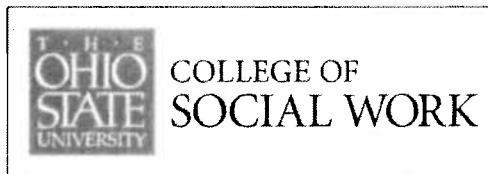


# College of Social Work 2009-2010 Diversity Plan

Tom Gregoire, Interim Dean

Shantha Balaswamy, Associate Professor and Diversity Committee Chair



**EMBRACE DIFFERENCE. SEEK JUSTICE. BE THE CHANGE.**

## **2009-2010 DIVERSITY PLAN**

**College/Vice Presidential Unit: College of Social Work**

**Dean/VP authorizing this Plan: Tom Gregoire, Interim Dean**

### **Part I - Snapshot of 2008-2009 Demographics:**

*Units are responsible for attaching their diversity demographic data. Failure to do so will result in a request for resubmission. No other appendices/attachments should be included with this Diversity Plan.*

- A. Faculty and Staff: This data is available through the Office of Human Resources [http://hr.osu.edu/statistics/diversitydata\\_home.aspx](http://hr.osu.edu/statistics/diversitydata_home.aspx)

We continue to have difficulty reconciling the statistics available on-line from the Office of Human Resources. Therefore, the online Diversity Data provided by the University and the statistics provided by the College's human resource officer are the basis of this section.

The College of Social Work (CSW) continues to enjoy a diverse faculty at the rank of full professor. Currently, there are six full professors at the College of Social Work (CSW). Of these six, three are males and three are females. Among our six full professors one person is African American, one is Asian, one is Hispanic, and three are White. Thus, half of the full professors at the CSW are of minority backgrounds and three are women. Two of the three female full professors are of minority backgrounds. Between 2004 and 2009 two male full professors retired from the College. Both individuals were white males.

Currently there are fourteen individuals in the CSW at the associate professor level, two are males and twelve are females. Of these twelve female faculty members, two are African Americans, two are Asian, and ten are White. Thus, about 26% of the current associate professors are of minority backgrounds.

Between 2004 and 2009 there were changes at the associate professor level within the College. One female, white associate professor left the college for another position, and two associate professors retired, one a white male and one an African American male. One individual, a white woman, was hired at the rank of associate professor during 2009. There was a net increase of four women to the rank of associate professor during 2004-2009, three of the women were white and the fourth was an African American women.

There are currently nine assistant professors at the CSW. Six are female and three are male. Seven of the eight assistant professors are White, one Asian and one assistant professor did not disclose his or her ethnicity.

During 2004 -2009, one African American, one Asian, and one White faculty left this rank, as well as one person who did not disclose his/her ethnicity. One Asian faculty was added. Between 2008 and 2009, one Asian female faculty was appointed at this rank. The statistics at the college shows a net loss of four female assistant professors and a net gain of three faculty in this rank. One Asian female and two white males were appointed at this rank.

The data provided to us indicated college currently has one, female auxiliary faculty. The data is inaccurate, our count of activity auxiliary faculty who are female is much closer to 30. Given this discrepancy we are not prepared to comment on the perceived loss of female auxiliary faculty defined in the data.

During 2009-2010 a total of eleven doctoral students were appointed as GTA, GRA-GTA or GRA. Of the 11 students, six were appointed both as GTAs and GRAs, one was appointed as a GTA, and four were appointed as GRAs. All eleven students were females. One White female student was appointed as a GTA. Of the six combined GTA-GRA positions, two are Asians, one is African-American, and three are White. Half of the combined GRA-GTA appointments were minority. The two GRA positions were awarded to white female students.

According to the University's online data there was a net increase of two White person in this category and loss of four students, one Asian and three African-American between 2004 and 2009. Effort was made by the PhD program to offer more GRA positions to students along with GTA to help gain more research experience. Hence the number of GRA-GTA positions increased during 2008-2009. Fifty-five percent of the students held the combined GRA-GTA positions.

The thirteen current GRA positions are predominantly females (92%), with one male and twelve females. Of these, one is African American, one Asian, and ten are White; one GRA did not disclose his or her ethnicity. Between 2008 and 2009 there was there was a net increase of two GRAs. Between 2004 and 2009 there was a net increase of ten female GRAs, one African America, one Asian, and eight White. The appointments are generally for nine months at fifty-percent time which skews the overall online data provided. There is one female GAA in the CSW; all of the other GAA positions have been converted to GRA positions.

