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Minority Social Work Educators' Perspective on Minority Issues in Higher Education

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MINORITY SOCIAL WORK EDUCATORS' PERSPECTIVE ON

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1995

This thesis, submitted by Ranae Dummermuth Bickett in partial fulfillment of the requirements for the Degree of Master of Social Work from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.

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Myrna G. Haga

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Thomasine Heitkamp

_____

This thesis meets the standards for appearance, conforms to the style and format requirements of the Graduate School of the University of North Dakota, and is hereby approved.

_____

Harvey Knull

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ii

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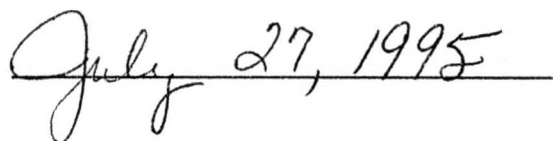
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TABLE OF CONTENTS

LIST OF TABLES

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There have been numerous friends and relatives who were relentless in boosting my spirits by never letting me forget they believed in me. I will treasure forever their precious gift of love and friendship.

To my sons,
Zachary, Cameron, Tyler, and Wade

ABSTRACT

The data set utilized for this exploratory research was the result of a survey sent by the Commission on Minority Group Concerns to minority members of the Council on Social Work Education. Members who identified minority status on their Council on Social work membership form were mailed a survey in January of 1994.

The intent of this qualitative inquiry was to offer the respondents the opportunity to express their concerns regarding minority issues in social work education and provide suggestions to improve services to the Council on Social Work Education. In response to the surveys, the commission will be able to address minority issues and share the faculty views with the Council on Social Work Education.

The findings will benefit the profession of social work by providing a focus on areas that have a need for further study. Social workers, as a result, will be better able to meet the needs of minority populations.

CHAPTER I

INTRODUCTION

Minority issues in higher education present a complex phenomenon. Dilemmas faced by minority members in academia range from institutional racism, recruitment and retention of minority members, to curriculum related issues. According to Altbach (1991), "Race is one of the most volatile, and divisive, issues in American higher education" (p.3).

To address the need for an understanding of cultural diversity and the intolerance of racial differences, the Council on Social Work Education has established mandates regarding instruction about minority issues for social work educators (CSWE, 1991 edition). The intent of these mandates has been to promote cultural sensitivity, train and educate culturally competent practitioners, and to serve disenfranchised populations. It is questionable whether this has been accomplished, since there is minimal empirical evidence to substantiate the profession's success in implementing culturally competent curricula that assures adequate training to social workers (Mokuau, 1991).

Purpose of Research

The data set utilized for this research was compiled from a survey (See Appendix) conducted by the Commission on Minority Group Concerns (COMGC), an advisory body of the Council on Social Work Education (CSWE). A charge of the

1

Commission is to promote communication between minority social work educators and the CSWE. Moreover, the intent of the COMGC is to respond to the issues, concerns, and needs of the minority members.

To assist in understanding these issues, the COMGC surveyed minority faculty members. Respondents to this survey were asked to provide information as to their particular views on minority issues. Therefore, the primary purpose of this exploratory inquiry was to "listen to the voices" of minority members of the CSWE. It is also an important tool of communication because it gives these members a chance to make suggestions and offer advice. The COMGC can use these suggestions as a way to improve on the services provided by the organization.

Research Implications

It was anticipated that this exploratory inquiry will provide insight to the Commission on Minority Group Concerns regarding the needs of minority social work educators. In response to the surveys, the commission will be able to address important issues more effectively and, in turn, share the faculty views with the Council on Social Work Education.

The findings will benefit the profession of social work by providing a focus on areas that have a need for further study. Social workers, as a result, will be better able to meet the needs of minority populations. What gives this study exceptional strength is that it draws on the experiences of the CSWE members. The opportunity for giving suggestions and the open ended questions provide the respondents a greater degree of influence in the study.

CHAPTER II

LITERATURE REVIEW

The literature reviewed for this research originated in social work as well as related journal articles and texts. Consequently, these publications identify the ideological and theoretical concepts of social work as well as research results relevant to this exploratory inquiry. The literature review is organized and presented in three sections. These sections include: a general overview of minority issues in higher education, minority issues specific to social work education, and specific issues concerning minority social work educators and students.

American Higher Education and Minority Issues

Minority issues represent a complicated phenomenon in American higher education. According to Altbach (1991), "The racial situation manifests itself in many ways, from incidents of prejudice on campus, to policy decisions concerning affirmative action, to debates on the introduction of multicultural elements in the curriculum" (p.3). Numerous members of the academic community believe that minority issues were addressed and "dealt with" during the civil rights movement of the 1960's. Moreover, minority members should be satisfied with the attention and policy changes that ensued (Altbach, 1993). As a result, it has been a struggle for minority members to draw attention to their unique challenges.

Policy changes were implemented as the academic institutions responded to the need for racial tolerance represented by the civil rights movement. Affirmative action hiring practices were intended to promote the inclusion and promotion of minority faculty in higher education by "equalizing the access to jobs and opportunities for advancement" (Exum, 1983, p.389). However, while affirmative action policies "enhanced the postsecondary education institution's image as open and accessible, the postsecondary education institution made little progress in creating a positive environment for minority populations" (Aguirre, Martinez, & Hernandez, 1993, p.371). In addition, while affirmative action contributed an access to "certain job markets, it left all minority professionals and academics with a sense of tokenism--a stigma that has been difficult to dispel." (de la Luz Reyes & Halcon, 1993, p.173). According to Delgado (Cited in Aquirre, Martinez, & Hernandez, 1993, p.371), "minority faculty tend to be treated as peripheral members within the postsecondary education institution by majority faculty."

Consequently, minority and majority faculty may have differing perceptions of academe. Aquirre, Martinez, & Hernandez (1993) examined the perceptions of minority and majority faculty. The results reveal that minority educators perceive themselves as having minimal opportunities to participate in "nonminority affairs at the department level, feel excluded from mainstream decision making sectors, and perceive themselves as institutional buffers with the minority community" (p.378). Therefore, minority educators may be restrained from developing "power alliances"

(Kanter, Cited in Aquirre, Martinez, & Hernandez, 1993) or a networking system that would facilitate career development, tenure, or recruitment and retention.

A review of the literature directs attention to institutional racism in higher education to explain dilemmas faced by minority faculty and students. Sanders (Cited in Williams, 1985) defines structural racism as "exploitation of certain racial groups inherent in our political systems, and the educational system is considered to be instrumental in supporting it" (p. 332).

According to Williams (1985), there are more problems appearing in the form of institutional racism. They can be seen as hidden curricula, biases in school organization, teachers and peers serve and model the dominant culture, ethnocentric grading and assessment techniques, and ethnocentric teaching materials. Similarly, Jones (Cited in Williams, 1985) stated:

> Institutional racism can be defined as those established laws, customs and practices which systematically reflect and produce racial inequalities in American society. If racist consequences accrue to institutional laws, customs, or practices the institution is racist whether or not the individuals maintaining those practices have racist intentions (p.324).

