

**UNIVERSITY OF LOUISVILLE DIVERSITY PLAN PROGRESS REPORT
(May 16, 2016)**

Unit: Kent School of Social Work

Goals	Strategies/Tactics/Action	Assessment/Measurement
<p>Increase Student Body Diversity (by race and gender)</p> <ul style="list-style-type: none"> a. Undergraduate student enrollment b. Graduate student enrollment 	<p>The 2015-2016 Institutional Research Scorecard data indicates stable minority representation across the Kent School BSW and MSW programs and an increase in minority representation in its Ph.D. program. Data from 2015-2016 reveal 30% minority representation in the BSW program (31% in 2014-2015) and 25% minority representation in the MSW program (26% in 2014-2015). However, there was an increase in minority representation in the Ph.D. program, which was 34% in 2015-2016 (up from 27 % in 2014-2015).</p> <p>With regard to gender, the overwhelming majority of Kent School students are female. Data specific to each of Kent's 3 respective programs during the 2015-2016 reveal that female students represent 87% of BSW students, 88% of MSW students, and 62% of Ph.D. students. These data are consistent with those from the 2014-2015 academic year when female students represented 88% of BSW students and 85% of MSW students. There was a decrease in the percentage of female Ph.D. students in 2015-2016, which was down from 76% in 2014-2015.</p>	<p>Outstanding-The Kent School maintains close to 1/3 minority representation, which is close to mirroring the minority representation of the larger community.</p> <p>Outstanding-The Kent School female representation is extremely high and has been so for quite some time. The combination of the Kent School's minority and female representation are a clear demonstration of its commitment to diversity.</p>

<p>Increase Student Success (by race and gender)</p> <ul style="list-style-type: none"> a. Student retention b. Graduation rates c. Degrees conferred d. Credentials conferred 	<p>According to the Institutional Research Scorecard data provided to the Kent School Diversity Committee, the retention and graduation data for the 2014-2015 academic year reveal that 17 BSW degrees (28%) were awarded to minority students (up from 9 or 17% during 2013-2014). These data also reveal that 45 MSSW degrees (25%) were awarded to minority students (up from 31 (24% in 2013-2014). With regard doctoral degrees, 1 was awarded to minority student (20%), which was down from 84% in 2013-2014.</p> <p>With regard to gender, the overwhelming majority of Kent School graduates are female. Data specific to each of Kent's 3 respective programs during the 2014-2015 year reveal that female students were awarded with 85% of BSW degrees, 87% of MSW degrees, and 100% of Ph.D. degrees.</p>	<p>Meeting expectations—The Kent School maintained its percentage of BSW and MSW degrees awarded to minority students across the 2013-2014 and 2014-2015 academic years.</p> <p>Outstanding-The Kent School female representation is extremely high and has been so for quite some time. The combination of the Kent School's minority and female representation are a clear demonstration of its commitment to diversity.</p> <p>Comparison data for the 2015-2016 academic year will not be available until August 1, 2016.</p>
<p>Increase Workforce Diversity (by race and gender)</p> <ul style="list-style-type: none"> a. Faculty b. Staff c. Executive/Administrative/Managerial d. Promotion and Retention 	<p>According to the 2015-2016 Institutional Research Scorecard data, there were no race related workforce changes in the administration, tenured faculty, tenure-track faculty positions, and professional non-faculty. However, there was an increase in the number of minority non tenure-track faculty from 1 (20%) to 3 (38%) from the 2014-2015 to the 2015-2016 academic year.</p> <p>With regard to gender, 50% of the administration positions are filled by</p>	<p>Outstanding- Kent School performs very well in the area of workforce diversity. Approximately 1/3 of its faculty identifies as racial/ethnic minorities and over half of its faculty is women. Moreover, many of its key leadership positions are filled by African Americans and women. Also, during the 2015-2016 year, the Kent School conducted two searches to fill tenure track faculty positions. Both of these positions will be filled by African Americans (starting fall</p>

	<p>women (no change from 2014-2015), 58% of the tenured faculty are women (up from 54% 2014-2015), and 88% of the non-tenure track faculty are women (up from 80% in 2014-2015). Additionally, the number female of tenure track faculty increased from 3 to 6 in 2015-2016.</p>	<p>2016) and one will be an African American female.</p>
<p>Improve Campus Climate</p> <ul style="list-style-type: none"> a. Integration – How your initiatives unite the campus community b. Workplace Environment – How your initiatives create an environment that is welcoming to all people and in which inclusion and social justice are valued 	<p>In addressing this area, during the 2015-2016 year, the Kent School’s Diversity Committee helped to plan and implement Health Sciences Campus (HSC) Diversity Committee’s Cultural Competency Day.</p> <p>Within the school, this year Kent School faculty and staff participated in several team building activities and projects aimed at enhancing morale and promoting a culture of inclusiveness. These efforts included an in-service training led by Mr. Brian Buford focused on best practices in becoming an ally for transgender individuals so as to create an atmosphere that is welcoming.</p> <p>Kent School faculty are currently considering adding a statement to all syllabi that prompts students to share their preferred pronouns with their faculty in an attempt to empower transgender students and their cis-gender allies. It should also be noted that during the 2015-2016 year, the Kent School hired a faculty person (who will start in the fall of 2016) whose area of expertise emphasizes creating educational cultures that are receptive to transgender individuals.</p>	<p>Outstanding—The Kent School is a campus leader in the area of campus climate and its faculty, staff, and students are regularly called on to lend expertise to initiatives that will have campus wide implications once completed and implemented.</p>