The one academic leadership position is filled by a White Male, which is the same as the period 2007-2008. There are currently two executive, administrative staff who are both female and White, which is also the same as the period 2008-2009 and 2004-2008. A new administrative position, Director of Communications was added this year and has been filled by an African-American woman. Our Field Education office hired an African-American male as a member of its professional staff. The individual

represents the only male among the field professional staff, so this particular hire made a contribution to diversity in two different ways.

Among the Professional staff, there are currently 22 females and 2 males; three are African American, 20 are White, and one did not disclose his or her racial/ethnic identity. Between 2008 and 2009 there was a net addition of two women and one man in these positions. Of the three new staff, one was an African-American woman, one a White woman and one an African –American man.

Between 2004 and 2009 there was the loss of fourteen positions in this staff category; two men and 12 women (six African Americans, one Asian and five white). The reasons for the six minority staff losses were retirement of two individuals, three individuals left for promotion within the University and one person died. Two white males also transferred to another unit within the university. The four white female staff who left the college did so to improve their positions within the university. One white female staff within this category was reappointed to the college in 2009 when she returned to the community.

### **Conclusions**

As noted in 2007-2008 diversity report the College is a leader in the employment of women faculty and staff. While continued efforts are needed in two areas regarding racial and ethnic minorities, two of our three professional staff hires last year were African-Americans and one of those individuals was placed in a leadership position. The College's most pressing need is the hire more minority staff into professional staff roles and minority assistant professors. The College is aware of these issues and will continue to make concerted effort to remedy them as can be seen in its strategic plan. It continues to be a challenge to recruit minority faculty members, particularly African-Americans. The College made a very aggressive attempt to hire an African American male assistant professor last year, but that individual elected to go elsewhere.

B. Student: This data is available through the Office of Institutional Research and Planning [http://oaa.osu.edu/irp/student\\_diversity/student\\_diversity.php](http://oaa.osu.edu/irp/student_diversity/student_diversity.php)

**The University provided only 2007-2008 data online; the College's diversity report used this data in its 2007-2008 report, therefore there are no changes reflected in this section).**

The student summary data for 2008 provided by the Office of Institutional Research and Planning Office were analyzed to complete this section of the report.

The data between 2007 and 2008 were quite similar. Since the variation between these years was within 1-2 percentage points, only the 2008 data are reported here.

As is consistent throughout this report, the percentage of female students in the College of Social Work at all levels, is quite high. In 2008 the undergraduate program enrolled 227 females (85.7%) and 38 males (14.3%). In the masters program, there were 65 males (13.8%) and 406 females (86.2%) in that year.

In 2008, Whites comprised 71.3% (n=189), African-Americans comprised 21.9% (n=58), and Hispanics comprised 3.8% (n=10), of the undergraduate enrollment. There was only one Asians person and just a single Native Americans individual in this program. The race/ethnicity of six undergraduates was unknown (2.3%).

In 2008 at the masters level, there were 341 Whites (72.4%), 61 African-Americans (13.0%), 9 Hispanic students (1.9%), 8 Asians (1.7%), and 2 American Indians (0.4%). There were 17 masters students who identified as Non Resident Aliens (3.6%) and 33 were classified as Unknown (7.3%).

The percentage of females in both the undergraduate (85.7%) and graduate social work programs (86.2%) continue to be quite a bit higher than in the OSU Columbus campus in general where 46.5 % of undergraduate and 54.3 % of graduate students are female and in the overall University population (Undergraduate 47.4% and Graduate 55.3%). The percentage of African-American students in the College is also significantly higher than the rest of the university. Currently in the CSW 21.9% of our undergraduates 13.0% of our graduate students are African American compared to 6.7% in the undergraduate programs and 5.2% in the graduate programs on the Columbus campus and 6.6% at the undergraduate level and 5.1% at the graduate level for the entire university.

C. Faculty Diversity Pool: This data is available through the OIRP  
[http://oaa.osu.edu/irp/fac\\_diversity\\_pool/fac\\_diversity\\_pool.php](http://oaa.osu.edu/irp/fac_diversity_pool/fac_diversity_pool.php)

Data were provided on the IRP website for PhD Graduates from 2002-03 to 2007-08 by Ethnicity. There is not much variability in data from 2006-07 to 2007-2008 (less than point 1 differences on all categories of data). On examining these data, it is quite evident that the largest pool of available PhD candidates consists of White women (47.4%) followed by Nonresident Alien Women (8.6%) and African-American (7.7%). The percentage of women who are Asian & Pacific Islander (3.7%), and American Indian (0.7%) groups is quite small. Overall, the percentage of men from these classification groups is considerably smaller. The diversity pool for potential candidates is relatively small, suggesting that the recruitment process must depend on innovative ways to attract this pool of candidates. For the doctoral program, the issue is less attracting a diverse applicant pool than converting admitted minority applicants to become enrolled students.