According to Platt (1992), it is necessary for university campuses to initiate significant institutional and structural changes to promote multiculturalism. Platt (1992) stated, "It is about creating a university that: 1.) Encourages diversity and difference as a contribution rather than a contest; 2.) Promotes debates and controversies, and welcomes heretical ideas; and 3.) Sees knowledge as inclusive, expansive, and problematic" (p.136).

Social Work Education and Minority Issues

To train and educate students for effective minority social work practice, the

Council on Social Work Education increased the emphasis on minority issues. In

1971, the Council on Social Work Education developed a curriculum policy statement

which acknowledged racial and cultural elements as priorities in the organization of

graduate social work education (Mokuau, 1991). At the same time, an effort by

schools of social work began across the United States to recruit minority social work

students and faculty (Mokuau, 1991).

In 1983 the Council on Social Work Education revised and expanded the 1971

statement. It mandated curriculum content on special populations at both the graduate

and baccalaureate level. Few revisions have been made since the 1983 mandate. The

current curriculum policy statement is as follows:

> Programs of social work education must provide content related to
> oppression and to the experiences, needs, and responses of people who
> have been subjected to institutionalized forms of oppression. Both the
> professional foundation and the advanced concentration curricula must
> give explicit attention to the patterns and consequences of
> discrimination and oppression, providing both theoretical and practice
> content about groups that continue to be subjected to oppression and
> those that are emerging into new social roles with greater freedom and
> visibility (CSWE, 1991 edition, p.111).

Due to the complexities of culturally sensitive curriculum content, schools of

social work have "been challenged to develop cross-cultural sensitivity as a counter to

ethnocentrism" (Rodwell, 1992, p.153). The challenge lies with the approach of

segregating and studying each minority status individually. This technique does not

provide a comprehensive model to educate culturally sensitive social workers.

Furthermore, "although schools of social work provide students with content on minority groups, that exposure is often too superficial and abstract" (Proctor & Davis, 1994, p.321).

One solution to this dilemma has been provided by Christensen (1992) in her paper that outlines a course model. Christensen (1992) presents a model that is intended to prepare social work students to work with minorities, refugees, and immigrants in a multicultural and multiracial environment. This course model includes social work knowledge, and the opportunity for students to practice skills and integrate theory through experiential learning. A primary objective of this tactic is to improve student self awareness and the advancement from a cognitive to a feeling level (Christensen, 1992). This model is believed to be successful in promoting culturally sensitive social workers (Mokuau, 1991).

Greene (1982), a cultural anthropologist knowledgeable of social services, identified the need to serve the interests of minority members and communities by developing social work curricula that emphasize cultural awareness training. Green also recognized the parallels in cross-cultural understanding and communication for both anthropologists and social work professionals. He noted that it is important for social workers to understand the ethnographic and anthropological perspectives in their work with client systems. Therefore, culturally relevant curricula may be augmented by anthropological field-oriented learning techniques. Such techniques are relevant when social workers enter unfamiliar communities and encounter cross-cultural client systems. The techniques that anthropologists use such as working with key

correspondents, participant observation to minimize intrusion, and interviewing skills that initiate culturally sensitive information are also useful for social work practice.

Minority or disenfranchised populations may be benefited by further developing macro level curricula. Macro practitioners utilize knowledge and skills related to community organization, social policy, and administration, which include empowerment of minority populations (Rothman, Erlich, & Tropman, 1995). According to Russel-Erlich and Rivera (Cited in Devore & Schlesinger, 1991), macro level community organization practice strives to empower people so they may overcome the restraints of oppression. Rubin and Rubin (1992) outline empowerment as a critical goal for community organization.

The Council on Social Work Education has made efforts to mandate "ethnic sensitive curriculum." Nevertheless, according to Mokuau (1991), "There has been little empirical documentation regarding how successful the profession has been in fulfilling this mandate" (p. 69). To reach this conclusion, Mokuau studied ethnic minority curriculum in baccalaureate schools of social work, which requested information about curriculum. He mailed questionnaires to all accredited baccalaureate schools of social work in spring of 1987, which requested information about curriculum. The results revealed that 68% of the respondents (25% response rate) had at least one course which devoted 75%-100% of its content to ethnic minority issues and education. Mokuau noted that all the respondents stated they intended to further develop this curriculum area. However, there is no proof that the

infusion of minority content in the curriculum will result in ethnic sensitive practice among social work graduates..

The initial mission of the profession of social work was to aid and serve the underprivileged, address social problems, and improve community life. However, as societal problems have increased, the profession has abandoned its original focus and shifted toward psychotherapy and clinical practice (Specht & Courtney, 1994). These authors contend that approximately 40% of social work practitioners are now in private practice, serving middle-class clients.

Minority Social Work Educators

A review of the literature reflects another related issue that emerges from the environment of higher education. A focus has been directed toward minority social work educators and the value of their involvement in the profession. Unfortunately, their membership in higher education has been low in numbers (Edwards, E.D., Edwards, M.E., Francis, E.A., Montalvo, F.F., & Muruse, K., 1992).

The Council on Social Work Education Baccalaureate and Graduate Accreditation Evaluative Standard 11 (nondiscrimination) states:

> Every aspect of the program's organization and implementation shall be conducted without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, handicap, or political or sexual orientation. 11.1: The program shall make specific, continuous efforts in its recruitment, retention, promotion, tenure, assignment, and remuneration of program personnel, including class, field, research, and other faculty; ...to ensure equity to all program personnel from racial and ethnic minority groups (CSWE, 1991 edition, pp.12 & 66).

Moreover, Edwards et al. (1992) pointed to concerns among social work educators that the absence of minority faculty decreases student modeling

opportunities. Students who lack good examples in their instructors are often weak practitioners.

In addition to the need for more minority faculty, Edwards et al.(1992) stated, "The need for recruitment of minority students for higher education programs and support to encourage their graduation are also identified as critical to addressing problems of minority people" (p.32). As schools of social work address minority issues, the dilemmas encountered span from recruitment and retention of faculty and students to training culturally sensitive practitioners in order to best serve minority populations. According to Berger (1989):

> Individuals in need of help frequently are from a variety of cultural backgrounds and may not speak English. The shortage of trained, minority professionals to serve these clients impedes both the helping process and outreach efforts to populations at risk. The presence of trained, minority social workers would contribute unique perspectives and provide the professional skills required to deliver quality services (p.346).

It may be possible to promote recruitment, retention, and career development of minority faculty and students by promoting informal or formal mentoring relationships. In addition, mentoring may dispel the perceptions of alienation and isolation of minority faulty and students (Collins,1994).

Collins (1994) examined mentorship among social workers. This study reveals that career success, career satisfaction, and income levels are enhanced by mentoring relationships. In addition, Collins stated:

> During a time of diminishing resources and increasing workloads and client need, it is heartening to know that the often time-consuming mentorship investment made on behalf of junior professionals appears to

benefit the career development of both proteges and their mentors (p.418).

