

Report on the College of Social Work Diversity Plan

Prepared by the Committee for Diversity and Inclusion

College of Social Work

The University of Tennessee

Approved by Faculty Vote on 11/30/16

This document reports the College of Social Work's (CSW's) progress during the 2014-2015 academic year and plan for the 2015-2016 academic year with regard to the CSW academic program Diversity Plan. In September 2015, CSW faculty voted to change the name of the Diversity Affairs Committee to the Committee for Diversity and Inclusion (CDI). The CDI is charged with monitoring progress on the plan and recommending changes and enhancements to the faculty and the Dean. The plan is based on the six goals of the University of Tennessee's (UT) Diversity Action Plan. The goals are supported by 12 objectives based on the UT Plan and targeted by the CSW, which are in turn subdivided into 28 strategies and benchmarks. The strategies and benchmarks have related due dates and identification of the parties responsible for completing them. The CDI is responsible for an annual review of the outcomes.

Overall, for the 2014-2015 academic year, it is the finding of the CDI that the CSW has been responsible and effective in implementing the overall plan. CDI's conclusions are supported by interviews with the various members of the faculty and staff who are responsible for implementation, review of literature and social media produced by the CSW, and monitoring of CSW policies and procedures. The findings gathered by the CDI are summarized below.

The four parts of this document are:

1. The CSW Diversity Plan (goals, objectives, strategies, benchmarks, findings, and recommendations)
2. Responses to areas where recommendations for change or enhancement were made
3. Top three goals to accomplish in the next academic year (2015-2016)
4. Plan to reach goals

1. Components and review of the CSW Diversity Plan

GOAL ONE: Create and sustain a welcoming, supportive, and inclusive campus environment.

OBJECTIVE 1: Review and obtain materials for the CSW physical and academic environments that are inclusive and celebrate diversity.

STRATEGY 1: Review CSW-wide materials for inclusive language.

Benchmarks: 1) All CSW syllabi across programs and campuses will include the Diversity Statement. 2) All CSW-wide materials will be reviewed for appropriate and inclusive language no less than every 3 years.

Findings of the CDI for 2014-2015: The CSW was effective and efficient in meeting this strategy and assuring that it is met on an ongoing basis. 1) Syllabi have been regularly reviewed by the Curriculum Committees. 2) The Diversity Statement is included in all CSW syllabi. 3) All syllabi are currently in compliance and the regular review conducted by Curriculum Committees should assure that they remain in compliance. 4) The CDI created a diversity survey to ask students, staff, and faculty about inclusive language in CSW materials and other aspects of diversity. The survey was administered through Qualtrics at the end of the spring 2015 semester. 5) The CDI noted that the Diversity Statement is prominently displayed on the CSW's Diversity Initiatives website.

CDI Recommendations for enhancement for 2015-2016: 1) Continue the syllabi review process described above. 2) The CDI analyze data from the spring 2015 Diversity Survey, share results with faculty and staff, identify opportunities to implement changes suggested by the data, and continue data collection. 3) The CDI, Curriculum Committee, and faculty at large review the Diversity Statement, in the context of new 2015 Council on Social Work Education (CSWE) educational policy standards.

STRATEGY 2: Obtain posters and other materials for CSW buildings to create a welcoming environment and a sense of safety for all cultures.

Benchmarks: 1) Posters will be placed in the halls of CSW-wide buildings that will celebrate different of diversity. 2) Rainbow flags will be placed in student lounges and other areas of campus buildings. All faculty will receive triangles to place (optionally) on their doors to indicate that their rooms are safe spaces in which individuals who are LGBTQ+ and allies are welcome and supported.

Findings of the CDI for 2014-2015: Henson Hall was renovated during this year and the CSW Knoxville campus was located in Dunford Hall. The benchmarks above will be replaced next year with other diversity and inclusion-related materials that create a welcoming environment and sense of safety for all cultures.

CDI Recommendations for enhancement for 2015-2016: 1) Display diversity and inclusion-related materials in Henson Hall as the move back into Henson is completed, preferably by the end of the Fall 2015 semester. 2) Display framed copies of the CSW Diversity Statement in each hall and by the elevators in Henson Hall and the East Polk Avenue Building in Nashville. 3) Use glass display cases to highlight diversity (e.g., photographs, storyboards, infographics, and historic items). No material will be affixed, temporarily or permanently, to walls or other building surfaces in either Henson Hall or the East Polk Avenue Building. 4) Faculty and staff who have participated in appropriate training may display a non-stick safe zone emblem in their area. 5) Schedule a voluntary Safe Zone training for CSW faculty and staff in Knoxville and Nashville/Online.