In 2009, 4 Asian applicants who were admitted declined admission (one of whom was nominated for a University Fellowship). Two Asian applicants who were admitted and awarded Graduate Enrichment Fellowships declined admission.

However, even given these challenges, the College's doctoral program enrolls 15 percent African-American students and 21 percent ethnic/minority students overall.

### **Conclusions**

Based on the comparative analysis of the college and university data on demographic backgrounds of students, the College of Social Work enrolls a higher percentage of minority students at both the undergraduate and the masters level than the Columbus campus and the entire university. It enrolls about the same percent of Hispanic students as the university, however the number of both Hispanic and Native American students enrolling at the university is quite low. Asian students, on the other hand, are underrepresented at the College compared to the Columbus campus and across the University in both its undergraduate and masters program.

The College is committed to diversity as demonstrated by its strategic planning goals which requires increasing recruitment of ethnic and racial minorities for the student body. Both the BSSW and MSW recruitment efforts aim at enrolling minority students. The program staff continue to explore strategies to increase recruitment of minority students, some of the efforts are listed later in the report. As evidence of our commitment during the past year the college funded a GRE orientation class that was provided at no charge to students who were perceived as viable applicants. A number of students attended the class and subsequently took the GRE. This class was successful in helping a few minority students gain admission to our MSW program. We intend to continue this program in the future.

### **Summary of Domestic Faculty, Staff, and Student data:**

(If faculty and/or student data is not applicable, leave blank)

Faculty:

Total number 29 Percent female 72 Percent ethnic/racial minority 28

Staff:

Total number 30 Percent female 90 Percent ethnic/racial minority 10

Student:

Undergraduate:

Total number 298 Percent female 84 Percent ethnic/racial minority 24

Graduate:

Total number 399 Percent female 87 Percent ethnic/racial minority 13

### **Summary of Domestic Faculty and Staff who left this year:**

How many faculty members have left from July 1, 2008 through June 30, 2009?

Total number   0   Percent female \_\_\_\_\_ Percent ethnic/racial minority \_\_\_\_\_

How many staff members have left from July 1, 2008 through June 30, 2009?

Total number   1   Percent female   100   Percent ethnic/racial minority   0  

### **Exit Interviews**

1. Did your unit conduct exit interviews?

The unit conducted one formal exit interview.

2. If not, why not?

*N/A*

3. If so, how were the interviews done and what did you learn?

The interview was conducted by the administrator of the HR. Employee indicated that she enjoyed working at the CSW and would not have left the job if not for a promotion to another position within another unit on Campus.

### **Part II - Recruitment and Retention**

#### **For All Units:**

1. What groups are considered minorities/underrepresented in your unit?

The groups that are considered as underrepresented currently at the college are African-Americans, Asians and Latinos. Given the very low ratios of men among both our student body and faculty it is not unreasonable to conclude that men are underrepresented at the College of Social Work.

2. What specific actions have been taken to recruit women staff in your unit?  
Describe the results of those actions.

The majority of our staff at the CSW are females (90%). The recruitment process is open. However, built in incentives such as flexible hours, option of part-time employment and family friendly policies has facilitated greater retention of woman staff at the CSW.

Three staff were recruited between 2008 and 2009, two were females (1 African-Americans and 1 white) and male African-American.

3. What specific actions have been taken to recruit ethnic/racial minority staff in your unit? Describe the results of those actions.

The CSW places a high value on diversity and views the ability to enhance diversity as an asset when we make hiring decisions. Given equal qualifications our preference in hiring is to select a minority member. As indicated above during the past year two of the three staff hired were from the minority group.

4. What specific actions have been taken to make your unit more likely to retain women staff? Describe the results of those actions.

The College continues to fully support and implement all of the family-friendly university policies that are in place. Additional special arrangements when necessary to ensure a family friendly atmosphere such as flex-time, a 4 x 10 work week during summer, consideration during family emergencies and overall friendly work environment has facilitated greater retention of women staff at the College.

5. What specific actions have been taken to make your unit more likely to retain ethnic/racial minority staff? Describe the results of those actions.