According to Collins (1994), "because of the problems posed by marginality and alienation, the need for the types of support that mentorship can provide may be just as crucial for professionals of color in social work" (p.418). Furthermore Collins stated, the implications of mentoring on minority social work educators requires further study.

Mentoring is defined as a junior member guided and supported by a senior member of an organization (Kalbfleisch & Davies, 1991). "Mentoring relationships bring encouragement, feedback, training, political guidance, interpersonal support, and visibility to the junior member of the relationship" (Blackwell,1989; Brown, 1985; Collins, 1983; Richey, Gambrill, & Blythe, 1988, cited in Kalbfliesch & Davis, 1991, p.267). Similarly, "The senior member in a mentoring relationship also benefits through increased admiration, respect, possible workload support, and visibility in the institution" (Richey et al. cited in Kalbfliesch & Davis, 1991, p.267). Mentor differs from a role model "who may offer from afar examples of professional competence to an observer, the mentor and protegee enter into a partnership in which they provide a variety of resource to each other" (Richey, Gambrill, & Blythe, 1988, p.36).

It is typic... for mentor relationships to evolve through four stages. Kram's stages (Cited in Richey, Gambrill, & Blythe, 1988) of initiation, cultivation, separation, and redefinition are analogous to Phillips-Jones's (Cited in Richey, Gambrill, & Blythe, 1988) stages of admiration, development, disillusionment, and parting. The first stage of initiation and admiration is like a honeymoon. Both mentor

and protegee eagerly display their attributes and overlook the other's imperfections. Typically, they display mutual respect and are eager to please. Both partners extend their time and resources and make few demands. The only reluctance may be generated by the fear of disappointing the other partner" (Richey, Gambrill, & Blythe, 1988).

In the second stage of cultivation and development, the mentor and protege build on the first stage. They increase their level of support and continue to offer time and resources. "Mentors may provide emotional and technical support and receive help and admiration from their protegees. Over time, the protegees recognize more areas in which they can help their mentors and are delegated increasing levels of responsibility (Richey, Gambrill, & Blythe, 1988, p. 41). During the third stage of disillusionment and separation, both partners begin to sense the other's faults and deficiencies. "Often protegees have attained most of their goals at this stage and, as a result, strive to become more independent and to alter the imbalance in power that may have evolved" (Richey, Gambrill, & Blythe, 1988, p. 41). Finally, in the fourth stage of parting or redefinition, the "protegees establish their independence and achieve professional recognition" (Richey, Gambrill, & Blythe, 1988, p. 41). The termination of the mentor relationship may result in a supportive collegial or friendship relationship. However, like other relationships some mentor relationships may end in conflict (Richey, Gambrill, & Blythe, 1988).

Summary

A general overview of the academic institution reveals dilemmas faced by minority faculty. Many believe minority concerns were resolved during the civil rights movement of the 1960's. Nevertheless, many minority social work educators do not perceive themselves as integrated into academia nor valued for their contributions. According to the literature, minority educators feel a sense of isolation, alienation, and tokenism in academia. Consequently, the phenomenon of institutional racism may be at the origin of this dilemma. Institutional racism has been defined as institutional customs and practices that promote racial inequalities.

Social work education has made an attempt to address minority issues by mandating curriculum content on special populations. The intent has been to train and educate culturally competent practitioners and to offer culturally sensitive intervention strategies. However, there has been minimal empirical documentation to substantiate the profession's success with meeting that goal.

Recruitment and retention of minority faculty and students remains a concern within social work education. To serve minority populations, it is imperative to facilitate the recruitment, retention, and career development of minorities. Therefore, according to the literature, formal or informal mentoring has proven to be of benefit to career success, career satisfaction, and income levels to those that participate. However, further research is necessary to understand the implications on minority populations.

CHAPTER III

METHODOLOGY

The content of chapter three includes the research design, a description of the respondents, the survey instrument, a summary of qualitative methodology, data analysis procedures applied for this exploratory inquiry, and summaries for the core categories.

Research Design

The secondary data set utilized for this research was compiled from an exploratory inquiry by the Commission on Minority Group Concerns (COMGC), an advisory body of the Council on Social Work Education (CSWE). A charge of the Commission is to promote communication between minority social work educators and the CSWE. Moreover, the intent of the COMGC is to respond to the issues, concerns, and needs of the minority members.

It was anticipated that this exploratory inquiry would insight to the Commission on Minority Group Concerns regarding the needs of minority social work educators. In response to the surveys, the commission will be able to address important issues more effectively and, in turn, share the faculty views with the Council on Social Work Education.

The findings will benefit the profession of social work by providing a focus on areas that have a need for further study. Social workers, as a result, will be better

able to meet the needs of minority populations. What gives this study exceptional strength is that it draws on the experiences of the CSWE members. The opportunity for giving suggestions and the open ended questions provide the respondents a greater degree of influence in the study.

Respondents

The COMGC mailed the survey instrument to minority social work educators in January of 1994. Minority members were identified by their minority response on the CSWE membership application. The COMGC policy is that it does not operate with a collective definition of minority or ethnicity. Therefore, the respondents indicating minority status were mailed the survey. Approximately 425 surveys were mailed to minority members. A total of 106 usable surveys were returned with an approximate response rate of 25%.

Instrument

The survey consisted of eight open-ended questions. Questions one through five requested demographic information. Respondents were asked to identify their minority group, number of years as an educator, last degree earned, and type of instructional program where they are currently employed.

Question five requested the respondents to reveal what they believed to be the three major concerns, issues or needs related to social work education facing their minority group today. Question six asked the respondents to personalize the three major concerns, issues or needs they had as a member of a minority group in social work education.

Question seven requested the respondents to specifically list how the Council on Social Work Education addresses these issues and or meets these needs. This question was not answered by numerous respondents and if their was a response it was often not in reply to the question. Due to the inaccuracies and the high no response rate, it was eliminated from this inquiry. The final question offered the respondents the opportunity to provide suggestions to the CSWE regarding how it could improve its services to minority members. Qualitative methods, specifically open and selective coding, were implemented to analyze questions five, six, and eight.

Qualitative Methods

According to Monette, Sullivan, and DeJong (1994), "Qualitative research basically involves data in the form of words, pictures, descriptions, or narratives" (p.82). Therefore, qualitative research attempts to consider the subjective experiences of the participants. These research methods are often established when the knowledge base and theoretical framework of the phenomena under examination is limited. In addition, to quantify an exploratory investigation may narrow the opportunity for further understanding by eliminating valuable subjective data (Monette, Sullivan, & DeJong, 1994).

Moreover, since it may be difficult to reduce an exploratory inquiry to measurable numbers, the gains of qualitative research may be to generate questions for future research (Monette, Sullivan, & DeJong, 1994). Thus, by increasing the knowledge base regarding the research subject, applying qualitative methods may inspire future research and foster comprehensive understanding.

Data Analysis

Members of the COMGC had completed the first level of analysis by

establishing core categories. This researcher began the data analysis process by

initiating open coding to determine the major themes and consequently core categories.

