

UNIVERSITY OF MANITOBA

**STUDENT AFFIRMATIVE ACTION
AND GRADUATE SOCIAL WORK EDUCATION:
AN APPLICATION OF A DELPHI METHOD FOR PROGRAM PLANNING**

**A PRACTICUM REPORT SUBMITTED TO
THE DEPARTMENT OF GRADUATE STUDIES
IN CANDIDACY FOR THE DEGREE OF
MASTER OF SOCIAL WORK**

SCHOOL OF SOCIAL WORK

BY



GERARD D. BREMAULT

WINNIPEG, MANITOBA

MARCH 1989



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SOCIAL WORK EDUCATION:
AN APPLICATION OF A DELPHI METHOD FOR PROGRAM PLANNING

BY

GERARD D. BREMAULT

A practicum submitted to the Faculty of Graduate Studies
of the University of Manitoba in partial fulfillment of the
requirements of the degree of

MASTER OF SOCIAL WORK

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Finally, my sincere thanks is owed to my dear wife Sharon for her incisive editorial comments, and steadfast support. The responsibility for the final product, nonetheless, is completely mine.

PREFACE

My motive for embarking on this study was not simply the receipt of a Master of Social Work (MSW) degree. Rather, I have been motivated from the point of my MSW entrance application by a desire to practice in the field of Affirmative Action Administration.

Thus, when Professor Shirley Grosser first approached me about reviewing the Student Affirmative Action (SAA) Program literature for the MSW Admissions Committee I was ecstatic--perhaps here was an opportunity to assist with the planning and development of an Affirmative Action program! From this initial opportunity and discussions with Professor Grosser, the Admissions Officer of the SOSW, and the Chairperson of the MSW Program Committee, I discerned a need for overall program development assistance on the part of the MSW Committees. Thus, I developed a proposal to perform the research which this report describes--research to assist decision making for the design of a SAA Program by soliciting the opinions of the School Council members of the School of Social Work. In order to accomplish this I devised the application of a modified Delphi Technique which could circumvent the tension surrounding the issue by allowing the anonymous exchange and ranking of ideas through a series of surveys.

The literature review could provide information for decision making about how other Schools of Social Work (SOSW) had implemented SAA. The Delphi surveys could provide information about what the members of the most important decision making body of the School of Social Work thought were important elements for a SAA program.

It remains my fervent hope that this report will be useful to the members of the MSW Program Committee for guiding the development of a SAA Program in the MSW Program.

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EDITORIAL METHOD

The presentation style of this report has been guided by reference to Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations (Chicago: University of Chicago Press, 1987), and by reference to Faculty of Graduate Studies, "Thesis Guidelines" (Winnipeg, Manitoba: University of Manitoba, n.d.). In the event of conflict between either source, the Faculty of Graduate Studies document has been followed.

ABSTRACT

In 1988, the Master of Social Work (MSW) Program and Admissions Committees of the School of Social Work, University of Manitoba, Canada, voluntarily embarked upon discussions regarding the development of a Student Affirmative (SAA) Program for its Master of Social Work Program. The committees were quickly confronted with the problem of how to design such a program.

To address this problem, the social work student affirmative action literature was reviewed. Then, a modified 2 round Kantian Delphi technique was used to generate, and rank by importance, SAA goals, target groups and program components. The respondents were the members of the highest decision making body of the School of Social Work--the School Council [N=63]. The purpose of the Study was not to derive a consensus as in classic Delphi, but to generate a range of options for the decision makers.

The three goals, target groups and program components, respectively, rated as most important for a SAA Program in the MSW Program were: Goals--(1) accessibility for the physically disabled; (2) maintenance of course standards; and (3) identifying barriers to target group access. Target Groups--(1) Native persons with BSW or equivalent; (2) Disabled persons with BSW; and (3) Refugees with BSW. Program Components--(1) an evaluation of the program; (2) course content on forms of discrimination; and (3) policies governing the operation and monitoring of the program.

To Sharon

1. INTRODUCTION:

(1.1) Thesis Statement:

In this practicum report I contend that a Modified Kantian Delphi Method can provide practical information for decision makers planning a Student Affirmative Action (SAA) Program for Graduate Social Work Education (GSWE) at the School of Social Work, University of Manitoba. The function of the Delphi Study is to provide decision makers with information that can assist them to address or accomodate the attitudes of the members of School Council, thus increasing the likelihood that the SAA program can be designed to have the support necessary for its survival. The need for School Council support is recognized because School Council appears to have the power to provide considerable legitimacy or considerable resistance to the development of a SAA program.

(1.2) Objectives:

Program Outcomes--The service provision goals of the practicum design were to provide key decision makers with: **(1)** information about SAA program designs and components, and **(2)** a **clear, representative, and prioritized** statement regarding: (a) goals to be accomplished, (b) target groups to be served, and (c) program components to be included in a Student Affirmative Action program in the Master of Social Work Program.

Learning Outcomes--The educational goals of the practicum were for the author to: **(1)** become highly knowledgeable about SAA program models and components, and the operation of SAA programs, and **(2)** become competent in using the Delphi method for program planning.

(1.3) Justification/Rationale :

Program Outcomes--The topic of Affirmative Action programs is important for Graduate Schools in order to improve Social Work and in order for target groups to obtain a fair and proportionate share of society's employment and economic benefits. Educational attainment enables target groups to become part of the pool of eligibly qualified candidates for higher level professional and administrative positions. SAA is important to Graduate Schools because it (i) benefits organizations and the public by supplying qualified/competent target group members, and (ii) increases fairness to target groups and increases chances of increased employment and income.

