, respect, and oppression. Students will learn strategies for engaging in productive intercultural dialogue and conflict resolution. This course satisfies the American Cultures requirement.

SW 255: Community Organizing
The objective of this course is to provide students with both a conceptual framework and the practical skills for understanding and analyzing the effectiveness of grassroots community organizing efforts and how they relate to social movements and political revolution. Through an exploration of specific community organizing models, and hands-on experience (see below), this class will examine the concepts of self-interest, power, institutional change, community control, and leadership. It will also explore how gender, race, and geography affect organizing philosophy and strategy. Internships of 6-8 hours per week with social action organizations are also offered, but not required, as part of the course through the Cal Corps Public Service Center. The internships are unpaid but interns who make a one-year commitment to their site will receive a small stipend. Transportation stipends may also be available. More information will be provided on the first day of class.

(School of Social Welfare, University of California, Berkeley, 2011)
Appendix H
University of Manitoba, Faculty of Social Work, Faculty Areas of Research

- Community mental health services
- Treatment with sexual abuse survivors
- Evaluation of interventions with men and women charged with domestic violence
- Program evaluation
- Anti-Oppressive practice
- Cross-cultural perspectives
- Social Work and criminal justice
- Aboriginal people and the criminal justice system
- Social policy
- Marriage and family therapy
- Clinical evaluation
- Gender equality and Social Work with women in China
- Community development
- International development
- Governance of alternative human service organizations
- Supervision in the human services
- Child and family policy
- Women’s caring labour;
- Population health promotion;
- Group work
- Social network intervention
- Self-help and informal helping
- Child abuse prevention.
- Indigenous peoples, Indigenism, and anti-colonialism
- Indigenous ways of helping, mental health, and suicide
- Indigenous families and fathering;
- Determinants of health
- Gender relations
- Cultural identity and cultural retention of immigrants;
- Refugee and immigrant settlement
- Rural development in China
- Family violence, family-centred practice
- Narrative and discourse analysis
- Mental health
- Interventions with children and adolescents
- Academically at-risk children
- Child welfare
- Planning and program evaluation
- International Social Work education
- Violence against women
- Mothering in the context of intimate partner violence;
- Children’s exposure to intimate partner violence
- Feminist social work
• Psychological and social aspects of chronic pain
• Disabilities
• Aging and Gerontology
• Social Work field education
• Social Work administration and management
(University of Manitoba, Faculty of Social Work, 2012)
Appendix I

University of Manitoba, Identifying Allies: Safe Spaces Project

Goals:
The Ally project at the University of Manitoba hopes to create a campus climate that is more welcoming and inclusive of all individuals. Through the use of Ally Workshops, people can come onboard the project and represent themselves as allies of GLBTT individuals by displaying an "Ally-Safe Person/Safe Space" card on their office door or desk. Individuals without offices/set workspace or in offices with more than one employee/person can display their ally status by the use of an Ally button. The displaying of an Ally card or button means that the person has gone through training around the issues of homophobia, heterosexism, and how to be supportive of gay, lesbian, bisexual, transgender and two-spirited (GLBTT) people. Allies pledge to work towards making the University of Manitoba campus a safer and more welcoming place for GLBTT individuals by:

1. Recognizing and challenging homophobia & heterosexism at the University of Manitoba
2. Supporting the inclusiveness of GLBTT people on campus & in all aspects of campus life
3. Being familiar with issues & resources that exist for GLBTT people on campus & off
4. Respecting the confidentiality of people

(University of Manitoba, n.d.)