Then comparisons were made with the existing first level of analysis. It was

determined that the researcher's coding was congruent with the predetermined core

categories established by the COMGC. As a result, this researcher continued the data

analysis utilizing these core categories. Selective coding of core categories had been

employed to analyze the data. According to Strauss (1993), "The analyst looks for the

condition, consequences, and so forth, that relate to the core category, coding for

them" (p.33).

Summaries for Core Categories

The predetermined core categories utilized in the data analysis for question five

include: recruitment and retention; difficulties within the academic institutions;

curriculum related issues; national concerns; and service, policy and practice issues.

To define and clarify the core categories for the reader, respondents' comments have

been provided. For example, responses to recruitment and retention include: "lack of

finances, fellowships, mentoring, and support for students"; and the "under

representation (minority) among students, faculty, staff, and administration as well as

CSWE." Difficulties within the academic institutions responses include: "lack of

support for research and publication"; "minority students isolating themselves in white

schools." and the "lack of opportunities for African American to effectively input into

the educational agenda." Responses coded for curriculum related issues include: "education is not practical/does not reflect real life challenges"; "recognition that social work theory and practice must be assessed and presented through a multicultural lens"; and the "failure to train administrators and macro level." National concerns responses include: "competition by subgroups for limited resources leads to conflict/ native born resent new immigrants"; and "general denial that racism exists and its impact on the human condition." Service, policy and practice issues responses include the following examples: "immigrants, refugees, and population issues" and "human rights and civil liberty issues."

Core categories for question six include: academic institutional situations; general lack of understanding to overt oppression; program/curriculum related; intra- inter- or group related, leadership related; and other/general. To summarize academic institutional situations an example of the responses include: "being overwhelmed on committees, programs, etc., as one of the few minority faculty in our institution"; "tenure requirements do not reflect the multi roles of minority faculty members"; and the "lack of peer support due to isolation." General lack of understanding to overt oppression can be summarized by the following responses: my "qualifications and knowledge continually questioned/ discounted"; "a white student body that insist on colorblindness"; and "faculty members who are cognitively aware of the need for cultural diversity but not able to carry it over behaviorally." Examples of the program/curriculum related responses include: "lack of text books that emphasize macro social work as an empowerment tool for minority groups"; and "often I am

concerned that social work continues to be a 'white profession' that more comfortably

is able to relate to majority group concerns." The core category of intra-inter-or group

issues(leadership related) can be defined by the following responses: "lack of in group

organization" and "between group rivalry, misunderstanding, and stereotyping."

Responses coded in the category of other/general include: "not having resources to

pursue Ph.D." and "need for doctoral research opportunities."

Summaries of the core categories for question eight include comments provided

by the respondents. The core categories and comments are as follows:

education/conference: "increased focus on inclusion of minority content at APM.";

research/publication related: "provide opportunity for increase number if minority

publications"; intra- inter- group issues (definitions of minority groups): "stop lumping

minorities together"; CSWE staff related: "incorporate minority voices in every aspect

of CSWE"; accreditation related: "greater enforcement of standards pertaining to

diversity"; recruitment and retention: "find out more about minorities attrition at

doctoral level and feedback that information to graduate programs"; faculty

development related: "identify social work educators who would like to mentor

minorities who are entering the profession"; COMGC related: "we need a more active

commission, not one which primarily serves the fellowship program"; and general

improvements: "serve as a clearing house for effective teaching methods, content, and

resources regarding minority groups, individuals and relevant programs."

All survey responses were coded by the researcher and subsequently quantified

per core category. A sum of the respondents per core category was calculated to

identify the major areas of concern. The data is presented in the findings chapter according to the level of analysis. The first portion reveals a general overview of the respondent rates by core category. The second level presents the findings by years of experience and minority group. In conclusion, the data was fragmented and presented by minority group per the three overall major core categories.

CHAPTER IV

FINDINGS

A total of 106 respondents completed and returned the Commission on Minority Group Concerns Survey with an approximate response rate of 25%. The presentation of the data follows the survey format.

Demographics of Respondents

Minority Group Identification. The respondents self-identified their minority group identification. Consequently, a total of thirteen minority groups were established. Number of survey respondents to each minority population were as follows: 50 (47.2%) African American, 8 (7.5%) Puerto Rican, 8 (7.5%) Mexican American, 6 (5.7%) Hispanic, 5 (4.7%) Latino, 3 (2.8%) Chicano, 6 (5.7%) American Indian, 9 (8.5%) Asian American, 7 (6.6%) Asian, 1 (.94%) Korean American, 1 (.94%) Asian Korean, 1 (.94%) Asian Indian, and 1 (.94%) gay and lesbian.

The following current statistics on social work education were provided by T. M. Lennon (personal communication to Michael Jacobsen, March, 1994). African American members represent approximately 59.8% of the minority membership to the Council on Social Work Education. The Hispanic populations (includes Mexican American, Latino, Chicano, and Puerto Rican) have a membership of 16.7%. Asian American (includes Asian, Asian Korean, and Asian Indian) represent 18.4% of the

minority membership. While the American Indian population has a membership of 5.0%. The Council on Social Work Education does not have statistical data on gay and lesbian membership.

Number of Years as a Social Work Educator

The number of years as a social work educator ranged from 0 to 35 years with a mean score of 12.5.

Last Degree Earned

A majority (75%) of the respondents held a doctorate degree and 12% earned a master of social work degree. A master's degree other than social work was held by 2% of the respondents.

Type of Program

The level of instructional program currently employing most of the respondents was the joint BSW/MSW at 34%. The BSW program had the least number of respondents at 10%. While, the MSW program had a 26% response rate.

Core Categories

The overall principal core categories identified by the survey respondents per survey question were determined by aggregating the number of respondents to each core category. Presentations of the data follow the survey format.

Survey Question 5

From your perspective, what are the three major concerns, issues or needs related to social work education facing your minority group today?

Table 1 displays the three overall prominent core categories of recruitment and
retention, curriculum related issues, and difficulties within the academic institution.

Table 1

Question 5: Core Categories, Minority Group, and Respondent Rates

	N	Recruitment & Retention %	Curriculum Related %	Difficulties within Academic Ins %
African American	50	64	66	46
Puerto Rican	8	50	63	38
Mexican American	8	88	63	25
Hispanic	6	83	67	50
Latino	5	80	80	60
Chicano	3	67	67	33
American Indian	6	83	83	17
Asian American	9	67	67	NA
Asian	7	43	29	29
Korean American	1	100	NA	100
Asian Korean	1	NA	100	NA
Asian Indian	1	NA	100	NA
Gay/Lesbian	1	NA	NA	NA
Total	106	65	63	37

Sixty-nine (65%) respondents identified recruitment and retention. The
subcategories of recruitment and retention are: faculty and student recruitment and
retention, tenure, lack of financial resources, and mentoring.

Curriculum related issues was the second identified core category with a total respondent rate of 63% (n=67). The subcategories of curriculum related issues are: the need for culturally sensitive curriculum, concern due to emphasis shifting away from community/macro level, and the dilution of minority issues and/or concerns.