Learning Outcomes--This particular practicum design has been a very important learning experience for the author. Specifically, the design has enabled the author to develop expertise in the following areas: planning Student Affirmative Action Programs; generating program designs representative of key decision makers opinions; using Delphi Survey Techniques; and producing effective mail survey design and implementation methods.

(1.4) Context:

It must be noted that it is not mandatory for a Canadian School of Social Work, unlike its American counterparts, to implement Student Affirmative Action measures. In a recent letter, the Executive Director of the Council on Social Work Education replied that accreditation of American Schools of Social Work requires the implementation of Student Affirmative Action policies. (Please see Appendix "L" for a copy of the letter.)

The lack of mandatory requirements for SAA in Canadian Schools of Social Work is a likely reason for SAA being very much in its infancy in these schools. This infancy is reflected in the fact that the comprehensive review of

the Social Work literature described in this report yielded no articles on the topic of SAA in Canadian Schools of Social Work.

The voluntary initiative of the School of Social Work, University of Manitoba, to investigate the development of a SAA program in the MSW program is a significant step in a relatively new direction for Canadian Schools of Social Work. The school has previously undertaken voluntary SAA efforts. It has in operation baccalaureate programs located in the inner city of Winnipeg, and in Northern Manitoba to provide residents of those areas access to Social Work Education. (The operation of the inner city program is described by McKenzie in a recent paper and will not be detailed here.¹) However, the initiative to develop a SAA program for its Masters level program has not, to my knowledge, been previously attempted.

(1.5) The Problem(s) :

The problems to be addressed by the practicum are:

- (1) decision makers' lack of information about SAA for Graduate Social Work Education regarding what program design and components have been used in other SAA programs
- (2) Difficulty of addressing the issue of SAA in Committee meetings due to divergence of opinion and the sensitivity of the issues
- (3) uncertainty of decision makers regarding: (a) what goals and objectives they would like to accomplish, (b) who they want to serve, and (c) how, if at all, they would provide the service
- (4) Lack of committee member or staff time to do thorough research into SAA programs in GSWE due to competing roles and demands on time

¹ Brad McKenzie, "Social Work Education for Empowerment: A Canadian Case Study," Paper presented to the twenty-fourth International Congress of Schools of Social Work, Vienna, Austria, July 1988.

(1.6) Overview:

The remainder of the report will be presented as follows: first, a literature review regarding SAA in Social Work and Higher Education; second, a literature review and debate regarding the appropriateness of using the Delphi Method in this practicum; third, a description of the intervention and clients. Finally, an evaluation of the practicum.

2. STUDENT AFFIRMATIVE ACTION LITERATURE REVIEW:

(2.1) Introduction:

(2.11) Purpose of the Literature Review:

The purpose of this review is to provide decision makers in the Master of Social Work (MSW) Program of the School of Social Work (SOSW) at the University of Manitoba with descriptive information about Student Affirmative Action (SAA), and to derive SAA Program Models and components to include in the Delphi Survey. The information is derived from a literature search focused on SAA in Graduate Social Work Education, Undergraduate Social Work Education, and Higher Education.

(2.12) Justification:

The provision of this information is important for the decision makers in the Master of Social Work program for the following reasons: (1) The topic of Affirmative Action is extremely important to the enrichment of Social Work for better serving our multi-cultural, "multi-abled" and "multi-gender" society. (2) The topic of Affirmative Action is extremely volatile and the School of Social Work cannot proceed without sound research and planning on the topic without risking taking incomplete, insensitive, token or hypocritical action in light of the profession's role as a helper, and advocate for disadvantaged groups. (3) Careful information seeking and planning are more likely to yield evaluable programs which can be improved. This can lead to success for special funding considerations.

(2.13) Background:

The impetus for this literature review arose from discussions with the Chair of the MSW Admissions Committee and MSW Admissions Officer of the SOSW regarding the exploration of the development of Student Affirmative Action efforts for the MSW program. A research proposal was submitted to the

aforementioned persons and a Research Assistant grant was made to perform a literature search. The author met with the members of the MSW program committee to discuss the research to be undertaken. At this time the members of the committee were informed that the author would be performing a literature search and perhaps investigating current SAA programs operating in other Schools of Social Work and Universities. The results of the literature search are presented herein.

(2.14) Main Terms:

Affirmative Action (A.A.) is not consistently defined in the literature, but for the sake of this discussion A.A. in its employment and education context will be defined as follows:

Affirmative Action (in employment)--A program of positive action which aims primarily to achieve equality of results, treatment, and opportunity in employment for employment disadvantaged target groups. In Canada, it involves the setting of flexible goals and timetables, not rigid quotas.² Walter S. Tarnopolsky defines A.A. as follows:

Affirmative Action is a comprehensive result oriented plan adopted by an employer as a remedy for employment discrimination with special emphasis on systemic discrimination. A comprehensive plan is an action strategy designed to insure equality of opportunity at all employment levels and to provide for the implementation of those special measures necessary to insure equality of results given the specific conditions existing in the company. The measure of successful implementation of an Affirmative Action Plan is the achievement of goals expressed as changes in the composition at all levels of the company's labour force.³

Brijesh Mathur outlines the features of current A.A. programs in Canada as follows:

² Brijesh Mathur, Affirmative Action - Where is the Action?: Report of the Task Force on Affirmative Action in Manitoba (Winnipeg, Manitoba: Institute of Urban Studies for the Manitoba Association for Rights and Liberties, Inc., August 1987), 8-10.