Providing a friendly work environment and input inclusion of diverse staff in all the activities undertaken by the College including recruitment of minority students, participation in minority student associations, and in coordinating events at the College.

6. What specific actions have been taken to make your unit's environment for gay, lesbian, bisexual, and transgender faculty, staff, and students safe for self-identification and to raise issues relevant to their environment? Describe the results of those actions.

The College has a large GLBT population (17%). The climate at the College is open and accepting of the GLBT members of our community . Faculty, staff and students have opportunities to express themselves without any repercussion. The College's curriculum facilitates embracement of diversity and is consistent with the values of the field of social work. Much of our curriculum embeds diversity issues and allows for formal discussions on GLBT issues in class-room settings. This provides possibilities for the students' to be open about their orientation within the college environment. When walking through our building one can observe a number of signs and posters the reflect support of GPBT individuals, including the Interim Dean's office.

7. What specific actions have been taken to make your unit accessible for disabled faculty, staff, and students? Describe the results of those actions.



All new renovations at the College in the past year have been undertaken with the consultation and advisement of the Office of Disability Services (ODS). The College is in compliance with the ADA law for access. The faculty are required to include a statement on availability of resources of persons with disability and list contact information on ODS. Faculty collaborate with ODS for serving students who have identified themselves as a 'person with special needs'.

**For Colleges:**

8. What specific actions have been taken to recruit women faculty in your unit? Describe the results of those actions.

The majority of our faculty are female (72%), the College has been successful in attracting women candidates for faculty positions. The proportion of females are greater in social work field which is reflected in the composition of the faculty pool. The College can conceivably increase its efforts in recruiting more male faculty members.

9. What specific actions have been taken to recruit ethnic/racial minority faculty in your unit? Describe the results of those actions.

During 2008-2009 the Search Committee was given charge to expand the Colleges diversity pool. To ensure solicitation of minority applicants several strategies were used: encouraging faculty members to nominate names of potential applicants from their personal contacts, advertising specifically targeting minority applicants, appointing a faculty member of color as Chair of the Search Committee and requiring search committee members to attend national conferences (Council on Social Work Education and Society of Social Work and Research) to identify and recruit potential minority faculty of color.

This effort was successful. Both of the job offers made by the CSW for assistant professor positions last year were to minority members, we successful appointed an Asian woman to our faculty in the fall 2009.

Complete the table below for the time period of September 1, 2008, through August 31, 2009.

Number of faculty positions advertised Open

Applications received: total 87 women 1 minorities 2

Candidates interviewed: total 5 women 4 minorities 4

---

<sup>1</sup> We only tracked the short list

<sup>2</sup> We only tracked the short list

Offers made: total   2   women   1   minorities   2  

Number hired<sup>3</sup>: total   1   women   1   minorities   1  

10. What specific actions have been taken to make your unit more likely to retain women faculty? Describe the results of those actions.

As noted in our 2007-2008 report the College continues to support and implement all of the family-friendly university policies. These include special provisions to assist faculty members in their care giving role, including postponed tenure decisions due to birth and/or adoption or illness, assignment of more conducive teaching schedules and committee meetings to accommodate family responsibilities (like child care). The CSW makes special arrangements when necessary to ensure a family friendly atmosphere. For example: the new faculty member hired was given an Autumn off-duty quarter out of the classroom to accommodate her pregnancy.

During 2008-2009, four social events were held at the College and one holiday event outside of the College to facilitate socialization and collegiality among faculty and staff. The College also supported faculty and staff members who organized an annual OSU-Michigan party at the college during the month of November 2009. All the events were well attended by faculty and staff.

11. What specific actions have been taken to make your unit more likely to retain ethnic/racial minority faculty? Describe the results of those actions.

The College continues to engage minority faculty members in important administrative activities including appointment of minority full professor to chair the search committee. This resulted in hiring a minority faculty. New faculty members are provided faculty mentors, reduced teaching loads, and start-up funds that are higher than most of our social work peers. All of these efforts exist to ensure retention.

12. What specific actions have been taken to recruit ethnic/racial minority students in your unit? Describe the results of those actions.

During 2008-2009 the College undertook the following recruitment activities:

To increase ethnic minority BSSW students, the Director of the BSSW program and the undergraduate academic advisors participated in several minority recruitment efforts facilitated by the University, including the Office of Minority Affairs /Office of International Affairs 'OMA's Overnight visits' by potential students (summer quarter), an Information Session at Cincinnati State University, the OMA College Fair and Destination Ohio State (autumn quarter), and the

---

<sup>3</sup> The College also hired one female Associate Professor who was a trailing spousal hire.