OBJECTIVE 2: Provide student access to groups that celebrate diversity and/or are dedicated to social justice.

STRATEGY 1: Support CSW student organizations that celebrate diversity and are committed to social justice.

Benchmarks: 1) Maintain a list of student organizations and update annually. 2) Post events for all students and faculty. 3) Respond to requests from all student organizations.

Findings of the CDI for 2014-2015: 1) As of the fall of 2014, there were four student social work organizations: the Bachelor of Social Work Student Organization (BSWO); the Master of Social Work Student Organization (MSWO), which has a "branch" for Knoxville and a "branch" for Nashville and Online students; the Phi Alpha Honors Society (In Knoxville and in Nashville/Online); and the Macro Social Work Student Network (MSWSN). These groups receive support in the form of guidance from a faculty advisor and an assortment of resources from administrators and other faculty. CSW support for these organizations is very good, with faculty advisors offering guidance and resources directed to them when such resources are available. 2) Informational flyers and brochures from groups and events are regularly posted in the lounges and entrances of the East Polk Avenue Building in Nashville, and will be again when the move back to Henson Hall is complete. Further, information about events and groups that celebrate diversity are posted on the CSW-wide calendar on the CSW website and on the CSW Facebook page. Although readily available to students, these sites seem to be rarely accessed by them. The 2014-2015 CDI review concludes that, for this strategy, the CSW is meeting its benchmarks, but might consider the following enhancements. The CSW is currently experimenting with a list of organizations and Internet links on its Diversity Initiatives Page. Expansion of this list might prove to be the answer to communication with students in this area.

CDI Recommendations for enhancement for 2015-2016: 1) the CSW should continue to study and refine its efforts to communicate with students about diversity-related activities and events. 2) As part of this effort, we recommend that administrators and faculty members, who serve as faculty advisors to student organizations, work with CSW student organizations to understand their diversity and inclusion-related needs, activity, and generate recommendations. 3) Continue to and expand support for the MSWO student driven Outstanding Conference, which will be in its fifth year in fall 2015.

STRATEGY 2: Post “coming events” calendars in student lounges and entry areas of all campuses that include CSW, UT, and community events that celebrate diversity and advocate for social justice and change.

Benchmarks: A coming events calendar will be created and updated on a monthly basis.

Findings of the CDI for 2014-2015: Although the CSW has regularly produced a coming events calendar it has struggled to find a location in which students regularly used it. Although students reported reading flyers and brochures from events and groups celebrating diversity when placed around Henson Hall and the East Polk Avenue Building, they reported rarely reading events calendars placed in those same areas. As an alternative, the information was then placed on the CSW Calendar. As discussed under Strategy 1, this too appears to have been little used. A third alternative is currently being used, the inclusion of links to diversity-related organizations and activities on the CSW Diversity Initiatives Page. The CDI is proposing the information available on that site be expanded.

CDI Recommendations for enhancement for 2015-2016: 1) The CSW continue to study and refine its efforts to communicate with students about diversity-related organizations and events. 2) Update the CSW Diversity Initiatives page and rename the page as CSW Diversity and Inclusion. 3) Ask all CSW student organizations to include links on their Facebook pages to the Diversity and Inclusion page and to other UT diversity links. 4) Send information to leadership of each CSW student organization about the CSW coming events calendar as it is updated and encourage student participation.

GOAL TWO: Attract and retain greater numbers of individual from under-represented populations into faculty, staff, and administrative positions.

OBJECTIVE 1: Develop and implement faculty recruitment strategies that focus on highlighting interaction opportunities with diverse communities.

STRATEGY 1: Increase opportunities for potential faculty candidates to talk with and visit faculty, leaders, and students from underrepresented populations.

Benchmark: Develop and initiate a Search Committee policy that addresses unique needs and supports the candidates of diversity, including access to discussions with faculty, students, and UT and community leaders that share their culture.

Findings of the CDI for 2014-2015: The Search and Screen Committee implemented this strategy efficiently and effectively. 1) Each campus visit for persons of diverse cultures is planned to include visits with faculty, leaders in the community, and students from same or similar cultures and/or persons from other underrepresented populations. This year, however, there was no search for tenure track faculty. There were searches for non-tenure track faculty of practice. These faculty members all worked previously at the college as adjuncts and one graduated from the CSW. Therefore, they were very familiar with both the college and the community so we didn't need to introduce them to additional faculty, students or leaders in the community. 2) Several search committee members have participated in the UT Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) program. 3) The CDI's diversity survey administered at the end of the spring 2015 survey included items for students, staff, and faculty about diversity and recruitment.