³ Walter S. Tarnopolsky, Discrimination and The Law in Canada (Toronto, Ontario: Richard De Boo, Limited, 1982), 155.

[1.] the recruitment of target groups...based upon action plans prepared...on the basis of systems analysis carried out to identify:

- a) the availability, in the external labour force of qualified target group members
- b) the representation of target group members in the internal workforce of the department
- c) barriers to the recruitment and internal promotion of target group members.

[2.] based on the analyses, action plans include the following measures

- a) goals and timetables to increase the representation target group members in the internal labour force to reflect availability in the external labour force
- b) incentives to encourage the recruitment, development and promotion of target group members
- c) a schedule to remove barriers to the recruitment and internal promotion of target group members
- d) a communication strategy to inform and sensitize employees and managers to the action plan and its implication for their work
- e) an internal reporting and accountability structure for implementation

[3] fiscal and personnel resources to implement plans and provide...support...

[4] a periodic evaluation of the program to measure results⁴
(emphasis in original)

Student Affirmative Action--Is the application of the above cited elements of an affirmative action program to the recruitment, support, and follow-up of students into an educational program. Sowell defines SAA as follows:

'Student Affirmative Action (SAA) is a policy designed to facilitate the recruitment and retention of underrepresented students on college campuses. SAA policy identifies various goals and objectives aimed at providing information regarding academic opportunities for prospective and current minority students. An overriding goal of Student Affirmative Action is to equalize higher education opportunities [and results] for majority and minority students.'⁵

Target Groups--Women, Natives, Visible Minorities, and Disabled Persons are at present the designated recipients of the benefits of A.A. by the governments of Manitoba and Canada. For the purposes of this paper the target groups

⁴ Mathur, 12-13.

⁵ Joseph G. Ponterotto, Francine M. Martinez, and Davis C. Hayden, "Student Affirmative Action Programs: A Help or Hindrance to Development of Minority Graduate Students?", Journal of College Student Personnel 27, no. 4 (1986): 320.

will be defined the same way that the federal and provincial governments define them for Manitoba, although, target groups need not be restricted to these populations. The term 'disabled' includes both the physically and mentally disabled. The Government of Manitoba identifies target group membership as follows:

Physically disabled are those persons with a physical disability or infirmity, malformations or disfiguration caused by bodily injury, birth defects or illness and without limiting the generality of the foregoing, includes epilepsy, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, muteness or speech impediment or physical reliance on a guide dog or a wheelchair or other appliance or device.⁶

Mentally disabled includes persons with mental, psychiatric, or learning disabilities. Natives include, "Inuit, Status Indians, Non-Status Indians and Metis." Visible Minorities include, "...persons who are by virtue of their race and or colour, a visible minority in Canada, i.e. Black, Filipino, Chinese, South East Asian, Japanese, Koreans, South Asians, West Asians, North African, South and Central Americans and 'others'."⁷

(2.15) Overview of Literature Review Sequence and Contents

I will first present material regarding SAA in Graduate Social Work Education followed by material regarding SAA in Undergraduate Social Work Education, and SAA in Higher Education. Each section is organized by primary target group to which the material applies. Finally, I will summarize the SAA program models and components identified through the literature search.

⁶ Civil Service Commission, "Government of Manitoba: Affirmative Action Program" (Winnipeg, Manitoba: Government of Manitoba, 20 July 1986), 5. [Brochure]

⁷ Mathur, 14.

(2.2) Student Affirmative Action (SAA) In Graduate Social Work Education (GSWE):

(2.21) Disabled

Shellhase, in a 1980 article provides the only commentary on Disabled students in Graduate Social Work Education. While this article is not directly related to SAA, it states the following advantages of including Disabled students in GSWE, and of having disabled students do research into disability: (1) "intensive self-discovery", (2) "strengthening of identification" with fellow disabled, (3) "discovering and comprehending others' experiences of confronting and accommodating the demands of disability", (4) "provision of more complete knowledge of disability", (5) initiating or strengthening of "sense of community amongst respondents for mobilization", (6) "identification that the disabled researcher has with the area of study", therefore, decreasing the likelihood of rejection by subjects and increasing likelihood of acceptance by subjects, (7) contacts of disabled student in the community, and (8) improved research design due to students' experience with disability.⁸

(2.22) Visible Minorities

Much of the literature regarding SAA focuses on Admissions to Higher Education, and Social Work is no different. Admissions seem a logical starting point, therefore, for a discussion of the components of SAA in GSWE. The use of a quota system is one of the most controversial elements of admissions.

Auerbach contends that the quota system,

can be used to increase [the number of minority students] in graduate schools of social work today--that it may provide an effective means of breaking down the institutional racism plaguing the academic policies of most schools and contribute in a major way toward making social

⁸ Leslie J. Shellhase and Susan Craft Ritter, "Experiential Research by Disabled Students into the Social and Emotional Components of Disabling Illness", Journal of Education for Social Work 16, no. 2 (1980): 7-10.

work education more vital and relevant.⁹

Auerbach recommends the following actions: (1) planned action to assure the qualification of more minority students, (2) expanded educational opportunities, creation of more schools, (3) reevaluation and redefinition of standards and goals, (4) increased attention "to life experience, personality, and social commitment as bases for admission", (5) provision of individual tutorial programs, and (6) provision of scholarships and stipends.