'Admitted Student Diversity Calling Project' in the winter quarter. The staff also participated in the ongoing 'Diversity Admit Weekly Calling Plan' activity at the university level.

Both the BSSW and MSW program Directors utilized current undergraduate and graduate minority students to assist in recruitment efforts of potential minority applicants. Using minority students as ambassadors in their recruitment effort has helped increase the potential pool of minority applicants.

The College continues to offer evening courses to BSSW students to increase participation of potential non-traditional students. There has been a slight increase in the percent of minority and non-traditional students attending evening classes.

During 2008-2009 the MSW program Director and staff hosted an event for primarily African-American, Caribbean and African students coming from Historically Black Colleges and Universities (HBCU). Five students from both local Universities and from HBCU participated in this event. Information gathered during this event was used for the purposes of recruitment. During the summer of 2008 the MSW program director sponsored a Summer Research Opportunity Program (SROP) student who was an African-American female from an out of state undergraduate program. The CSW was able to secure an enrichment fellowship for this woman and she is currently an MSW student.

We described earlier the GRE preparation class sponsored by the CSW in the summer of 2009. This class was created in reaction to our observation that GRE performance has impeded our ability to admit students who we deemed capable of succeeding in our program.

The Interim Dean provided funding for a student and staff member to attend the National Association of Black Social Workers. These individuals attended the conference with a goal of recruiting minority students to the CSW.

The MSW Program continues to work with the local mental health board (ADAMH Board) and Franklin County Children's Service (FCCS) to offer our MSW program on site during evening hours. In the past such offerings have resulted in the enrollment of a higher percentage of minority students. Last year orientation sessions did not yield many potential applicants who were from minority groups. Of the 21 students admitted in the ADAMH Board program only 5% were minority, whereas the FCCS student cohort had 28% minority composition. Seven African-American students withdrew after being admitted to the FCCS program. This may be attributed to lack of funds available from FCCS due to unfavorable economic conditions of the State.

During 2008-2009 the MSW Program staff hosted twenty-one off-site recruitment meetings throughout the state. No background data was collected on

race/ethnicity however, observation was that these meetings were well attended by diverse groups.

Successful recruitment for the doctoral program typically involves personal contact with the director and one or more faculty members. The director of the doctoral program is an active faculty mentor in the Summer Research Opportunities Program and provided a summer research placement and mentoring for a SROP participant in 2009. The participant was an African American graduating senior who has since applied for the MSW program. Additionally, the doctoral program director held individual meetings with at least 20 prospective doctoral students, about half of whom were from ethnic minority backgrounds by observation or self-report. At least four of these individuals have applied for admission.

During 2008-2009 the doctoral program also held an information session for MSW students who might be thinking about applying to the program in the future to both encourage application and to discuss GRE preparation and expectations. This session attracted a diverse group of potential applicants. The director and the program coordinator also have consulted with applicants whose GRE scores are not competitive to encourage the applicants to prepare for and retake the exam.

The College hired Communications Director this year who is a minority. Among her many responsibilities is the development of culturally sensitive recruitment materials. She is working with the program directors to create recruitment materials such as view books and mailing pieces.

13. What specific actions have been taken to retain and graduate ethnic/racial minority students in your unit? Describe the results of those actions.
- a) The College continues to offer partial scholarship to students in need. The recipients are honored during our annual scholarship luncheon. We have expanded the funds available to students who are experiencing temporary financial hardship. Our emergency support has allowed a number of students to remain in school.
  - b) Faculty submitted application for five minority students' for the enrichment fellowship and two were offered the fellowship.
  - c) The doctoral program director has supported two African American students in applying for minority fellowships from the Council on Social Work Education. Both students were successful in their applications. The CSW has supplemented these external awards with a paid GRA/GTA position for one student and full tuition/fees for the other student (whose fellowship has a higher

stipend, requires a research placement, but prohibits additional employment).

### **Part III - Unit Leadership Report**

<b>Position</b>	<b>Total Number</b>	<b>Number or Percent Female</b>	<b>Number or Percent Minority</b>
Dean	1	0	0
Associate Dean	1	1	0
Assistant Dean	1	1	0
Chair	0	0	0
Endowed Chair	0	0	0
Vice Chair	0	0	0
Graduate Studies Chair	1	1	0
Program Chair	3	3	0
School Director	0	0	0
Vice President	0	0	0
Associate Vice President	0	0	0
Assistant Vice President	0	0	0
Director	1	1	0

1. What specific actions have been taken to recruit and retain women into administrative positions? Describe the results of those actions.