Difficulties within the academic institution constitutes the third core category for question five. A total of 39 of the 106 respondents (37%) provided comments to formulate this core category. Subcategories of difficulties within the institution are issues such as: minority members not in administrative positions, insufficient time, support, and resources for research, teaching load, emphasis on research versus instruction, and mentoring for minority faculty/students.

Survey Question 6

And more personally, what are the three major concerns, issues or needs you experience as a member of a minority group in social work education?

Table 2 displays the overall leading core categories of academic institutional situations, general lack of understanding to overt oppression, and program/curriculum related for question six.

Seventy-six (72%) respondents identified concerns, issues, and needs relating to academic institutional situations. The subcategories include: the lack of support/mentoring of junior faculty, too many demands on time, lack of financial resources, research related issues (lack of minority research; not enough time/resources; and not included in projects), isolation, career advancement, and overextension of self to represent minority group.

General lack of understanding to overt oppression is the second major overall
core category with a response rate of 33%. The subcategories are: overt
racism/discrimination by faculty and students, overt institutional racism, need to prove
qualifications, lack of respect, and stereotyping.

Table 2

Question 6: Core Categories, Minority Group, and Respondent Rates

	N	Academic Institutional Situations	General Lack of Understanding to Overt Oppression	Program/ Curriculum Related
		%	%	%
African American	50	72	26	28
Puerto Rican	8	63	25	13
Mexican American	8	75	38	NA
Hispanic	6	100	33	NA
Latino	5	80	40	60
Chicano	3	100	67	NA
American Indian	6	67	33	50
Asian American	9	56	56	NA
Asian	7	86	43	29
Korean American	1	100	NA	NA
Asian Korean	1	NA	NA	100
Asian Indian	1	NA	NA	100
Gay/Lesbian	1	NA	100	NA
Total	106	72	33	24

Program/curriculum related issues (leadership related) constitutes the third core
category for question six with a response rate of 24%. Subcategories within this core

Survey Question 8

What suggestions do you have for CSWE to improve its services to you as a member of a minority group?

Table 3 displays the predominant overall core categories of education/conference related, CSWE staff related, and research/publication related, pertaining to question eight.

Table 3

Question 8:   Core Categories, Minority Group, and Respondent Rates

	N	Education/ Conference Related %	Council on Social Work Education Staff Related %	Research/ Publication Related %
African American	50	20	2	12
Puerto Rican	8	NA	25	25
Mexican American	8	NA	50	38
Hispanic	6	17	NA	NA
Latino	5	40	NA	20
Chicano	3	NA	100	NA
American Indian	6	17	25	NA
Asian American	9	33	44	33
Asian	7	57	29	14
Korean American	1	NA	NA	100
Asian Korean	1	NA	NA	NA
Asian Indian	1	NA	NA	NA
Gay/Lesbian	1	100	NA	NA
Total	106	22	16	16

The core category of education/conference related had a response rate 22%. The subcategories of education/conference related are: provide minority related workshops/conferences, newsletter/networking, and more minority presenters/presentations. CSWE staff/leadership related was the second identified core category in regards to this question with a response rate of 16%. This category consists of the subcategories: open communication, and increase minority representation in leadership positions. Research/publication related issues constitutes the third core category for question eight with a response rate of 16%. Subcategories within this core category are suggestions regarding: publication, research, literature, and support/funding.

Core Categories by Years of Experience

Respondents were classified by years of experience as a social work educator. Classifications include: 0-5 years; 6-10 years; 11-15 years; 15-20 years; and 20+ years of experience. The total sum of respondents for each core category by years of experience was calculated to determine the major core category for each classification.

Question 5: Educators with zero to five years of experience had the largest respondent rate for curriculum related issues (77%). Recruitment and retention was the prominent core category for educators with six to ten years (62%); eleven to fifteen years (93%); and sixteen to twenty years of experience (93%). Difficulties within academic institutions, curriculum related issues, and recruitment and retention had an equal respondent rate for educators with twenty plus years of experience (60%).

Question 6: Academic institutional situations was the salient core category for each classification of years of experience.

Core Categories by Minority Group

The core categories representing the major issues, concerns, and needs identified by minority group are presented by survey outline. The data is demonstrated by percentage of respondents to each core category. Number of responses illustrates the total number of comments regarding each category.

African American. The overall major concerns, issues, and needs for African Americans are represented in the core categories of: academic institutional situations (72% of respondents), curriculum related issues (66%), recruitment and retention (64%), and difficulties within academic institutions (46%).

Survey Question 5: Curriculum related issues (66% of respondents) had a total of 39 responses by African American. Examples of these responses include: need for "more culture diversity content in social work curricula"/ "'half-hearted' commitment by non-minority educators"/ "used as 'window dressing' for CSWE standards"/ "lip service" (23 responses); diminishing emphasis on community organization (macro)/economic development (6); education is not practical"/ "does not reflect real life challenges" (6); and "insufficient emphasis on contributions of minorities in social work in America" (2). Recruitment and retention (64%) had a total of 45 responses. Examples of these responses include: lack of finances/fellowships/"formalized mentoring"/ support of students (12 responses); "more diverse faculty" (9); "more diverse student body" (8); recruitment of African American males/women/minority

applicants to the field of social work (8); lack of "tenured minority faculty"/"hire minority members in time for accreditation or reaccreditation and then make life unbearable soon after reaccreditation and force them to leave" (5); and lack of doctoral students for teaching, research, social work (African American)(3). Difficulties within academic institution (46%) had a total of 29 responses. Examples of these responses include: lack of mentoring/support for BSW/MSW/PH.D. students, Jr. faculty (7 responses); "more research & documentation of minority issues by minority researchers"/" greater acceptance of material by majority groups" (6); lack of "academic preparation often places students at disadvantage" (4); and lack of "promotion of people of color" (3).

Survey Question 6: Academic institutional situations (72%) had a total of 59 responses. Examples of these responses include: lack of opportunity for professional advancement/"black issues not showing up in literature, effects tenure & advancement"/underdeveloped writing skills-publishing (11 responses); mentoring/student/junior faculty (includes research)(10); overextending self to represent "African American voice" on university/college/community/ committees/ "There are so few of us that each one becomes an 'anchor' for students, staff, faculty of color..." (9); workload, demands on time, fairness in distribution (research & teaching)(9); recruitment and retention of minority faculty/students (5); "tenure standards that do not reflect the multi roles and demands of minority faculty members" (3); "administration needs to be aware of racial tension on campus among faculty" (2); and salary inequity, minority, & between male/female faculty (2).

Puerto Rican. The overall major concerns, issues, and needs identified by Puerto Ricans include: curriculum related issues (63% of respondents), academic institutional situations (63%), recruitment and retention (50%), and difficulties within the academic institution (38%).