Mollenhauer addresses a very specific element of Admissions having to do with a formula for the setting of goals for enrolment. Mollenhauer's five step formula is based on the concept that,

if opportunity for minorities is equal to that of the population in general, then the rate at which all individuals enrol in graduate school also should express the rate at which minorities enrol in graduate school. Furthermore, it suggests that the MSW enrolment rates for all graduate students should be similar.¹⁰

Mollenhauer's application of the formula for setting enrolment goals for Blacks and Chicanos for the four Schools of Social Work in the State of Texas¹¹ is presented below:

⁹ Arnold J. Auerbach, "Quotas in Schools of Social Work", Social Work 17, no. 2 (1972): 102.

¹⁰ Rosalie Mollenhauer, "Quantifying Minority Student Enrolment Goals", Journal of Education for Social Work 14, no. 3 (1978): 103.

¹¹ Mollenhauer, 104-105.

Estimating Minority Enrolment Goals

Step I: State's Potential Minority Enrollees for MSW Programs

1. 1973 state population = 11,828,000a
2. Percent change, 1970-1973 = +5.6%b
3. Total minority population, 1973c:

<u>Group</u>	<u>1970d</u>	<u>+5.6% Change</u>	<u>1973</u>
a. Black	1,399,005	78,344	1,477,349
b. Chicano	2,487,000	139,272	2,626,272
4. State graduate student population, 1973e = 51,724
5. Proportion of state population in graduate school:
 $51,724 / 11,828,000 = .44\%$
6. Unweighted number of 1973 minority population that would be expected to be in graduate school (at equal opportunity rate, .44%):
 - a. Black, $1,477,349 \times .44\% = 6,500$
 - b. Chicano, $2,626,272 \times .44\% = 11,556$
7. Total state MSW student population = 503f
8. Percent of state graduate students in MSW programs: $503 / 51,724 = .97\%$
9. State potential minority enrollees for MSW programs:
 - a. Black, $6,500 \times .97\% = 63$
 - b. Chicano, $11,556 \times .97\% = 112$

Step II: Weighting by Student's Residence g

10. 1973 U.S. population = 209,844,000
11. Percent change, 1970-1973 = +3.26%
12. Total U.S. minority population, 1973:

<u>Group</u>	<u>1970</u>	<u>+3.26% Change</u>	<u>1973</u>
a. Black	22,580,289	736,117	23,316,406
b. Chicano	9,294,509	303,000	9,597,509
13. U.S. graduate student population, 1973 = 1,123,462
14. Proportion of U.S. population in graduate school: $1,123,462 / 209,844,000 = .54\%$
15. Number of 1973 U.S. minority population that would be expected to be in graduate school (at equal opportunity rate, .54%):
 - a. Black, $23,316,406 \times .54\% = 125,909$
 - b. Chicano, $9,597,509 \times .54\% = 51,827$
16. Total U.S. MSW student population = 16,099
17. Percent of U.S. graduate students in MSW programs: $16,099 / 1,123,462 = 1.43\%$
18. U.S. potential minority enrollees for MSW programs:
 - a. Black, $125,909 \times 1.43\% = 1,800$
 - b. Chicano, $51,827 \times 1.43\% = 741$
19. Number of students in school from out-of-state: 105, 146, 146, 106 h
20. Weighting for proportion of students from out-of-state:
 - a. 1973 enrolment/total U.S. MSW students x percent of students from out-of-state (15%, 8%, 9%, 15% respectively) = school's overall share of U.S. goals:

$105 / 16,099 \times 15\% = .098\%$
$146 / 16,099 \times 8\% = .073\%$
$146 / 16,099 \times 9\% = .082\%$
$106 / 16,099 \times 15\% = .098\%$
 - b. U.S. minority goal x share of U.S. goals = schools' proportional share of national goals:

Black, $1,800 \times .098\%, .073\%, .082\%, .098\% = 1.76, 1.31, 1.48, 1.76$
Chicano, $741 \times .098\%, .073\%, .082\%, .098\% = .73, .54, .61, .73$

Step III: Weighting for Other Schools in the State

21. 1973 MSW enrolment: 105, 146, 146, 106
22. School enrolment/state enrolment = school's proportion of state MSW enrolment:
 $105, 146, 146, 106/503 = 21\%, 29\%, 29\%, 21\%$
23. State's potential minority enrollees x schools' proportion of state enrolment = school's share of minority goals:
 Black, $63 \times 21\%, 29\%, 29\%, 21\% = 13.23, 18.27, 18.27, 13.23$
 Chicano, $112 \times 21\%, 29\%, 29\%, 21\% = 23.52, 32.48, 32.48, 23.52$

Step IV: Total Minority Enrolment Goal for a School

24. Minority goal (weighted for other state schools) + share of U.S. goal = total minority enrolment goal:
 Black, $13.23, 18.27, 18.27, 13.23 + 1.76, 1.31, 1.48, 1.76 = 15, 20, 20, 15$
 Chicano, $23.52, 32.48, 32.48, 23.52 + .73, .54, .61, .73 = 24, 33, 33, 24$