The current composition of the administrative positions is predominately women. Of the nine members of the CSW leadership team, only one position is occupied by a male.

2. What specific actions have been taken to recruit and retain ethnic/racial minorities into administrative positions? Describe the results of those actions.

Our most recent addition to the administration team was our Communications Director who is an African-American woman. Continued effort will be made to appoint a minority faculty as administrative assignments become available and if minority faculty will voice an interest in them.

3. Describe the administrative structure that has been established to lead diversity initiatives for faculty, staff, and students in your unit. What is the stated mission or goal of that person or group? Provide the name(s) of that individual or committee members.

The description on the structure established to lead diversity initiatives was described in the 'Diversity Plan: 2006 – 2007 and Beyond' (See Appendix A). The college's

diversity committee undergoes changes in membership, and these changes are reflected as follows:

a. **Diversity Structures at the College**

The College of Social Work has had an ongoing Diversity Committee and faculty and staff members are nominated to serve on this committee for two years. The Diversity Committee works with the Search Committee to ensure that Diversity is recognized and is a major emphasis in our faculty and staff search processes.

For 2008 – 2009, the Chair of the Diversity Committee is Dr. Shantha Balaswamy ([balaswamy.1@osu.edu](mailto:balaswamy.1@osu.edu)), Associate Professor. The other members of the Diversity Committee are Dr. Rebecca Kim, Associate Professor, Dr. Maria Julia, Professor, Dr. Carla Curtis, Associate Professor, Dr. Denise Bronson, MSW Program Director and Associate Dean, Jennie Babcock, Director of the BSW Program, Judy Nodjak, Senior Fiscal Officer, Michael Madry, Field Coordinator. Thus, the current composition of the Diversity Committee consists of 63% minority membership. The Diversity Committee meets monthly and addresses diversity issues related to faculty, staff, student, and administrative issues and educational programming. Recently the chair of the diversity committee has been asked to attend the administrative leadership team meetings on a monthly basis to ensure that the CSW leadership and diversity leadership work closely together. Currently a member of the faculty search committee is appointed as a liaison to the diversity committee.

All BSSW and MSW students are assigned a faculty advisor. We also have program advisors at each level of education that provide academic counseling and mentorship for students in the program.

In addition, we have three social work organizations (Social Welfare Action Alliance, Social Work Student Association, Mwanafunzi) in the college. Mwanafunzi is our student chapter of the National Association of Black Social Workers. The CSW provides financial support to Mwanafunzi so that its members can attend a conference. As noted earlier members of this group engage in recruitment efforts at their national conference. This groups also organizes a number of activities and programs during the year, connects students with their peers, and provides networking experiences, which assist these students in succeeding in their program and ultimately in graduating. The faculty members and program offices provide support to students through advising and facilitating projects of interest to students.

**Part IV - 2009-2010 Goals**

List your unit's three (3) primary diversity goals for 2009-2010, taking into consideration the learning outcomes or goals included in your unit's Strategic Plan. For each goal, be

sure to include concrete action steps, assessment measures, responsible person(s), and timeline.

The following three goals for 2009-2010 reflects the intent of College's strategic plan to foster and promote diversity initiatives at the College. The CSW vision statement reads: Embrace Diversity. Seek Justice. Be The Change. The Diversity Committees' work in pursuit of developing plans for faculty and staff to address diversity issues last year resulted in a proposal to mark 2010 as the "Year of Embracing Diversity" for the College. In keeping with this spirit the committee recommended that all faculty, staff and student related efforts (recruitment, retention, fellowships), and activities (student orientations, brown-bag lunches, doctoral symposium, etc.) be organized around the diversity theme. In conjunction with focusing on the diversity related activities and events for faculty, staff, and students the college will continue to take steps to increase recruitment of women and minorities into faculty, staff and administrative positions. The college believes it has made progress in creating a more supportive climate and remains committed to addressing the cultural climate issues.

The college's proposed three goals for 2009-2010 specifically advance diversity issues for faculty, staff, and further increases in our use of minority vendors. The College will implement the following three goals and objectives for 2009-2010:

*GOAL 1: CREATE A SUPPORTIVE ENVIRONMENT THAT IS WELCOMING FOR ALL INDIVIDUALS.*

Objectives:

- 1) Develop and implement initiatives that promote and foster diversity within the college for 2009-2010.
- 2) Continue to encourage participation and involvement in culturally sensitive events.