Question 5: Curriculum related issues (63% of respondents) had a total of eight responses. Examples of these responses include: "Lack of empirically validated approaches for treatment, service & identity development models related to Latinos." (4 responses); and "continued development of macro models and skills capable of altering the unequal reality of minority groups of color and poor people." (3). Recruitment and retention (50%) had a total of seven responses. Examples of these responses includes: recruitment of Hispanic students/faculty (3); "Recruitment of master's students." (2); and "Financial support to master and doctoral students." (2). Difficulties within the academic institution (38%) had a total of five responses. Examples of these responses include: development of researchers among faculty/students of color (2); and "inability to persuade non-minorities that their behavior continues to be paternalistic, benevolent & condescending instead of collegial" (2).

Question 6: Academic institutional situations (63%) had a total of eight responses. Examples of these responses include: "The development of researchers of color." (3); "inability to get appropriate regard, affirmation, legitimation for myself or the efforts I make in behalf of colleagues & students" (2); and isolation/stereotyping by students and faculty (2).

Mexican American. The overall major issues, concerns, needs, and suggestions for Mexican Americans include: recruitment and retention (88% of respondents), academic institutional situations (75%), curriculum related issues (63%), and CSWE related (50%).

Question 5: Recruitment and retention (88% of respondents) had a total of 13 responses. Examples of these responses include: "Under-representation (of Hispanics) among students, faculty, staff,and administration as well as CSWE." (10 responses); and "Lack of resources to attend college." (2). Curriculum related issues (63%) had a total of 5 responses. Examples of these responses include: "cultural diversity has been a 'salad approach.' That is, we try to talk about a whole series of 'special' populations in one course". (3); "Few students possess bilingual skills." (1); and "Integration of social work education and needs of Hispanics in the community." (1).

Question 6: Academic institutional situations (75%) had a total of 13 responses. Examples of these responses include: "Lack of support for efforts to do research, develop literature on Latinos." (3); "Support as a Junior faculty member/mentoring, direction..." (3); "Limited time given community service demands plus school demands." (2); and "Institutional racism that is experienced by MSW applicants, i.e. GPA requirements, etc." (2).

Question 8: CSWE staff related (50%) had a total of four responses. Examples of these responses include: "incorporate minority voices in every aspect of CSWE" (2); and continuing dialogue/improve staff (2).

Hispanic. The overall major issues, concerns, and needs for Hispanics include: academic institutional situations (100% of respondents), recruitment and retention (83%), curriculum related issues (67%), difficulties within academic institutions (50%), and intra- inter-or group issues (50%).

Question 5: Recruitment and retention (83% of respondents) had a total of five responses. Examples of these responses include: attrition of minority graduate students once in doctoral/BSW/MSW/PhD programs (four responses); and lack of "culturally competent faculty" (1). Curriculum related issues (67%) had a total of seven responses. Examples of these responses include: "Culturally competent Hispanic curriculum linking policy to practice & reverse." (3); and "Lack of minority developmental & social theories."/"They just do enough to pass CSWE requirements." (4). Difficulties within academic institutions (50%) had a total of three responses. Examples of these responses include: "Mentorship of minority students as part of graduate education (eg, teaching & research)" (2); and "Adequate financial support." (1).

Question 6: Academic institutional situations (100%) had a total of eight responses. Examples of these responses include: research/mentorship (3); "Financial inequality among faculty." (1); "Additional time & resources aimed at increasing publication--tenure requirements." (1); and lack of culturally prepared faculty (1).

Question 8: Intra- inter- or group issues (definitions of minority group)(50%) had a total of three responses. Examples of these responses include: differentiate among groups, e.g., lumping Latin countries together (3).

Latino. The overall major issues, concerns, and needs for Latinos include: recruitment and retention (80% of respondents), curriculum related issues (80%), and academic institutional situations (80%).

Question 5: Recruitment and retention (80% of respondents) had a total of six responses. Examples of these responses include: "low number of minority students" (two responses); low numbers of minority/Latino faculty(tenured) (2); and "insufficient scholarships for minority students" (2). Curriculum related issues (80%) had a total of five responses. Examples of these responses include: "development of a multicultural curriculum" (3); "minimal efforts that are made to fulfil requirements of minority education" (1); and "non-minority faculty teaching minority studies" (1).

Question 6: Academic institutional situations (80%) had a total of six responses. Examples of these responses include: "minority research often not seen as legitimate" (2); and overburdening of minority faculty with committee work, advising, because there are too few faculty members to go around" (2).

Chicano. The overall major issues, concerns, needs, and suggestions for Chicanos include: academic institutional situations (100% of the respondents), CSWE staff related (100%), curriculum related issues (67%), recruitment and retention (67%), and general lack of understanding to overt oppression (67%).

Question 5: Curriculum related issues (67% of respondents) had a total of four responses. Examples of these responses include: "Lack of direct services offered in Spanish & intervention developed within a cultural context." (two responses); and "Affirmative action & diversity in most texts focus on Black/White issues."/"Latinos

who are the fastest growing minority group are hardly discussed & if are it is an old stereotype" (2). Recruitment and retention (67%) had a total of three responses. Examples of these responses include: "high school drop-outs" (Chicanos not pursuing higher education)(1); "lack of funds for undergraduate education" (1); and "Lack of recruitment of Latino professionals into doctoral programs" (1).

Question 6: Academic institutional situations (100%) had a total of three responses. Examples of these responses include: "isolation" (2); and "lack of concerted plan to address issues" (1). General lack of understanding to overt oppression (67%) had a total of three responses. Examples of these responses include: discrimination (3).

Question 8: CSWE staff related (100%) had a total of four responses. Examples of these responses include: "Equitable distribution of minority members to board and committees." (1); and "Support a re-examination of how the CSWE does its business" (1).

American Indian. The overall major issues, concerns, and needs for American Indians include: curriculum related issues (83% of respondents), recruitment and retention (83%), academic institutional situations (67%), and program/curriculum related (50%).

Question 5: Curriculum related issues (83% of respondents) had a total of five responses. Examples of these responses include: "There needs to be a greater emphasis on the development of cultural competence in social work curriculum."/"Inclusion in the curriculum!" (five responses). Recruitment and retention

(83%) had a total of five responses. Examples of these responses include: Recruitment, promotion,& tenure of N/AM faculty." (3); and the need for greater investment in student support, fellowships (2).

Question 6: Academic institutional situations (67%) had a total of eight responses. Examples of these responses include: "Not enough Native American faculty to identify with." (3); and "too many roles placed on Native American faculty" (2). Program/curriculum related (50%) had a total of three responses. Examples of these responses include: "Recognition of community involvement." (1); and "Social work education is slanted to serve whites and is not in touch with real world." (1).

Asian American. The overall major issues, concerns, and needs for Asian Americans include: recruitment and retention (67% of respondents), curriculum related issues (67%), academic institutional situations (56%), and general lack of understanding to overt oppression (56%).