Step V: Success Ratio

25. Actual minority enrolment/minority enrolment goal = success ratio:
 Black, $23, 9, 14, 5$ divided by $15, 20, 20, 15 = 153\%, 45\%, 70\%, 33\%$
 Chicano, $7, 34, 3, 12$ divided by $24, 33, 33, 24 = 29\%, 103\%, 9\%, 50\%$
 Total, $30, 43, 17, 17$ divided by $39, 53, 53, 39 = 77\%, 81\%, 32\%, 44\%$

- a Bureau of the Census, Population Estimates and Projections, Series P-25, No. 539 (Washington, D.C.: U.S. Government Printing Office, January 1975). This gives data for population changes by state, 1970-73/74, and is published regularly.
- b Ibid. For the purposes of this demonstration, these calculations assume that minority population changes are parallel to changes in the general population, though this is not entirely accurate. Change estimates can be improved somewhat by consulting Bureau of the Census, Subject Reports, Series PC (2)-2-A-G (Washington, D.C.: U.S. Government Printing Office).
- c Additional data sources for minorities can be found in Bureau of Labour Statistics, Directory of Data Sources on Racial and Ethnic Minorities, Bulletin 1879 (Washington, D.C.: U.S. Government Printing Office, 1975).
- d Bureau of the Census, General Social and Economic Characteristics: Texas, Series PC (1) (Washington D.C.: U.S. Government Printing Office).
- e Department of Health, Education, and Welfare, Digest of Education Statistics (Washington, D.C.: U.S. Government Printing Office, Fall 1974), p. 72. Published annually.
- f Lilian Ripple, ed., Statistics on Graduate Social Work Education in the United States: 1973 (New York: Council on Social Work Education, 1974).
- g The sources for these data are the same as those for Step I.
- h These are the data for the four Texas schools presented alphabetically: Houston, Our Lady of the Lake, Texas at Arlington, and Texas at Austin.

FIGURE 1. Estimating Minority Enrolment Goals. From Rosalie Mollenhauer, "Quantifying Minority Student Enrolment Goals", Journal of Education for Social Work 14, no. 3 (1978): 104-105.

Sanchez et al. address the question of what factors most influence minority students to attend graduate schools of social work. Their survey of 255 minority students enrolled in Graduate Schools of Social Work found that,

The most frequently mentioned reasons [by minority students for attending a specific Graduate School of Social Work] were the curriculum and location of the school followed by prestige, financial incentives, emphasis on minority concerns and influence of significant others. Those schools which attracted greater numbers of minorities tended to attract them on the basis of curriculum, emphasis on minority concerns, and not requiring entrance examinations. Formal recruitment activities were not seen as particularly effective.¹²

The 255 students "represented 40 different schools (47%) of social work in the continental United States."¹³ Sanchez et al. provide a useful analysis of their data by the level of minority enrolment in the school: "Schools were classified into those with a low percentage (LP) of minority enrolment (0-12%), those with a moderate percentage (MP) of minorities (13-27%), and those with a higher percentage (HP) of minorities (28-51%)."¹⁴ If one presumes that the MSW Program of School of Social Work at the University of Manitoba can be described as having a Low Percentage of Minority Enrolment, then the following findings from Sanchez et al. regarding LP schools may especially apply. Location, proximity of school, and financial assistance were more important factors to the attraction of minority students in LP schools to their school of social work than they were for students in MP and HP schools.

Creedy et al. performed a similar study regarding factors that had influenced Doctoral Students in Social Work Programs to choose their respective School of Social Work. Their study reports survey results from a national sample of 144 respondents who were full-time minority students

¹² Jeannine Henry Sanchez, Charles Mindel, and Dennis Saleeby, "Factors Influencing the Decision of Minority Students to Attend Graduate Schools of Social Work", Journal of Sociology and Social Welfare 7, no. 5 (1980): 665.

¹³ Sanchez et al., 670.

¹⁴ Sanchez et al., 670.

enrolled in social work doctoral programs as of November 1, 1976.¹⁵ Creecy et al. found that,

In most instances the decision to enter doctoral studies was made after the students had completed their master's degree, it tended to be influenced by teachers or by employers, and the students were concerned with increasing their knowledge base and/or with making a broader contribution to the field.¹⁶

Furthermore, the students tended to rely on personal financial resources: 43% "utilized personal savings or incomes, spouse's income, bank loans, or veteran's benefits", 38.9% received fellowships or stipends, and 12.6% received "academic employment such as teaching, research, or graduate assistantships"¹⁷

Doctoral Social Work Students were at a great financial disadvantage as compared to Black medical students, 74.4% of whom received "financial assistance through the school or the government".¹⁸

Creecy et al. recommend the following components to be included in an effective minority recruitment program: (1) early identification of qualified master's or undergraduate minority students; (2) identification and encouragement of students by faculty, advisors, and significant others; (3) emphasis on professional and academic career opportunities and increased earnings available to persons holding a doctorate; (4) defrayal of some of the costs; (5) "counseling on academic skills"; (6) individual counseling; (7) support systems; and (8) provision of "legitimate and official mechanisms and procedures for holding the school and the university accountable for any

¹⁵ Robert Creecy, Roosevelt Wright, and William Berg, "Minority Students in Social Work Doctoral Programs: Some Considerations for Recruitment and Retention", Journal of Education for Social Work 15, no. 3 (1979): 60.

¹⁶ Creecy et al., 60.

¹⁷ Creecy et al., 60.

