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INTRODUCTION

The Council on Social Work Education (CSWE) accredits schools of social work in the United States based on standards set forth in its Educational Policy and Accreditation Standards (EPAS), drafted in 2008 for Bachelor- and Master-level education.

The EPAS document sets forth specific directives for the types of inclusion in at least two domains of the educational experience: the 'explicit' and 'implicit' classroom experiences.

OBJECTIVES

This research aimed to determine:

1. The programs' abilities to visually communicate their commitments to including diversity through their website content,
2. the respective levels of diversity among social work program faculty and

The following program websites, and their respective faculty members, were included for analysis:

2011 US News & World Report Top-10

Washington University in St. Louis
University of Michigan - Ann Arbor
University of Chicago
Columbia University
University of Washington
University of California - Berkeley
University of Texas - Austin
University of North Carolina - Chapel Hill
University of South Carolina
Case Western Reserve University
University of California - Los Angeles



RESULTS

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

EPAS describe four features of an integrated curriculum design:

- (1) program mission and goals;
- (2) explicit curriculum;
- (3) implicit curriculum; and
- (4) assessment.

Mission Statement	(9) 81%
Values	(2) 18%
Context	(1) 9%

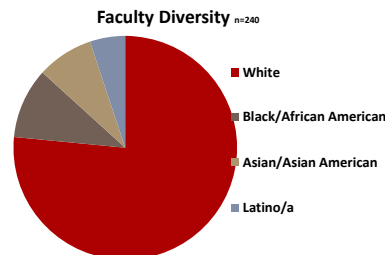
10 programs include picture content

Gender: (10) 100% Ethnicity: (10) 100%

Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, **ethnicity, gender,** gender identity and expression, immigration status, political ideology, race, **religion, sex, and sexual orientation.**

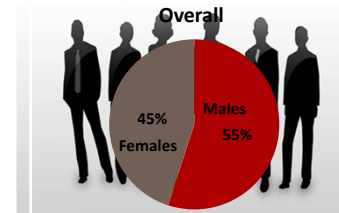
Gender: (5) 71% Sexual Orientation: (5) 71% Religion: (6) 85% Ethnicity: (5) 71%

7 programs include student organization information.



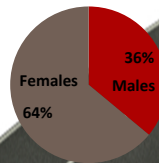
RESULTS

Career Path Drive



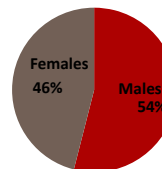
Early Career

Assistant Professors



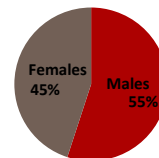
Mid Career

Associate Professors & Professors



Later Career

Special Designations

 n=56


CONCLUSIONS

The current research informs a number of issues important to the recruitment and retention of a diverse student body and faculty in the field of social work.

While all of the programs whose websites the research team analyzed have achieved accreditation from CSWE for their statements of commitment to issues of diversity, their communication of these values to prospective students through their program websites is critical. These programs presumably invest significant financial and human resources on their web presence and many do not provide comprehensive demonstration of a commitment to diversity through this presence. The EPAS document provides explicit and detailed dimensions of diversity, however in the programs analyzed, there were relatively few of those dimensions portrayed.

Efforts to diversify the faculty body appear to be having some effect early in the career path.

FUTURE RESEARCH AND IMPLICATIONS

Future research should incorporate information about the salient factors that students consider when deciding where to pursue graduate-level studies.

Future research should also aim to understand why program faculty choose to leave the profession before reaching later-stage professorships, or fail to earn special designations.

CONTACT

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