CDI Recommendations for enhancement for 2015-2016: 1) continue and increase CSW faculty search committee members' participation in the UT STRIDE program. 2) The CDI analyze recruitment related data from both spring and fall 2015 Diversity Survey administrations, share results with faculty and staff, identify opportunities to implement changes suggested by the data, and continue data collection. 2) Conduct open and targeted searches to advance the recruitment of diverse candidates. 3) Develop predetermined evaluation criteria and ground rules for searches.

OBJECTIVE 2: Develop and implement staff and administrator recruitment strategies for populations of diversity that highlight career opportunities.

STRATEGY 1: Increase opportunities for applicants of diversity to interact with staff and administrators of diversity.

Benchmark: For all staff and administrator applicants of diversity, provide opportunities for discussions with other staff and administrators who share their cultures.

Findings of the CDI for 2014-2015: The Dean's Office implemented this strategy efficiently and effectively. 1) Each set of interviews for persons of diverse cultures includes visits with persons from the faculty, leaders in the community, and students who share their cultures and/or with persons from other underrepresented populations. 2) The CDI's diversity survey administered at the end of the spring 2015 survey included items to ask students, staff, and faculty about diversity and recruitment.

CDI Recommendations for enhancement for 2015-2016: Analyze recruitment related data from the spring 2015 and fall Diversity Survey administrations, share results with faculty and staff, identify opportunities to implement changes and develop goals suggested by the data, and continue data collection.

OBJECTIVE 3: Develop and implement retention strategies that focus on maintaining a diversity-friendly working environment.

STRATEGY 1: Maintain salaries for staff, administrators, and faculty of historically underpaid populations with that of populations who have not faced this historic discrimination.

Benchmarks: 1) Annually, monitor administrators salary, controlling for years of service and academic rank, to determine whether being non-white or female is related to annual salary. 2) Annually, monitor faculty salary, controlling for years of service and academic rank, to determine whether being non-white or female is related to 9-month salary.

Findings of the CDI for 2014-2015: 1) the CSW tracked salary equity through the UT's reporting system. The analysis shows that among diverse groups by rank there is no inequity. Among female faculty by rank there is no inequity at the Assistant or Associate Professor level. There is a perceived inequity at Full Professor when years in rank are not held constant. The UT provides funds for addressing equity when resources are available to allow it to do so. 2) The CDI's diversity survey administered at the end of the spring 2015 survey included items to ask students, staff, and faculty about a diversity-friendly working environment.

CDI Recommendations for enhancement for 2015-2016: Review of data related to a diversity-friendly working environment from the spring 2015 Diversity Survey, share results with faculty and staff, identify opportunities to implement changes suggested by the data, and continue data collection.

STRATEGY 2: Increase opportunities for dialogue between UT and CSW faculty.

Benchmark: Provide mentoring of faculty of diversity to more senior CSW or UT faculty sharing similar cultures, if they so desire.

Findings of the CDI for 2014-2015: The CSW provided opportunities for dialogue through its mentoring program.

CDI Recommendations for enhancement for 2015-2016: 1) Review outcomes of the Spring and Fall 2015 Diversity Survey with regard to faculty opportunities for dialogue in the larger UT community. (2) Revisit this benchmark and strategy with regard to new opportunities to promote such dialogue.

GOAL THREE: Attract, retain, and graduate increasing numbers of students from historically underrepresented populations and international students.

OBJECTIVE 1: Increase access to and the appeal of CSW to students from diverse backgrounds.

STRATEGY 1: Review existing materials for inclusivity and develop new methods for highlighting CSW's commitment to celebrating diversity and working towards social justice.

Benchmarks: 1) A diversity page will be created in the CSW website that includes links to CSW, UT, and community resources as well as to contacts at CSW. 2) Post the Diversity Statement on the CSW website. 3) All literature going to prospective students across programs will be reviewed to verify that it uses welcoming and inclusive language.

Findings of the CDI for 2014-2015: 1) The CSW maintained the Diversity Initiatives Page on its website and updates it regularly. 2) The Diversity Statement is posted on the CSW website. 3) The Dean's Office and the Associate Dean reviewed CSW literature to assure that it uses welcoming and inclusive language. 4) The CDI developed and administered a Diversity Survey for students, faculty, and staff at the end of the spring semester.