¹⁸ Creecy et al., 61.

discriminatory practices or behaviors".¹⁹

Walden's national survey of graduate schools of social work examined "the extent to which schools have adopted a formal procedure whereby applicants can challenge negative admission decision steps in the procedure, and the school's experience with it."²⁰ While Walden's study did not focus specifically on Student Affirmative Action or SAA target groups, Walden contends that "opportunities to challenge admission decisions will give some guarantee that accusations of inequity and injustice will not go unheeded."²¹ From the 52 respondents Walden found that only 26.9% had formal appeals procedures²². Furthermore, from "the pool of 2,874 candidates turned down for admission, only 146 (2.5%) initiated formal appeals." However, of those who appealed, 70 (47.9%) were successful in having admission granted.²³

Walden outlines the following components to the appeals procedure: (1) Informal conference--between student and a member of admissions staff regarding reasons for rejection; (2) Review of Credentials--applicant requests reconsideration in writing and submits additional documentation; (3) Reevaluation--reexamination of supporting materials by one or more new admission committee members and a decision by Admissions committee or Director of Admissions; and (4) Final Appeal to Dean or Central University Administration.²⁴ Walden argues in favour of such appeal procedures, stating that,

¹⁹ Creecy et al., 62-63.

²⁰ Theodore Walden, "Appeals of Graduate Admission Decisions" Journal of Education for Social Work 17, no. 1 (1981): 96.

²¹ Walden, 101.

²² Walden, 98.

²³ Walden, 99.

²⁴ Walden, 99.

My own position, guided by social work's commitment to humanistic principles and its sensitivity to individual needs, is that schools of social work are remiss if they provide no avenues of redress to rejected applicants. The least they should do is to be generous in granting in-person interviews (telephone interviews if costs are prohibitive) upon request to rejected applicants...Not only does this represent good public relations, not only is it humane, but it provides invaluable guidance and assistance to applicants in terms of alternate career planning or advice on how to overcome admission deficits.²⁵

The final article to be considered regarding GSWE admissions also does not explicitly focus on Student Affirmative Action in GSWE, but nonetheless provides some noteworthy comments regarding both admissions and student services. The Task Force on Quality in Graduate Social Work Education, a body of the National Conference of Deans and Directors of Graduate Schools of Social Work, makes three pertinent statements in its article entitled "The Pursuit of Excellence in Social Work Education". Firstly, it states that, "Excellent education is not elitist. The 'minimal' standards for CSWE accreditation require that the faculty and student body of a school be diverse in respect to ethnicity, race, and gender. Excellence cannot be a code word for exclusion of particular groups or classes."²⁶ Secondly, it states that "diversity" is "[a]mong the factors to be considered for admissions".²⁷ Thirdly, it cites "financial aid and supportive services for students" as being "[a]mong criteria indicating the quality of the program".²⁸

In contrast to the majority focus of the preceding articles on recruitment and admissions of minority students to GSWE, Santa Cruz et al focus on the demise of the Minority Student once into GSWE. Santa Cruz et

²⁵ Walden, 100.

²⁶ The Task Force on quality in Graduate Social Work Education, National Conference of Deans and Directors of Graduate Schools of Social Work, "The Pursuit of Excellence in Social Work Education", Journal of Social Work Education 22, no. 1 (1986): 76.

²⁷ Task Force on Quality, 78.

²⁸ Task Force on Quality, 78.

al offer the following recommendations to meet the needs of the minority Graduate School of Social Work Student: (1) "[S]tart where the student is", (2) provide individual attention to all students by faculty upon admission to GSWE, (3) use valid methods of testing abstract reasoning, (4) tailor each student's curriculum, (5) provide a "closer integration of the various elements in the educational process", and (6) ensure that educators "give more attention to teaching as a process" and "become innovators".²⁹ This article contended that a major weakness of Graduate Schools of Social Work lies in their lack of emphasis or expertise or interest in **teaching**.

²⁹ Luciano Santa Cruz, Suzanne E. Hepler, and Mark Hepler, "Educationally Disadvantaged Students and Social Work Education", Social Work 24, no. 4 (1979): 302-303.

(2.3) Student Affirmative Action In Undergraduate Social Work Education:

(2.31) Disabled

This section also begins with a focus on admissions. The title of an article by Stilwell et al.--"Social Work Education--Accessible to the Handicapped?"--poses the relevant question for Schools of Social Work regarding admissions of students who have disabilities. Stilwell et al. used a 34 item survey of "276 undergraduate and 86 graduate programs accredited by the Council on Social Work education during 1980-1981"³⁰ to determine the answer. Based on the respondent data from "21 of 40 graduate programs, 20 of 46 combined programs [offering BSW & MSW programs] and 91 of 230 undergraduate programs"³¹, Stilwell et al. report detailed findings in three areas of obstacles to accessibility for handicapped students: (1) Policy Barriers, (2) Social Barriers, and (3) Physical Barriers.³²

Stilwell et al. provide the following findings from the 132 respondent schools in relation to the three obstacle areas:

(1) Policy Barriers--93.2% "report admitting all applicants regardless of disability", 77.3% provided assistance to find readers, 37.1% provided assistance to tape assignments, 18.2% provided assistance to provide volunteer services, 59.8% "allow a reader of the opposite sex in a visually impaired student's room, 37.9% "indicated that reserve books are recorded for blind students", 3/132 "report having a designated emergency care person in each building", and 32.6% cite emergency treatment available at student

³⁰ Doris N. Stilwell, Mary Jane Nowak, and William E. Stilwell, "Social Work Education--Accessible to the Handicapped?", Journal of Education for Social Work 20, no. 2 (1984): 45.