Why Is This Needed?
Although there have been some significant gains in attitudes & behaviours toward GLBTT persons in recent years, much still needs to be done to foster a truly inclusive community. The reality is that many GLBTT persons grow up in a climate of disapproval, fear or shame of their sexual orientation. It is true that every place on campus should be GLBTT friendly and that the University’s Policy on Discrimination and Harassment prohibits discrimination and harassment on the grounds of sexual orientation (among other grounds). However, many students, staff and faculty who either are GLBTT or who are perceived to be GLBTT face insults, assault, exclusion and harassment at the University of Manitoba and within their wider communities. These experiences, coupled with the relative invisibility of GLBTT positive places on campus and the fear of retaliation, can result in few persons self-identifying as gay, lesbian, bisexual, transgendered and/or two-spirited on campus. The Identifying Allies project hopes to increase the visibility of safe spaces on campus, create new ones and contribute to a more welcoming campus environment. Through education, respectful inclusion, support and referrals, we hope in time that all people can feel more comfortable and confident in being themselves, recognizing, and working to end, all forms of homophobia & heterosexism and increasing their value of diversity.

(University of Manitoba, n.d.)
Appendix J
University of Sydney, Faculty of Education and Social Work, Faculty Areas of Research

- Educational history, sociology, and philosophy
- Health and sport
- Research on teaching and learning
- Social Work and social policy
  - Knowledge building in Social Work practice and education
  - Ageing and end-of-life
  - Children and young people: safety and well-being
  - Disability and mental health
  - Social Work in health care
  - Violence against women and children
  - Counselling, welfare, and community services
  - Social policy
  - Third sector research (investigating the nature, role and influence of non-governmental, or not-for-profit, organisations)
- Educational systems: administration, management, and leadership
- Learning sciences: psychology of education
- Social structures, inequalities, and social justice
  - Gender relations and gender identity
  - Indigenous issues
  - Sexuality and sexual identity
  - Sociology of knowledge
  - Social change

(University of Sydney, Faculty of Education and Social Work, 2011)
Appendix K

University of Sydney, Faculty of Education and Social Work, Course Descriptions

Bachelor of Social Work (BSW) Course Structure

Year One. In the first year of study, apart from compulsory studies in sociology, students can choose from an extensive range of units such as government, languages, philosophy, psychology and anthropology.
1. Introduction to Sociology 1 (SCLG1001)
2. Introduction to Sociology 2 (SCLG1002)

Year Two. As with Year 1, in this year, students are able to pursue studies in areas of particular interest to them but must also complete compulsory units. These are in sociology, psychology and indigenous studies.
1. Australian Social Policy (SCPL2601)
2. Indigenous Australia: An Introduction (KOCR2600)
3. One of:
   • Psychology for Social Work 201 (SCWK2004)
   • Brain and Behaviour (PSYC2011)
   • Statistics & Research Methods for Psych (PSYC2012)
5. One of:
   • Psychology for Social Work 202 (SCWK2005)
   • Cognitive and Social Psychology (PSYC2013)
   • Personality and Intelligence 1 (PSYC2014)

Year Three. During Years 3 and 4 students undertake field education in addition to classwork. Classwork includes the study of how the interaction of personal and professional values and ethics relates to social work and social policy. It also provides a framework of knowledge and skills to enable students to analyse and develop theories and research. The starting points for classwork learning are typical issues and debates encountered by professional social workers, either in the contexts of policy and practice, or in their dealings with particular social or cultural groups. These are brought together in Issue Based Learning (IBL) units. The field-education program provides a practice context for this learning.
1. Issue Based Learning Unit 1 (SCWK3006): The title and content of the unit will be selected from the following: Illness, inequality and intervention; Social justice, social citizenship and social work; Caring and citizenship; the case of disability; Families, children and young people; Drugs and alcohol; the social work response.
2. Issue Based Learning Unit 2 (SCWK3007)
3. Professional Practice (SCWK3008)
4. Social Work Preliminary Honours (SCWK3009)
5. Field Education 1 Honours (SCWK3010)

Year Four.
1. Issue Based Learning Unit 3 (SCWK4003)
2. Field Education 2A (SCWK4005)
3. Integrative Studies 402 (SCWK4002)
4. Issue Based Learning Unit 4 (SCWK4004)
5. Field Education 2B Honours (SCWK4007)