CDI Recommendations for enhancement for 2015-2016: 1) continued data collection and analysis of the Diversity Survey. 2) Review of the Diversity Statement and the Diversity Initiative website page, in the context of new 2015 Council on Social Work Education (CSWE) educational policy standards.

STRATEGY 2: Develop additional resources for economically disadvantaged students to attend UTCSW.

Benchmarks: A plan of action that discusses methods of increasing financial aid to economically disadvantaged students will be developed.

Findings of the CDI for 2014-2015: Such a plan has been developed and implemented, relying heavily on the activities of the Development Department and the Dean. The necessary donors are currently being sought.

CDI Recommendations for enhancement for 2015-2016: The Dean and Development Department update faculty yearly about the status of the plan, at the annual fall retreat or the spring College-wide faculty meeting.

OBJECTIVE 2: Create opportunities for economically disadvantaged students to succeed academically.

STRATEGY 1: Academically successful students receiving CSW scholarships will be asked to mentor students facing academic difficulties.

Benchmarks: 1) Students receiving CSW scholarships will be notified in writing that they may be asked to provide mentoring to other students. 2) Students identified by the Associate Dean as having academic difficulties will be paired with an academically successful student for mentoring, if they so desire.

Findings of the CDI for 2014-2015: Mentoring by students receiving CSW scholarships or through CSW academic programs was not enacted this year. However, the BSSW program initiated an informal BSSW mentoring program in 2014-2015. Several social work honors students volunteered to be a mentor to any undergraduate social work student who expressed an interest in being mentored or tutored. The MSSW student organization once again organized an informal buddy system between returning and new MSSW students.

CDI Recommendations for enhancement for 2015-2016: 1) Reassess this strategy and benchmarks with regard to feasibility, impact, and alternatives. 2) Amend benchmark 2 to include Program Directors and delete Associate Dean 3) Make available a writing lab for CSW students at all levels. The writing lab should have a technical and research approach as well as a grammatical approach. 4) Make available an online writing and APA-style tutorial for all students in the CSW.

GOAL FOUR: Develop and strengthen partnerships with diverse communities in Tennessee and globally.

OBJECTIVE 1: Develop and strengthen local and regional partnerships with diverse communities.

STRATEGY 1: Develop outreach plans to increase CSW interface with agencies of and for diverse communities.

Benchmark: Number of agencies of and for diverse communities providing field placements to students.

Findings of the CDI for 2014-2015: Across the CSW's BSSW and MSSW programs (Knoxville, Nashville, and Online components), the CSW maintains working relationships with about 400 agencies in which students carry out their

field placements. It is important to note that the number of field placement agencies can change daily as agencies are added and dropped, and as the target populations of agencies change. Virtually all the CSW partner field placement agencies serve diverse communities. One external validation of the diversity of CSW partner field placement agencies is that the U.S. Peace Corps accepted the CSW as a new partner for their Coverdell Fellowship Program.

CDI Recommendations for enhancement for 2015-2016: In conjunction with field coordinators, The CDI recommends that this strategy and benchmark be reworded or replaced to make it more useful, relevant, and representative of the CSW's interface with diverse communities in addition to field placement agencies.

STRATEGY 2: Increase the number of field placements in agencies of and for diverse communities.

Benchmark: Number of students in placements at agencies of and for diverse communities.

Findings of the CDI for 2014-2015: Although the field coordinators emphasized the importance of placing students in agencies serving diverse communities, they suggested that this strategy and benchmark also be rewritten or reconsidered.

CDI Recommendations for enhancement for 2015-2016: In conjunction with field coordinators, The CDI recommends that this strategy and benchmark also be reworded or replaced to make it more useful, relevant, and representative of the CSW's efforts beyond field placement agencies.

OBJECTIVE 2: Develop and strengthen international partnerships.

STRATEGY 1: Provide opportunities for international field placements that are accessible to students from various economic resources, within available resources.

Benchmarks: 1) Number of students in international field placements. 2) Percentage of those students using financial aid to undertake international field placements.

Findings of the CDI for 2014-2015: Several students studied abroad.

CDI Recommendations for enhancement for 2015-2016: The CSW has met or exceeded this objective. The CDI has no recommendations at this time.

STRATEGY 2: Develop study abroad opportunities that are accessible to students with varying economic resources, within available resources.

Benchmarks: 1) Number of students undertaking study abroad opportunities. 2) Percentage of those students using financial aid to undertake study abroad opportunities.