³¹ Stilwell et al., 45.

³² See especially Stilwell et al., "Table 1: Barriers Affecting Social Work with Handicaps", 46-47.

health services³³;

(2) Social Barriers--90% provide special orientation meetings or brochures, 49.2% "provide campus tours when requested", 31% have a volunteer attendant service, 39% assist in locating an attendant, 39% "have a policy admitting attendants to extracurricular activities at no extra charge", 41.7% "do not provide telephones with amplifiers", 35.6% "do not provide amplification at lectures", 46.7% "do not provide telecommunication devices", and only 20% "provide an interpreter for selected lectures"³⁴;

(3) Physical Barriers--80% "indicated that entrance ramps are available for half or more of their buildings", 43.2% of their "libraries are completely accessible within the library building", only 5/132 "do not have accessible entrance ramps to the building in which their library is housed", 80% have designated handicapped parking, 60.6% have "all or most of the curbs sloped", 43.2% of bathrooms are large enough to accommodate wheelchairs, 42.4% "indicate that some bathrooms are accessible", less than 10% "have half or more of their buildings equipped with automatic door openers", 53% have accessible phones, 40.2% have low water fountains, and 40% have no braille markings on doors or buildings.³⁵

Based on their findings, Stilwell et al. make the following recommendations to increase the accessibility of Schools of Social Work to handicapped students, again in relation to the three obstacle areas:

Policy Barriers

1. That catalogues and program publications describe available specialized services and accommodations.
2. That persons with handicaps be employed by the academic community.
3. That an emergency care contact person be designated in each building.

³³ Stilwell et al., 45.

³⁴ Stilwell et al., 48.

³⁵ Stilwell et al., 48.

4. That faculty and staff be educated about the needs of persons with handicaps.

Social Barriers

1. Stimulate the organization of comprehensive volunteer programs to augment existing human service program.
2. Establish an active service program for all students with handicaps.
3. Create an advisory board of students and employees with handicaps to advise the institution's human delivery system.
4. Promote special awareness programs so that faculty and students become involved in helping the institution meet the needs of students with handicaps.

Physical Barriers

1. Develop an institutional map showing the 'best routes' for wheelchair travel through campus.
2. Modify selected dormitory suites or make available off-campus housing for students with handicaps.
3. Install braille signs wherever needed.
4. Renovate at least one water fountain per building to be accessible to students in wheelchairs.
5. Ensure that at least one telephone in each building is accessible to students in wheelchairs and to students with hearing impairments.
6. Involve students with handicaps in discussions and planning for changes.³⁶

Hutchins addresses both admissions and survival for disabled students in Social Work Education programs. Hutchins provides a useful definition for our discussion: Physical disability is a "stabilized physiological condition" which is "observable, permanent, and severe".³⁷ Hutchins argues in favour of Student Affirmative Action for the disabled by asserting that, "Affirmative Action is an ethical obligation of any field that values each individual's right to fulfill her or his optimum potential. It is also a sensible, pragmatic way of tapping human resources that have been underutilized."³⁸ Furthermore, Hutchins argues that SAA for physically disabled persons in Schools of Social work is especially pertinent since, "[Social Work] is a field in which being

³⁶ Stilwell et al., 49-50.

³⁷ Trova K. Hutchins, "Affirmative Action for the Physically Disabled in Social Work Education", Journal of Education for Social Work 14, no. 3 (1978): 65.

³⁸ Hutchins, 67.

able-bodied is about as irrelevant as it can possibly be. It also is a profession requiring empathies and sensitivities that many disabled people, by virtue of their life experiences, are likely to possess."³⁹

Hutchins makes the following change recommendations for schools of social work to facilitate the admissions and participation of disabled students: (1) make facility accessible "to the sensory and mobility impaired, including people in wheelchairs"; (2) reserve parking near major buildings; (3) hold courses in accessible classrooms; (4) provide campus orientation, housing assistance, transportation arrangements, attendant care and other support services; (5) include content regarding physical disability in the formal curriculum; (6) provide financial aid; (7) review admissions procedures to remove obstacles and incorporate Affirmative Action measures; (8) provide explicit information in publications about all services available; (9) revise application forms "so that health and disability are dealt with separately"; (10) build Affirmative Action on "concerted recruitment and publicity efforts"; (11) inform and involve organizations that serve the disabled; and (12) assign credits or points in admission to disabled applicants "strictly on the basis of their experience with physical disability".⁴⁰

Two statements from Hutchins seem particularly valuable in considering how to proceed with SAA programs for the disabled: Firstly, Hutchins asserts that, "Admitting disabled students who do not qualify in other respects will not serve the interests of the disabled or the social work profession."⁴¹ Secondly, Hutchins emphasizes the importance of recognizing the valuable contribution that disabled persons have to make to Professional

³⁹ Hutchins, 67.

⁴⁰ Hutchins, 67-69.

⁴¹ Hutchins, 69.