<i>ACTION STEPS</i>	<i>ASSESSMENT MEASURE</i>	<i>RESPONSIBLE PERSON/AREA</i>	<i>TIMELINE Indicate if timeline exceeds one year</i>	<i>DATE COMPLETED</i>
<u>Objective 1</u>				
<u>Action Step 1</u> Develop a Plan for the "Year of Embracing Diversity". Assess all activities and venues in which the College can integrate diversity	List of specific activities and areas for action	Diversity Committee	1 year	Fall Quarter 2010

issues				
<u>Action Step 2</u> Coordinate with administrative faculty, staff, and field office to implement the diversity focused events	- Convening of interested parties. - Activities implemented	Diversity Committee, Program Directors, Field Director	1 year	Spring Quarter 2011
<u>Objective 2</u>				
<u>Action Step1</u> Develop ideas for incentives for encouraging participation in special activities at the College that embrace diversity	List of incentive ideas	Dean, Diversity Committee, Program Directors, Field Director, assigned Staff	1 year	Ongoing
<u>Action Step2</u> Implement strategies generated to increase participation in special activities and events	Numeric count of participants list by activities	Diversity Committee, Program Directors, Field Director, assigned Staff	1 year	Spring 2011

*GOAL 2: RECRUIT, RETAIN AND GRADUATE GREATER NUMBER OF ETHNIC MINORITY STUDENTS.*

Objectives:

1. Continue to increase enrollment of ethnic minority (non-international) students in all three programs BSSW, MSW and PhD in 2009-2010.
2. Continue the development and implementation of off campus programming for MSW students.

<i>ACTION STEPS</i>	<i>ASSESSMENT MEASURE</i>	<i>RESPONSIBLE PERSON/AREA</i>	<i>TIMELINE</i> <i>Indicate if timeline exceeds one year</i>	<i>DATE COMPLETED</i>
Objective 1				



<u>Action Step 1</u> Repeat our offering of the GRE preparatory course for potential MSW and PhD students.	The number of individuals enrolled in the course.	BSSW/ MSW/ PhD program directors	< 1 year	Spring 2011
<u>Action Step 2</u> Continue to revise recruiting information and post information on College website and disseminate information to students	College Web-page posting	BSSW/ MSW/ PhD program directors, program staff, communication director	Winter, 2010	On going
<u>Action Step 3</u> Host GPSVD	The hosting of this event for primarily African-American, Caribbean and African students coming from HBCUs across the country.	MSW Director and Program Office staff	Every November	November, 2009
<u>Action Step 4</u> Host Off-site recruitment meetings for MSW program	This meetings are primarily to recruit minority students	MSW Director and Program Office staff	Fall quarter of each year.	Ongoing
<u>Action Step 5</u> Participate in minority recruitment efforts by the University for the BSSW program.	Staff attendance in OMA /OIA recruitment events for 2010-2011	BSSW Director and Program Office staff	Ongoing	Ongoing
<u>Objective 2</u>				
<u>Action Step 1</u> Recruit candidates for off-site MSW program	Recruitment meetings held	MSW Program Director and Field Director	Fall, 2010	Winter, 2011
<u>Action Step 2</u> Begin teaching MSW program at the local ADAMH Board	Course offerings	MSW Program Director	Fall, 2010	Ongoing

**GOAL 3: RECRUIT AND CONTRACT MINORITY VENDORS FOR OFFICE SUPPLIES AND COLLEGE EVENTS**

Objective:

Increase contracts with MBE by 15% . Recruit and develop contracts with minority vendors.

ACTION STEPS	ASSESSMENT MEASURE	RESPONSIBLE PERSON/AREA	TIMELINE Indicate if timeline exceeds one year	DATE COMPLETED
<u>Objective</u>				
<u>Action Step 1</u> Identify and contact minority vendors beyond University identified providers for specific college activities	Numeric count of vendor list	College's Fiscal - HR Officer	Ongoing	Fall, 2010
<u>Action Step 2</u> Disseminate the minority vendor list to program offices, field office, continued education office, alumni relations office and development office to encourage contracting with MBE	Actual hire  Numeric count of events/activities	College's Fiscal - HR Officer	Fall 2010	Ongoing
Provide quarterly feedback to administrative team on the CSW performance in contracting with MBE	Minutes of administrative meetings	College's Fiscal - HR Officer	Ongoing	Ongoing

**Part V - Minority Purchasing**

1. What was your unit's MBE participation in FY09 (in percentage)?

The College's ability to impact minority purchases is limited as stated in the past reports due to requirements to be compliant with the university identified vendors. Despite the limitations during 2008-2009 5% of the MBE contracts were with minority vendors.