(University of Sydney, Faculty of Education and Social Work, 2012)
Appendix L

University of Toronto, Factor-Inwentash Faculty of Social Work, Faculty Areas of Research

- Children's mental health and family practice
- Disclosure processes involving abuse and violence
- Effects and treatment of sexually abused children
- Intimate partner violence, impact on children and inter-disciplinary responses
- Development and evaluation of parenting programs
- Political Social Work & Anti-Oppression Practice
- Globalization, Migration, Citizenship and Social Rights
- Anti-violence Advocacy & Social Movements
- Post-structural, Feminist, Critical Race, and Post-Colonial theories
- Interpretive Methodologies & Participant Action Research
- Competency for professional practice including social work education and clinical social work supervision
- Health and well-being of marginalized gay, bisexual, two-spirit persons
- Disability
- Critical theory: the micro/macro links in relations of power
- Narrative and discourse analysis
- Arts and social work
- History and memory of social work & social welfare
- Refugee and immigration
- Transnational processes
- Social determinants of health and mental health and the impact of the service delivery system on vulnerable populations
- Child welfare workers, organizational behaviour and service delivery effectiveness
- Acculturation and hybridity, psychosocial adjustment of immigrant families, the etiology and prevention of substance abuse among adolescents, evidence-based practice implementation in social work agencies, and mental health services to immigrants, refugees, ethno-cultural and racialized groups
- Grandparents raising grandchildren, social determinants of disability among older adults, and depression among those with chronic illness
- Mental health issues as they relate to women
- Local and global trends in housing, poverty and social welfare policy; human rights and social justice issues; and social and community development
- Cultural competencies
- Clinical practice
- Psychotherapy process research
- Immigration and refugees
- Transnationalism
- Training and supervision
- Social Work education
- Teaching the teachers (field educator training)
- The emotional impact of field experiences on students
- Interprofessional education
• Conflict resolution in the field education relationship
• Teaching clinical practice
• Knowledge building and the dissemination of education relating to families in transition
• Family Mediation
• Alternate Dispute Resolution Options
• Child welfare, clinical social work practice, information technology in professional social work practice, neuroscience in social work practice
• Work and retirement, gender and poverty, elder abuse and the older homeless
• Bullying; cyber abuse/cyber bullying and cyber counselling; and school-based interventions for students with learning disabilities
• HIV and global health
• Paid and unpaid caring labour done by women
• Competency in professional practice; examining aspects of recovery from trauma in such diverse populations as victims of rape, firefighters, police and paramedics witnessing traumatic events and child welfare workers
• Child welfare, family law and alternative dispute programs
• Immigration, homelessness, and empowerment and anti-oppressive practice
• Mental Health
• Empowerment Practice Community Organization
• Organizational Behaviour/Organizational Development
• Social Policy
• Evaluation Research
• International Development
• Child welfare, risk assessment, kinship foster care, sibling relationships in out-of-home care
• Child and adolescent aggression, mental health and delinquency; parenting and family context; family-centered engagement, prevention and intervention; anger management; child maltreatment; and dissemination of empirically validated interventions
• Development of a knowledge base for social work practice in a globalized environment
• Illness, health and health care services
• Individual and family experiences associated with serious mental illness
• HIV Prevention and other health care issues in racial minority communities
• Diversity, access and equity in service provision
• Complementary research designs combining qualitative and quantitative methods
• Professional education and training
• Anti-racism, anti-oppressive practices and cultural competence
• Inequality, poverty, social policy, health care, urban studies, work & labour, education, housing, immigration, and Canada-U.S. comparative research
Appendix M
University of Toronto, Factor-Inwentash Faculty of Social Work, Course Descriptions, and Social Justice and Diversity Specialization Information

First Year required class, addressing equity and diversity in Social Work Practice