Findings of the CDI for 2014-2015: The CSW continues to use current resources and develop additional resources to support international student exchange. The Director of Field and International Education oversees travel and promotes opportunities with and for students. The Director works with the UT's Center for International Education to promote student travel under the UT's existing programs. In recent years, a federal Fund for the Improvement of Post-secondary Education grant has supported 9 - 18 CSW students studying in other countries. Supported by the same grant, up to 10 students from other countries have studied at the CSW over the last several years. The Dean and the Development Officer are currently seeking other resources to support international travel.

CDI Recommendations for enhancement for 2015-2016: The CSW has met or exceeded this objective. The CDI has no recommendations at this time.

GOAL FIVE: Ensure that curricular requirements for all programs provide significant diversity perspectives.

OBJECTIVE 1: Evaluate diversity and social justice content in the curriculum across all three programs.

STRATEGY 1: Develop a standard in diversity and social justice content within courses and a method to review courses for content.

Benchmarks: 1) Faculty will vote to approve the standard and method for reviewing diversity and social justice content across all programs. 2) A written standard on diversity and social justice content for all courses and all programs will be included in the curriculum committee policies on the CSW internal faculty web site.

Findings of the CDI for 2014-2015: The Curriculum Committees continued to use CSWE and CSW standards to review diversity and social justice content.

CDI Recommendations for enhancement for 2015-2016: This objective, strategy, and benchmarks be evaluated in the context of new 2015 Council on Social Work Education (CSWE) educational policy standards, with regard to diversity, human rights, and social, economic, and environmental justice.

STRATEGY 2: Review all syllabi for content integrating diversity and social justice.

Benchmarks: 1) Review all new courses submitted to the Curriculum Committees of the various programs for diversity and social justice content before being accepted. 2) Implement plan for annual review of selected courses.

Findings of the CDI for 2014-2015: All new courses are submitted to and reviewed by the Curriculum Committees of the various programs. The plan for annual review has been implemented. The CSW has met this goal.

CDI Recommendations for enhancement for 2015-2016: This objective, strategy, and benchmarks be evaluated in the context of new 2015 Council on Social Work Education (CSWE) educational policy standards, with regard to diversity, human rights, and social, economic, and environmental justice.

OBJECTIVE 2: Provide faculty development opportunities related to issues of diversity and social justice.

STRATEGY 1: Disseminate information for faculty that provides frameworks and/or substantive content on diverse populations for integration into their courses.

Benchmark: Faculty will be sent professional literature for teaching diversity and social justice content as the Associate Dean and Dean are exposed to it in professional conference or professional newsletters.

Findings of the CDI for 2014-2015: The Dean's Office has provided such literature to faculty at intervals since the inception of this plan.

CDI Recommendations for enhancement for 2015-2016: 1) This objective, strategy, and benchmark be evaluated in the context of new 2015 Council on Social Work Education (CSWE) educational policy standards, with regard to diversity, human rights, and social, economic, and environmental justice. 2) Explore current and potential venues for disseminating relevant information, including the CSW's Diversity and Inclusion webpage and social media.

GOAL SIX: Prepare graduate students to become teachers and researchers in a diverse world.

OBJECTIVE 1: Teach culturally sensitive methods for considering diversity across human behavior, policy, practice, and research content.

STRATEGY 1: Incorporate culturally sensitive content regarding the relationship of culture to human behavior and critical analysis of traditional theories of human behavior into HBSE content in classes.

Benchmarks: Review all new courses submitted to the Curriculum Committees of the various programs for diversity and social justice content before being accepted, implement plan for annual review of selected courses, ensuring that all courses across programs are reviewed at least every 5 years.

Findings of the CDI for 2014-2015: The CSW Curriculum Committees continued to review new courses and conduct annual reviews of existing courses on a rotational basis to ensure that all courses are reviewed at least every 5 years.

CDI Recommendations for enhancement for 2015-2016: This objective, strategy and benchmarks be evaluated in the context of new 2015 Council on Social Work Education (CSWE) educational policy standards, with regard to cultural sensitivity, cultural competence, and HBSE content in classes.

STRATEGY 2: Incorporate content regarding the culturally sensitive research methodologies and conceptualization, as well as the critical analysis of traditional methodologies into research content in classes.

Benchmarks: Review all new courses submitted to the Curriculum Committees of the various programs for diversity and social justice content before being accepted, implement plan for annual review of selected courses, ensuring that all courses across programs are reviewed at least every 5 years.

Findings of the CDI for 2014-2015: The CSW Curriculum Committees continued to review new courses and conduct annual reviews of existing courses on a rotational basis to ensure that all courses are reviewed at least every 5 years.