2. What is the MBE goal for FY10?

The College expects to have at least 15% of all contracts with MBE for 2009-2010.

4. What commodities have been targeted for MBE/EDGE participation to reach this goal?
- Office supplies, printers and caterers
  - College's Evening of Recognition event will be catered by minority vendors.

### **Part VI - Assessing the Progress in Your Unit**

1. As you plan the upcoming year's activities related to diversity, what do you see as the

#### ***Strengths to build on:***

- The faculty and staff are more open to changing the culture of the College as well as committed to improving the College's status in the community. Openness to changing the environment can improve the overall quality of experiences for all students, faculty, and staff.
- Faculty and staff are extremely committed to the College's vision (Embrace Difference. Seek Justice. Be the Change.) and its students which can facilitate creating an enhanced environment for current and potential minority applicants of color – students, faculty, and staff.
- Discussions for creating incentives for staff, faculty and students to participate in the activities and events related to the 'Year of Embracing Diversity' may result in great awareness and importance of diversity issues in context to minority faculty, staff and students within the College and community at large.
- There is a growing interest in minority issues among students that can be furthered by facilitating greater interaction between faculty and students.

#### ***Barriers to overcome***

- The Program offices are engaged in discussing new efforts/ initiatives to improve recruitment of students.
- Appointment of faculty of color in administrative positions.
- Availability money for fellowships for minority students to support recruitment and retention given the economic downturn nationwide.
- Availability of ethnic minorities in the applicant pool and their willingness to relocate to Columbus.

- Challenges for creating a sense of all inclusive community, without creating disparities among various sub-groups.

*Opportunities to take advantage of*

- Plan to build on the various faculty and staff relationships with student groups and associations to help recruit and retain minority students in the program.
- Utilize minority faculty interests and commitment to minority issues by creating more opportunities to engage in collaborative work within the College and the community may help support and retain minority faculty.
- Openness to changing the culture of the college among faculty, professional staff and regular staff will provide opportunities for discussions and implementation of ideas to improve the overall college culture and engagement with minority students.

**Part VII - Response to Recommendations**

If there is other information about diversity efforts in your unit that you would like to share, please include it here.

This report attempts to be responsive to the feedback by the Provost's Diversity Committee by addressing some issues more specifically. It also explicitly recognizes that the strategies currently underway at the College of Social Work to improve its climate are just the beginning. The Interim Dean undertook a strategic planning meeting using the World Café model to identify where the college could benefit from improvement. The information harvested from this meeting includes provides a blueprint for curriculum enhancement, engagement with students, improving community relationships and developing an overall agenda to improve the role of the college in the community and field of social work. The College also hired a Asian faculty last and made tremendous effort to recruit minority faculty. We continued our practice of providing support for both the faculty appointee and the trailing spouse to sustain an acceptable visa status to acceptable teaching load to accommodate faculty's pregnancy .

The encouragement and support from the leadership has facilitated a more comprehensive effort to improve the college climate at all levels. The college diversity committee will devote 2009-2010 for undertaking activities that will provide numerous opportunities to address the college climate and culture. The

activities and events planned for this year have potential for educating faculty, staff and students to recognize diversity within and between groups and may facilitate greater collaboration in teaching, service and research.

The College is also using the opportunity of moving to semester system as a vehicle for generating engagement of faculty in discussions of improving the College of Social Work's image in the community through restructuring curriculum and exploring ways to elevate its status.

With respect to addressing lack of formal exit interviews, the College's human resource officer developed policy and assessment tool which was approved by the administration and the diversity committee. This tool was used to conduct formal exit interview with a staff who left. The information is placed in the person's file.

The college will continue to make efforts to enroll more Asian American students.

**Please provide the name and contact information for the person who can supply additional information on diversity initiatives in your unit.**

Dr. Tom Gregoire, Interim Dean  
[gregoire.5@osu.edu](mailto:gregoire.5@osu.edu)  
292-9426

Dr. Shantha Balaswamy, Chair, Diversity  
Committee  
[balaswamy.1@osu.edu](mailto:balaswamy.1@osu.edu)  
292-6632