SWK 4107H – Foundations of Social Work: Knowledge, Theory and Values that Inform Practice
This course critically engages with the knowledge, theories and values that constitute the foundation of the social work profession and inform its practice. This foundation has incorporated elements drawn from different disciplines and diverse knowledge bases. The process of integration and subsequent transformation is ongoing and ultimately contributes to developing a theoretical and value base needed to conduct professional, ethical, competent, evidence-based social work. We believe that social work is informed by multiple intersecting theories. A range of theories and approaches will be considered and students will learn to examine the various kinds of knowledge use in social work. The frameworks covered will span: intra-personal, interpersonal, environmental and social/structural theories. Analyses of the strengths, limitations and relevancy of these frameworks will be conducted and contextualized with regard to the intersecting diversities found in Canadian society.
(University of Toronto, Factor-Inwentash, Faculty of Social Work, 2012, p. 10)

Elective addressing equity and diversity issues
SWK 4658H Social Work With Immigrants and Refugees
This course examines the social construction of immigrants, visible minorities and people of colour, as well as, the intersecting oppressions of race/ethnicity, gender, class, age, sexual orientation and differential ability experienced by immigrants and refugees in Canada. The course provides an overview of the history of immigration to Canada and the impact of social policies and programs on the settlement and adaptation of newcomers. The course will also highlight the barriers that newcomers face in Canadian society and emphasis will be placed on access and equity as fundamental principles that should form the basis of human service delivery for newcomers. Finally, the course examines different models of service provision with a view to developing empowering practice with immigrants and refugees. Throughout the course, special attention will be paid to the integration of theory, research and practice, and the different levels of practice.
(University of Toronto, Factor-Inwentash, Faculty of Social Work, 2009)

Social Justice and Diversity Specialization in the MSW program

Diversity in our local, national and international context has drawn attention to the need for specialized knowledge, skills and attitudes for addressing the needs of diverse populations. Diversity in this context refers to those defining characteristics of individuals and groups that are related to factors such as gender, age, ethnicity, class, religion, sexual orientation and mental and physical ability among others. There has been an increasing articulation of the importance of embracing the identity-based realities of existing and emerging groups, and addressing their experiences of oppression and exclusion. Recognizing that social justice is a primary consideration in work with such populations, this specialization is aimed at equipping social workers with specific skills and knowledge for reducing inequities, social exclusion and
marginalization and understanding the dynamics of oppression. These goals are in line with social work’s agenda of anti-oppression and social justice; however, the ability to articulate the issues and conceptualize ways to work against oppression is crucial in work with, and on behalf of, people from disenfranchised backgrounds.

Description of Required Courses:

SWK 4510H – Research for Evidence-Based Social Work Practice

SWK 4512H – Creating Knowledge to Inform Critical Practice
This course focuses on the tenets of critical and feminist methodology. Of central concern in this course is the utility of the research process for understanding and changing the social conditions that oppress different social groups whom we encounter in our practice as social workers. The course assumes that knowledge is power and thus its production is socially and historically determined. The course does not privilege one approach to research. During the course students will have the opportunity to: develop criteria for assessing the social nature of methodology; learn the dimensions of critical methodologies; assess the effects of research methodologies on the shape of social work theory, policies, programs and practices; develop conceptual frameworks and related researchable questions in their area of social work practice; master at least one approach to research design, data collection, analysis and dissemination; develop a research proposal that reflects a critical perspective.

SWK 4304H – Globalization and Trans-nationalization: Social Work Responses Locally and Globally
This course will critically analyze concepts and contradictions of trans-nationalization and globalization as seen locally and globally, and explore ways in which social work can respond creatively and effectively. Key concepts such as power, culture, human rights and social justice will be central to our discussions. Theories and problems of colonization, nationalism, capitalism, and development will be reviewed, and the issues of environment and peace will be addressed. Practice models and skills often used in transnational contexts will be identified (e.g., popular education, empowerment, advocacy). Further, students will explore the examples and possibilities of local, international and transnational practice to work against/with/around globalization.