CDI Recommendations for enhancement for 2015-2016: This strategy and benchmarks be evaluated in the context of new 2015 Council on Social Work Education (CSWE) educational policy standards, with regard to cultural sensitivity, cultural competence, and research conceptualization and methods.

STRATEGY 3: Incorporate content regarding culturally sensitive practice techniques, theories, and models and critical analysis of traditional techniques, theories, and models into practice content in classes.

Benchmarks: Review all new courses submitted to the Curriculum Committees of the various programs for diversity and social justice content before being accepted, implement plan for annual review of selected courses, ensuring that all courses across programs are reviewed at least every 5 years.

Findings of the CDI for 2014-2015: The CSW Curriculum Committees continued to review new courses and conduct annual reviews of existing courses on a rotational basis to ensure that all courses are reviewed at least every 5 years.

CDI Recommendations for enhancement for 2015-2016: This strategy and benchmarks be evaluated in the context of new 2015 Council on Social Work Education (CSWE) educational policy standards, with regard to the integration of critical thinking and analysis of cultural sensitivity, cultural competence, and practice content in classes.

STRATEGY 4: Incorporate content regarding culturally sensitive policy/administration and the critical analysis of traditional techniques, theories, and models into policy content in classes.

Benchmarks: Review all new courses submitted to the Curriculum Committees of the various programs for diversity and social justice content before being accepted, implement plan for annual review of selected courses, ensuring that all courses across programs are reviewed at least every 5 years.

Findings of the CDI for 2014-2015: The CSW Curriculum Committees continued to review new courses and conduct annual reviews of existing courses on a rotational basis to ensure that all courses are reviewed at least every 5 years.

CDI Recommendations for enhancement for 2015-2016: This strategy and benchmarks be evaluated in the context of new 2015 Council on Social Work Education (CSWE) educational policy standards, with regard to the integration of critical thinking and analysis of cultural sensitivity, cultural competence, and policy content in classes.

Additional findings of the CDI for 2015-2016 with regard to GOAL SIX: The CDI recommends adding “practitioners” to the goal (“...teachers, researchers, and practitioners...”). This change will more fully reflect the career paths of CSW graduates at masters and doctoral levels and will be consistent with the UT Office of Diversity and Inclusion Diversity Action Plan Goal 6.

In summary, the Diversity Affairs Committee has reviewed the CSW Diversity Plan for 2014-2015 and concludes that the CSW met its objectives and is achieving its goals. This year's review identified that some objectives, strategies, and benchmarks require updating. Subsequently, the charge for doing so has been integrated into recommendations for enhancement in 2015-2016. The Diversity Plan was conceived as a living document, to be adapted to accommodate the changing environment in the United States and around the world. It is in that spirit that the CDI submits its report.

2. Responses to areas where recommendations for change or enhancement were made:

Goal 1, Objective 1, Strategy 1: Review CSW-wide materials for inclusive language.

CDI Recommendations for enhancement for 2015-2016: 1) Continue the syllabi review process described above. 2) The CDI analyze data from the spring 2015 Diversity Survey, share results with faculty and staff, identify opportunities to implement changes suggested by the data, and continue data collection. 3) The CDI, Curriculum Committee, and faculty at large review the Diversity Statement, in the context of new 2015 Council on Social Work Education (CSWE) educational policy standards. **Response to recommendation:**

Goal 1, Objective 1, Strategy 2: Obtain posters and other materials for CSW buildings to create a welcoming environment and a sense of safety for all cultures.

CDI Recommendations for enhancement for 2015-2016: 1) Display diversity and inclusion-related materials in Henson Hall as the move back into Henson is completed, preferably by the end of the Fall 2015 semester. 2) Display framed copies of the CSW Diversity Statement in each hall and by the elevators in Henson Hall and the East Polk Avenue Building in Nashville. 3) Use glass display cases to highlight diversity (e.g., photographs, storyboards, infographics, and historic items). No material will be affixed, temporarily or permanently, to walls or other building surfaces in either Henson Hall or the East Polk Avenue Building. 4) Faculty and staff who have participated in appropriate training may display a non-stick safe zone emblem in their area. 4) Schedule a voluntary Safe Zone training for CSW faculty and staff in Knoxville and Nashville. **Response to recommendation:**

Goal 1, Objective 2, Strategy 1: Support CSW student organizations that celebrate diversity and are committed to social justice.