Strategies	Strategies/Tactics/Actions	Assessment/Measurement
<p>Promote Internationalization/International Initiatives</p> <ul style="list-style-type: none"> a. Provide opportunities for students to study abroad b. Encourage and enable faculty teaching and research abroad c. Provide opportunities and resources for professional development for staff and faculty d. Develop a strong program for international students e. Attract outstanding international faculty for teaching and research 	<p>The Kent School has formal agreements with multiple countries. Most of the agreements are coordinated by Dr. Tom Lawson, who each year, organizes a 2 week trip to Germany and Hungary for 12 Kent School students. In alternating years, Dr. Lawson also hosts a group of international students on the Belknap campus where they are exposed to and provided instruction on the American Social Service system.</p> <p>Specific to the 2015-2016 year, Dr. Leslie Harris was active with the International Service Learning Program and Dr. Adrian Archuleta was active in the Latino Studies program. Also, Dr. Sharon Moore presented a paper at an international conference in Havana, Cuba.</p> <p>Kent also has several international faculty representing countries including South Africa and Korea.</p>	<p>Meets expectations-Kent has an established international exchange program and has solid international representation on its faculty, including in key administrative/leadership positions.</p>
<p>Ensure Inclusion of Diversity in the Curriculum</p> <ul style="list-style-type: none"> a. Offer courses that include diversity content on areas such as race, gender, sexual orientation, disability, etc.; increase number of courses required for cultural competency; increase number of internships, coops related to diversity b. Incorporate principles of cultural diversity, global awareness and social 	<p>The Kent School foundation curriculum (30 hours) promotes a generalist perspective in which the simultaneous impact of many systemic levels (individuals, families, groups, organizations, and communities) on clients' lives is critically analyzed and recognized. The foundation builds upon a liberal arts base that fosters an understanding of society as a complex organization of diverse people and ideas.</p>	<p>Outstanding--The Kent School has infused principles of cultural diversity and social justice throughout its curriculum. It has programmatic student learning outcomes related to diversity and its SW 201 course has the university wide diversity designation for undergraduate courses.</p>

justice into appropriate portions of educational curricula, research and scholarship programs and programs in civic engagement

Social problems are understood as occurring within the nexus of culture, conflict, development, ecology, and systems and as such, efforts to help or intervene must include consideration of these forces. Students will be able to critically identify and assess social problems, specifically attending to 1) how such problems are maintained, 2) how they impact the quality of people's life, 3) a cultural sensitivity and appreciation of marginalized people, and 4) how to actively promote social and economic justice. In the foundation year, the focus is on the development of critical thinking skills in all the areas mentioned. Beyond the general infusion of diversity into the Kent School's curriculum, two required courses place emphasis on diversity related content. The first is SW 201 (Introduction to Social Work), a course required for all undergraduate social work students. The course's description highlights the importance of diversity as it reads, "SW 201 introduces students to the profession of social work, its Code of Ethics, values, commitment to social justice and work with vulnerable and oppressed populations." Further, many of the course objectives are focused on diversity. Specifically, these objectives require students to recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; gain sufficient self-awareness to eliminate

	<p>the influence of personal biases and values in working with diverse groups; and recognize and communicate their understanding of the importance of difference in shaping life experiences. The second course is SW 603 (Human Diversity). This course is required for social work graduate students and mandates that instruction is provided aimed at positioning students to engage diversity and advance human rights, as well as social and economic justice. This course's objectives call for students to understand the forms and mechanisms of oppression and discrimination, advocate for human rights and social and economic justice, and engage in practices that advance social and economic justice.</p>	
<p>Promote and Advance Environmental Sustainability</p> <p>a. Promote recycling, energy conservation programs and other environmentally responsible practices</p>	<p>The Kent School is involved in several sustainability initiatives. These initiatives include ink jet cartridge recycling, purchasing recycled office supplies, turning off office lights, returning used copier toner cartridges to suppliers, reprinting draft copies on used paper, disposing of used paper in recycle bins, and recycling phone books. Kent is also involved in battery recycling and single stream recycling as part of its program of environmental conservation efforts. Moreover, the faculty has been encouraged to post course documents online using Blackboard etc. to reduce the amount of paper and ink used.</p>	<p>Meets expectations-The Kent School is involved in at least 10 initiatives aimed at reducing consumption and environmental impact. The Diversity Committee plans to do more to increase awareness related to these initiatives to increase participation by faculty, staff, and students.</p>

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<p>Promote and Advance Community Engagement</p> <ul style="list-style-type: none"> a. Increase opportunities to facilitate the use of university resources to support existing partnerships and engage new partners to contribute to the educational, social, and economic progress of the community, region, and state. b. Expand service learning opportunities and community internships 	<p>The Kent School is very active in the area of community engagement. These activities include, but are not limited to serving on non-profit boards of directors, serving as consultants, participating in community engaged research & scholarship, and planning and implementing local conferences. In addition to these activities, 100% of Kent School students are involved in community engagement activities. These activities include 30 hours of mandatory service learning hours for all students in enrolled in SW 201 and required practicums for BSW seniors and MSSW students that feature 400+ hours of community engaged service.</p>	<p>Outstanding-The Kent School is a university and community leader in this area. Its leadership in community engagement contributes significantly to the university striving towards its mission of being a premier metropolitan university that returns resources to the local community. Kent School faculty, staff and students promote community engagement through grants, trainings, and service projects as well.</p>