SWK 4306H Process of Social Exclusion, Marginalization and Resistance
This course will examine a number of core notions, which, over time, have come to reflect different social realities of injustice, oppression, and inequity. It will link micro and macro dimensions, personal experience and institutional realities. The three core courses offer converging lenses. In this more theoretical course, genealogy of certain terms, the kinds of social realities they have covered over time, what they miss, and how different frameworks highlight particular practices, will be focused. This course will adopt a historical perspective to the examination of a selected number of critical concepts. Multiplicity of concepts drawn from various schools of thought, modernist, post-structural and post-modern thought, including critical feminism, and (post)colonialism will be examined. Issues traditionally associated with social exclusion (marginalization and resistance, including poverty, racism, anti-Semitism, gendered
forms of oppression, heterosexism, ableism) will be addressed in different ways through the use of such concepts.

**SWK 4606H – Diversity, Access and Equity in Social Work Practice**

This course offers a more contemporary focus on the spectrum of interventions and service models available to overcome the limitations of conventional practice in providing effective service in diverse communities. Social work models of assessment, intervention and service delivery will be explored in terms of their utility for serving a diverse population, and their potential for providing the foundation for culturally competent, anti-oppressive practice. Course activities, readings and presentations will draw on literature that addresses antiracist, feminist, participatory and other anti-oppressive/ anti-discriminatory interventions that are applied at the individual, family, group, and organizational level. Course assignments will focus on the development of relevant knowledge and professional skills for responding to diversity and processes of social exclusion, emphasizing the integration of research and theory with practice.

(University of Toronto, Factor-Inwentash, Faculty of Social Work, 2012, pp. 17-18)
Appendix N

University of British Columbia, Faculty of Law Admissions Policies

Discretionary Applicants

Because of special factors in life, an applicant may not satisfy one or more of the requirements for regular applicants, but may have other relevant achievements and experience. The Admissions Committee has the discretion to respond to this type of situation by taking into account factors such as disability or special needs, financial disadvantage, membership in a historically disadvantaged group, and any other factors that the applicant wishes the Admissions Committee to consider. They may have other relevant personal achievements, work experience, contributions to their community, or personal challenges in their lives that are extraordinary and would not normally be experienced by other applicants to UBC Law. The process by which the Admissions Committee reviews these Discretionary category applications is designed to provide the opportunity for applicants of this nature to receive individual and exceptional scrutiny of their special circumstances in order for these candidates to be able to join and contribute to the richness and diverse nature of the academic community and ultimately to the practice of law in the society that is served by UBC Law.

Discretionary applicants are normally required to have completed the first two years of an approved course of studies leading to an undergraduate degree at an approved college or university. A personal statement, LSAT score, and two letters of reference are required, and where appropriate, documentation such as medical reports should be submitted. Each application is considered individually on its merits. Discretionary applicants must submit a personal statement detailing the special factors, including their achievements and work experience, that they wish the Admissions Committee to consider. Each application is considered individually on its merits. It is important that applicants send detailed accounts of their circumstances, including their involvement in community or charitable organizations. In this category it is also important that applicants submit documentation (e.g., medical reports, if applicable or letters of reference) in order for the Admissions Committee to evaluate their files. Incomplete applications cannot be evaluated and it is the responsibility of applicants to ensure their applications are complete. Decisions in this category are made at the end of May.

First Nations Applicants

Applicants with Aboriginal ancestry may apply in the Regular category or in the First Nations category, which includes Metis and Inuit. First Nations applicants should contact the Associate Director of First Nations Legal Studies, as early as possible to discuss their application.

The Faculty considers the applicant's involvement with a commitment to First Nations communities and organizations, and the applicant's intention to use his or her legal training to advance First Nation's concerns and interests. Applicants are required to establish their First Nations ancestry by enclosing a copy of their status card. If unable to provide a status card, applicants must provide a chart tracing their line of ancestry. In addition, a personal statement is required, two letters of recommendation, LSAT score and official transcripts.

(Vancouver Academic Calendar 2012-2013, Faculty of Law, 2012)