CDI Recommendations for enhancement for 2015-2016: 1) the CSW should continue to study and refine its efforts to communicate with students about diversity-related activities and events. 2) As part of this effort, we recommend that administrators and faculty members, who serve as faculty advisors to student organizations, work with CSW student organizations to understand their diversity and inclusion-related needs, activity, and generate recommendations. 3) Continue to and expand support for the MSWO student driven Outstanding Conference, which will be in its fifth year in fall 2015. **Response to recommendation:**

Goal 2, Objective 1, Strategy 1: Increase opportunities for potential faculty candidates to talk with and visit faculty, leaders, and students from underrepresented populations.

CDI Recommendations for enhancement for 2015-2016: 1) continue and increase CSW faculty search committee members' participation in the UT STRIDE program. 2) The CDI analyze recruitment related data from both spring and fall 2015 Diversity Survey administrations, share results with faculty and staff, identify opportunities to implement changes suggested by the data, and continue data collection. 2) Conduct open and targeted searches to advance the recruitment of diverse candidates. 3) Develop predetermined evaluation criteria and ground rules for searches.

Goal 2, Objective 2, Strategy 1: Increase opportunities for applicants of diversity to interact with staff and administrators of diversity.

CDI Recommendations for enhancement for 2015-2016: Analyze recruitment related data from the spring 2015 and fall Diversity Survey administrations, share results with faculty and staff, identify opportunities to implement changes and develop goals suggested by the data, and continue data collection. **Response to recommendation:**

Goal 2, Objective 3, Strategy 1: Maintain salaries for staff, administrators, and faculty of historically underpaid populations with that of populations who have not faced this historic discrimination.

CDI Recommendations for enhancement for 2015-2016: Review of data related to a diversity-friendly working environment from the spring 2015 Diversity Survey, share results with faculty and staff, identify opportunities to implement changes suggested by the data, and continue data collection. **Response to recommendation:**

Goal 2, Objective 3, Strategy 2: Increase opportunities for dialogue between UT and CSW faculty.

CDI Recommendations for enhancement for 2015-2016: 1) Review outcomes of the Spring and Fall 2015 Diversity Survey with regard to faculty opportunities for dialogue in the larger UT community. (2) Revisit this benchmark and strategy with regard to new opportunities to promote such dialogue. **Response to recommendation:**

Goal 3, Objective 1, Strategy 1: Review existing materials for inclusivity and develop new methods for highlighting CSW's commitment to celebrating diversity and working towards social justice.

CDI Recommendations for enhancement for 2015-2016: 1) continued data collection and analysis of the Diversity Survey. 2) Review of the Diversity Statement and the Diversity Initiative website page, in the context of new 2015 Council on Social Work Education (CSWE) educational policy standards. **Response to recommendation:**

Goal 3, Objective 1, Strategy 2: Develop additional resources for economically disadvantaged students to attend UTCSW.

CDI Recommendations for enhancement for 2015-2016: The Dean and Development Department update faculty yearly about the status of the plan, at the annual fall retreat or the spring College-wide faculty meeting. **Response to recommendation:**

Goal 3, Objective 2, Strategy 1: Academically successful students receiving CSW scholarships will be asked to mentor students facing academic difficulties.

CDI Recommendations for enhancement for 2015-2016: 1) Reassess this strategy and related benchmarks with regard to feasibility, impact, and alternatives 2) Amend benchmark 2 to include Program Directors and delete Associate Dean 3) Make available a writing lab for CSW students at all levels. The writing lab should have a technical and research approach as well as a grammatical approach. 4) Make available an online writing and APA-style tutorial for all students in the CSW. **Response to recommendation:**

Goal 4, Objective 1, Strategy 1: Develop outreach plans to increase CSW interface with agencies of and for diverse communities.

CDI Recommendations for enhancement for 2015-2016: In conjunction with field coordinators, The CDI recommends that this strategy and benchmark be reworded or replaced to make it more useful, relevant, and representative of the CSW's interface with diverse communities in addition to field placement agencies. **Response to recommendation:**

Goal 4, Objective 1, Strategy 2: Increase the number of field placements in agencies of and for diverse communities.

CDI Recommendations for enhancement for 2015-2016: In conjunction with field coordinators, The CDI recommends that this strategy and benchmark also be reworded or replaced to make it more useful, relevant, and representative of the CSW's efforts beyond field placement agencies. **Response to recommendation:**

Goal 5, Objective 1, Strategy 1: Develop a standard in diversity and social justice content within courses and a method to review courses for content.