Question 5: Recruitment and retention (67% of respondents) had a total of eight responses. Examples of the responses include: Asian American student recruitment for major/career (four responses); and "Asian American social work faculty recruitment."/"Not enough Asian Am. faculty as role models/mentors" (2). Curriculum related issues (67%) had a total of six responses. Examples of the responses include: "Asian American material lacking in social work curriculum" (4); "Demonstrates need to distinguish among needs, culture, and strengths of its sub-groups to assure suitable assessments for counseling & community development" (1). Academic institutional situations (56%) had a total of five responses. Examples of

these responses include: "Expectations that as an Asian American, I am to be the 'expert' on all there is to be known about Asian American experience" (2); "Not enough support from the university for Asian Americans" (1); and "Demands on time to be available to students as informal advisor & model" (1). General lack of understanding to overt oppression (56%) had a total of seven responses. Examples of these responses include: respect for the nature, different life style, ethnic folk medicine, and spirituality (3); institutional racism (3); and "Due recognition (not as an Asian) but as a human being" (1).

Asian. The overall major issues, concerns, and needs for Asians include: academic institutional situations (86% of the respondents), education/conference related (57%), recruitment and retention (43%), and general lack of understanding to overt oppression (43%).

Question 5: Recruitment and retention (43% of the respondents) had a total of three responses. Examples of these responses include: "More Asian social workers & social work educators are needed" (two responses); and "Financial limitation to enter graduate and post-graduate social work programs" (1).

Question 6: Academic institutional situations (86%) had a total of ten responses. Examples of these responses include: lack of resources (3); and lack of peer support (2). General lack of understanding to overt oppression (43%) had a total of four responses. Examples of these responses include: "Students, especially white students/snobbish, racist attitude and oppression which is upsetting and frequently unbearable"(2).

Question 8: Education/conference related (57%) had a total of four responses. Examples of these responses include: "More minority relevant sessions at APM" (3); and promote networking (1).

Korean American. The overall major issues, concerns, and needs for Korean American include: recruitment and retention, academic institutional situations, difficulties within academic institutions, and research/publication related.

Question 5: Recruitment and retention had one response. The respondent stated, "Recruitment and retention of African Americans doctoral students." Difficulties within academic institutions had one response. The respondent stated: an increase in funding for ethnic minority research is necessary.

Question 6: Academic institutional situations had three responses. The respondents comments include: institutional demands: teaching versus research commitments and a need for mentoring (research).

Question 8: Research/publication related had one response. The respondent stated: continue support/funding the MFP.

Asian Korean. The overall major issues, concerns, and needs for Asian Korean include: curriculum related issues, program/curriculum related, and intra-inter or group issues.

Question 5: Curriculum related issues had two responses. The respondent stated the following concerns: "Develop more culturally oriented model to help minority group." and "Overcome language problem.". Program/curriculum related had one response. The response included: "western theory and model does not fit

(Asian)". Intra- inter- or group issues (Definitions of Minority Group) had one response. The response included: "CSWE needs to consider their peculiar aspects" (minorities in America).

Asian Indian. The overall major issues, concerns, and needs for Asian Indian include: curriculum related issues and program/curriculum related.

Question 5: Curriculum related issues had one response. The response stated: "Exposure of American students to attitudes, values & behaviors-understand the 'model minority'."

Question 6: Program/curriculum related had two responses. The responses include: "More emphasis on global concerns in both macro/micro practice." and "Need for an integrated practice model, i.e., a social development model."

Gay and Lesbian. The overall major issues, concerns, and needs for Gay and Lesbian include: national concerns, and general lack of understanding to overt oppression.

Question 5: National concerns had two responses. The responses include: "substance abuse" and "AIDS."

Question 6: General lack of understanding to overt oppression had two responses. The responses include: "Basic understanding and myth reduction among peers and students."

Question 8: Education/conference related had one response. The respondent stated: "Mandate training on gay & lesbian issues for all CSWE approved schools-BSW/MSW/DSW programs-mandatory training for faculty & staff of these programs."

Academic institutional situations, recruitment and retention, and curriculum related issues were the three primary categories identified by minority group. Supporting evidence and specific responses are presented below.

Academic Institutional Situations. This category was the prominent core category for the following minority groups: Asian (86% of Asian respondents), African American (72%), Puerto Rican (63%), Chicano, Latino, and Korean American. Asian responses disclose the following viewpoints: "Lack of peer support due to isolation/lack of other Asian faculty."; and "Low salary level and the lack of research support and travel money." African American responses coded for this category reveal the following concerns: "Tenure standards that do not reflect the multi-roles and demands of minority faculty members."; "Black issues are not showing up in the literature thus decrease chances for tenure and advancement."; and "insufficient mentoring." Puerto Rican responses include: "The development of researchers among faculty of color."; and "Inability to get appropriate regard, affirmation, legitimation for myself or the efforts I make in behalf of colleagues & students." Chicano had an equal respondent rate (100%) to academic institutional situations and CSWE staff related. Chicano responses in this category consist of: "Isolation: wherever I teach I am usually the only one."; and "Lack of a concerted plan to address issues." Latino had an equal respondent rate (80%) to academic institutional situations, recruitment and retention, and curriculum related issues. Latino responses to this core category include: "Minority research often not seen as legitimate or less than other areas of inquiry." Korean American had equal respondent rates with academic institutional

situations and recruitment and retention. Korean American was represented by one member.

Recruitment and Retention. Recruitment and retention reflected the principal concerns/issues for Mexican American (88%), Hispanic (83%), Latino, and Korean American. Additionally, American Indian (83%) and Asian American (67%) responded equally to recruitment and retention and curriculum related issues. Mexican American responses include: "Lack of Mexican American faculty in senior positions at schools of social work."; and "Under-representation among students, faculty, staff, and administration as well as in CSWE." A representation of Hispanic responses include: "Recruitment and retention of Hispanic into BSW/MSW/Ph.D. programs."; and "Attrition of Minority Graduate Students once in a Doctoral program." Latino responses include: "Recruitment and retention of bilingual/bicultural social workers."; and "Lack of minority students in social work education." American Indian responses include: "There appear to be serious problems with career development; hired on tenure tracks, obtaining Ph.D., promotion; retention, for Indian faculty members." Asian American responses include: "Encourage more Asian Americans to pursue human services careers."; and "Not enough Asian American faculty as role models/mentors/No incentives to attract refugee students."

Curriculum Related Issues. American Indian (83%), Asian American (67%), Latino, Asian Korean, and Asian Indian considered curriculum related issues to be of high concern. Asian Korean and Asian Indian are represented by one member. American Indian responses include: "Curriculum materials for use by all social work

groups on work with Native Americans."; and "There needs to be a greater emphasis on the development of cultural competence in the social work curriculum." Asian American responses reflect the following viewpoints: "Ethnic sensitive curriculum content that addresses racism inherent in all of us who grew up in this society."; and "Demonstrates need to distinguish among needs, culture, and strengths of its sub-groups to assure suitable assessments for counseling & community development." Latino comments include: "Minority content is not integrated across the curriculum."; and "Non-minority faculty teaching minority studies."

CHAPTER V

DISCUSSION

Summary

The purpose of this inquiry was to determine the major concerns, issues, or needs of minority social work educators in relationship to their minority group and personally as a member of a minority group. Additionally, the respondents provided suggestions to the Council on Social Work Education (CSWE) addressing methods to improve its services to them as a member of a minority group.