CDI Recommendations for enhancement for 2015-2016: This objective, strategy, and benchmarks be evaluated in the context of new 2015 Council on Social Work Education (CSWE) educational policy standards, with regard to diversity, human rights, and social, economic, and environmental justice. **Response to recommendation:**

Goal 5, Objective 1, Strategy 2: Review all syllabi for content integrating diversity and social justice.

CDI Recommendations for enhancement for 2015-2016: This objective, strategy, and benchmarks be evaluated in the context of new 2015 Council on Social Work Education (CSWE) educational policy standards, with regard to diversity, human rights, and social, economic, and environmental justice. **Response to recommendation:**

Goal 5, Objective 2, Strategy 1: Disseminate information for faculty that provides frameworks and/or substantive content on diverse populations for integration into their courses.

CDI Recommendations for enhancement for 2015-2016: 1) This objective, strategy, and benchmark be evaluated in the context of new 2015 Council on Social Work Education (CSWE) educational policy standards, with regard to diversity, human rights, and social, economic, and environmental justice. 2) Explore current and potential venues for disseminating relevant information, including the CSW's Diversity and Inclusion webpage and social media.

Response to recommendation:

Goal 6, Objective 1, Strategy 1: Incorporate culturally sensitive content regarding the relationship of culture to human behavior and critical analysis of traditional theories of human behavior into HBSE content in classes.

CDI Recommendations for enhancement for 2015-2016: This objective, strategy and benchmarks be evaluated in the context of new 2015 Council on Social Work Education (CSWE) educational policy standards, with regard to cultural sensitivity, cultural competence, and HBSE content in classes. **Response to recommendation:**

Goal 6, Objective 1, Strategy 2: Incorporate content regarding the culturally sensitive research methodologies and conceptualization, as well as the critical analysis of traditional methodologies into research content in classes.

CDI Recommendations for enhancement for 2015-2016: This strategy and benchmarks be evaluated in the context of new 2015 Council on Social Work Education (CSWE) educational policy standards, with regard to cultural sensitivity, cultural competence, and research conceptualization and methods. **Response to recommendation:**

Goal 6, Objective 1, Strategy 3: Incorporate content regarding culturally sensitive practice techniques, theories, and models and critical analysis of traditional techniques, theories, and models into practice content in classes.

CDI Recommendations for enhancement for 2015-2016: This strategy and benchmarks be evaluated in the context of new 2015 Council on Social Work Education (CSWE) educational policy standards, with regard to the integration of critical thinking and analysis of cultural sensitivity, cultural competence, and practice content in classes. **Response to recommendation:**

Goal 6, Objective 1, Strategy 4: Incorporate content regarding culturally sensitive policy/administration and the critical analysis of traditional techniques, theories, and models into policy content in classes.

CDI Recommendations for enhancement for 2015-2016: This strategy and benchmarks be evaluated in the context of new 2015 Council on Social Work Education (CSWE) educational policy standards, with regard to the integration of critical thinking and analysis of cultural sensitivity, cultural competence, and policy content in classes. **Response to recommendation:**

3. What are your top three goals that you would like to accomplish within the next academic year (2015-2016)?

Goal 1 Develop an updated 2015-2016 CSW Diversity Plan that is substantive, achievable, and advances the goals of the University of Tennessee Diversity Action Plan and the College of Social Work.

Goal 2 Incorporate the goals, objectives, and strategies of the 2015-2016 Diversity Plan into the awareness and activities of CSW faculty, staff, and administrators.

Goal 3- Analyze and integrate findings of the spring and fall 2015 Diversity Survey into the 2015-2016 Diversity Plan.

4. What is your plan to reach your goal?

- Goal 1** Complete a final DRAFT of the 2015-2016 CSW Diversity Plan and distribute to faculty for approval at the CSW-wide faculty meeting on October 30, 2015. To reach this goal, the CDI will gather and review information from the following sources: 1) the UT Office of Diversity and Equity Diversity Action Plan and related information, 2) CSW faculty recommendations at the August faculty retreat, 3) discussion with members of the CSW administrative team, input from CSW student organizations through CDI representatives, and 4) review of the spring 2015 CDI Diversity Survey.
- Goal 2** The CDI will work closely with the Dean, Associate Dean, Program Directors, and Curriculum Committees to promote, assess, and evaluate progress on the 2015-2016 CSW Diversity Plan.
- Goal 3** Complete the fall administration of the Diversity Survey, analyze data from both spring and fall 2015 Diversity Survey administrations, share results with faculty and staff, identify opportunities to implement changes suggested by the data, and continue data collection.