This research was exploratory thus no hypothesis was tested. The remainder of the chapter includes a discussion of the findings and its implications. The respondents' concerns emphasize the need for an increase in minority representation among faculty and students. Several respondents stated minority students lack financial resources to attend higher education. Furthermore, a need was presented to foster mentoring/support for minority faculty and students to inspire recruitment and retention. Consequently, as minority faculty and students are supported, the contributions of minority members may be promoted.

The under representation of minority faculty and students generates a sense of isolation, alienation, and a deficiency in minority role models for all educators and students. These findings are supported by Edwards et al. (1992) who stated, "there is

also concern among social work educators that the decreasing numbers of minority faculty result in a lack of modeling for all social work students" (p.32).

Generally, respondents expressed frustration with the lack of minority members in decision making positions. This is in agreement with Aquirre, Martinez, & Hernandez (1993) who found that minority educators perceive themselves as having minimal opportunities to participate in "nonminority affairs at the department level, feel excluded from mainstream decision making sectors" (p.378).

Respondents voiced their concerns regarding the lack of culturally competent curriculum. Without culturally sensitive and appropriate curriculum, social work graduates are likely to enter the profession unprepared to deal effectively with minority status groups. In addition, underdeveloped cultural inclusion in the curriculum may promote stereotypes, cultural misunderstandings, and possibly downplay the needs of minority clients. Many respondents stated that more than minimal efforts to meet accreditation standards are required to address these issues.

Respondents advocated for further development of macro level in social work curriculum. Emphases on community organization and economic development as a social welfare issue were listed as possible tools for empowerment that could benefit minority groups. Respondents conveyed a concern that the profession of social work is shifting toward a clinical versus community focus. Moreover, the professional shift toward clinical interventions and counseling methods diminishes focus on the poor and disenfranchised. Therefore, not addressing the needs of minority communities or groups.

Furthermore, respondents commented on dilemmas within academic institutional situations. Numerous respondents voiced their distress regarding the multitude of roles placed on them as "representatives of their minority." Respondents stated that they are expected to provide consultation at the university, community, and student level. Moreover, often their cultural community request general assistance, consultation, and education. Unfortunately, these service demands are often not considered when granting tenure. As a result, these peripheral roles and duties take time away from research and tenure requirements effecting career development.

Two different views emerged regarding research. The majority of respondents identified the need for more research and documentation of minority issues by minority researchers. In addition, the lack of minority issues being researched effects the tenure process and career development of minority educators. Again, mentoring and networking surfaced as needs for minority educators and researchers. Several respondents expressed their frustration with the demands on research for tenure. They stated the university requirements for research took valuable time away from teaching.

It is significant to note that the minority groups varied in their prominent concerns, issues, or needs. Asian, African American, Puerto Rican, and Chicano had a greater number of comments to academic institutional situations. Mexican American and Hispanic identified recruitment and retention as a primary concern. American Indian and Asian American had equal respondent rates to curriculum related issues and recruitment and retention.

Respondents provided suggestions to the CSWE regarding procedures to improve its services. Several members suggested facilitating methods of networking. For example, a newsletter or opportunities at meetings to generate fellowship were suggested. In addition, ideas were presented to foster a mentoring program for junior faculty and minority researchers.

The increase of more minority speakers at meetings was advocated. Moreover, members believed a greater representation of minority members on social work boards and committees would provide a voice expressing minority concerns. Respondents requested more opportunities and support for research and publication. In addition, workshops highlighting research, publishing, and methods to improve skills were suggested by members.

Limitations of the Research

The survey response rate of 25% was low, which creates questions regarding the generalizablity of the study. Certain minority groups were under represented in this inquiry. For example, Korean American, Asian Korean, Asian Indian, and gay and lesbian had only one respondent. In addition, all of the participants of these groups volunteered to offer their concerns, issues, or needs regarding minority issues in social work education. Therefore, the findings may not be representative or generalizable to all minority social work educators or minority populations. However, the overall findings are reflective of the existing research and literature.

Implications for Future Research

Further research may benefit from this exploratory inquiry by focusing on the core categories that emerged from the findings. The results reveal that recruitment and retention of minority faculty and students, culturally competent curriculum, and academic institutional situations are the major issues or concerns of minority educators. Moreover, future research could further develop these areas of inquiry.

In order to promote recruitment and retention of minority populations, further investigation is suggested to examine the perceptions and concerns of tenured minority faculty. In addition, what are the experiences and views of these successful minority educators entering the profession and as they move into tenured positions? How are they socialized into the American academic institutional setting and what facilitated their success? Also, further research is necessary to explore the similarities and differences of minority and majority faculty.

A review of the literature clearly displays the lack of research concerning specific minority populations regarding social work curriculum, minority dilemmas in academia, mentoring of minority members, and a macro level approach to assist disenfranchised populations. These are all areas for further inquiry.

Developing further research relative to minority issues is not an esoteric endeavor. The social work profession recognizes the significance of understanding and valuing all components of a system. Therefore, if the issues of minority members can be effectively addressed the professional body of social work, as a whole, will be benefited.

47

Implication for Social Work

The findings of this research offer the CSWE and the COMGC the opportunity to respond to the concerns expressed by minority social work educators by training and educating culturally competent practitioners and supporting minority faculty and students. Specifically, the COMGC will be able to abide by their charge to promote communication between minority social work educators and the CSWE.

In order to serve minority populations it is imperative to address the issue of culturally competent curriculum. The voices of minority social work educators reveal that the CSWE must make a more dedicated effort to listen and respond to disenfranchised populations and to develop intervention methods that would best serve them including macro level. Again, the implications of addressing minority issues transcends to the whole body of social work and all client systems.

COMMISSION ON MINORITY GROUP CONCERNS SURVEY

The Commission on Minority Group Concern (COMGC) is interested in your perspective as a member of a minority group in social work education. Through this survey, we are asking you to spend a few moments of your precious time sharing your thoughts and concerns so that we might better serve you. For your information, a copy of the COMGC charge and a list of Commission members is enclosed.

1. Minority group identification

2. Number of years as a social work educator

3. Last degree earned

4. Type of program _____BSW_____MSW_____Combined_____Other

5. From your perspective, what are the three major concerns, issues or needs related to social work education facing your minority group today?

   a. _____

   _____

   _____

   b. _____

   _____

   _____

   c. _____

   _____

   _____

6. And more personally, what are the three major concerns, issues or needs you experience as a member of a minority group in social work education?

   a. _____

   _____

   _____

   b. _____

   _____

   _____

   c. _____

   _____

   _____

7. Specifically, in what ways does the Council on Social Work Education address these issues and/or meet these needs?

   _____

   _____

   _____

   _____

8. What suggestions do you have for CSWE to improve its services to you as a member of a minority group.

   _____

   _____

   _____

   _____

Please return to CSWE, 1600 Duke Street, Ste. 300, Alexandria, VA 22314 in enclosed self addressed envelope by February 11, 1994.

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