Social Work--"Purposeful recruitment of the disabled requires recognition of their distinctive needs and circumstances as well as **conviction that the profession will be enriched by their presence.**"[emphasis added]⁴²

Student Affirmative Action measures for disabled students who are already in schools of social work divide into two streams: (1) curriculum focused measures to increase content on disability (for the benefit of able-bodied and disabled students), and (2) support measures for disabled students. Kirlin discusses elements of both these measures, although, focusing primarily on curriculum. Kirlin's main thesis is that Social Work curriculum in the U.S. has neglected to emphasize or provide courses to prepare students to work with people who have handicaps, and that, thereby, Social Work has missed out on the opportunity to be a dominant force in the provision of services to disabled persons.⁴³ Kirlin primarily treats handicapped persons as clients of Social Work who need trained social workers to help them, and who as students need support services. This is evident in Kirlin's recommendations that Schools of Social Work:

[1] step up efforts to sensitize students to the needs of clients with handicaps; [2] examine syllabi and library sources to ensure that there is adequate material on this population; [3] provide the opportunity for students to acquire specialized competence in working with the handicapped in a variety of settings; [4] and plan systematically to make provisions to meet the special needs of disabled students, e.g. accessibility to classrooms and field placements.⁴⁴

Only in the final recommendation, by the inclusion of a measure to facilitate disabled persons participation in social work education does Kirlin even hint that "the handicapped" are persons who have valuable skills to contribute to

⁴² Hutchins, 69.

⁴³ Betty A. Kirlin. "Social Work Education and Services for the Handicapped: Unfulfilled Responsibilities--Unrealized Opportunities", Journal of Social Work Education 21, no. 1 (1985): 48-52.

⁴⁴ Kirlin, 52.

social work as professionals.

Weinberg focuses on the "unique learning needs of physically handicapped social work students" once they are in a social work program. The article discusses methods that Social Work Instructors have taken "for handling possible conflicts between academic standards and the special needs of handicapped students" such as exclusion from assignments judged too difficult, a sink or swim hands off approach, and modification of the assignment to make it easier given the student's disability.⁴⁵ Weinberg argues that each of the three approaches may be useful or damaging depending on when it is used, and that the key element for deciding when a given approach is most suitable is whether it maximizes the academic and professional development of the student. Weinberg makes or implies the following recommendations in 4 areas for maximizing the academic and professional development of the disabled social work student:

In the classroom

(1) allow adaptations such as "a reserved spot for a wheelchair, a favourable position for tape recording"; (2) do not avoid conflict situations or reduce the students' competition in the classroom; (3) encourage diversity of choice in term paper topics (ie/not always on topic of disability); (4) permit handicapped students to select a peer student aide; (5) if passive note taking is necessary (tape recorder, fellow students' notes) compensate with active class participation of each member; (6) do not eliminate library readings, avoid special readings, and encourage students to develop methods of obtaining materials; (7) make all attempts not to modify content of exams--only modify the manner of administration to using a reader and separate room for a blind student, for example; (8) apply the same yardstick in grading, otherwise it

⁴⁵ Lauren Krinsky Weinberg, "Unique Learning Needs of Physically Handicapped Social Work Students", Journal of Education for Social Work 14, no. 1 (1978): 111-112.

implies that the instructor considers disabled students inferior; (9) use role play for reality testing; (10) "acknowledge the handicap and...help students use it for personal and class growth";

Advising

(1) assign new handicapped students "to a faculty member who has been selected to work with the handicapped"; (2) "establish a working relationship with the director of campus services for handicapped students"; (2) "help students look realistically at job opportunities and...eliminate career stereotypes"; (3) be cautious about referring students for too much counseling for "college adjustment problems" although it may be necessary;

Agency Placements

(1) form "teaching-learning contracts between handicapped students, faculty, and agency prior to placement" to reduce risk that agencies are unprepared for students' disabilities and direct them to un-challenging tasks; (2) explore each agency's accessibility, possible adaptations and student transport needs; (3) make every effort to broaden handicapped student placement options beyond rehabilitation settings;

Establishing Agency Relationships

(1) have disabled students "determine reactions that others have to their handicap, study how these affect the social worker-client relationship, and develop methods of dealing with them"; (2) deal openly with whatever problems the disability produces; (3) verbalize to disabled students their need to develop skills to deal with clients' possible denial or rejection, extreme testing or pity.⁴⁶

(2.32) Natives

Griffiths describes the only Student Affirmative Action Program in

⁴⁶ Weinberg, 111-116.

Social Work Education developed specifically with Natives found through this literature search. Fortunately, Griffiths' article describes a comprehensive program in detail. The program ran for three years with 104 Native American Social Work students at the School of Social Work, University of Utah. Griffiths gives special consideration to recruitment, communication, modelling, counseling, follow-up, student involvement, and discriminating education as program elements.⁴⁷

The program began in 1971, "supported by federal, private, state, and tribal sources".⁴⁸ Following is a brief description of the major program components:

(1) **Recruitment:** This is an "ongoing part of the total system". Griffiths explains that,

[S]tudents are recruited in their undergraduate years, not as social work students, but as students who would like to have paid summer experience in class and field that would give them exposure to social work: an exposure that might serve as a basis for making a decision on whether that might serve as a basis for making a decision on whether they would like to begin training in social work.⁴⁹

In addition, workshops, seminars, and classes are conducted in reservation communities for Natives working in social work and related areas. "An essential point here is that this whole process must be viewed as assisting students in making a decision as to whether social work is right for them."⁵⁰

(2) **Communication Skills:** (a) enrol students in basic communication classes for remedial help (written & spoken); (b) find "sensitive, understanding and helpful" teacher for above course "who will modify assignments and content to

⁴⁷ Kenneth A. Griffiths, "Support Systems for Educationally Disadvantaged Students and Assuring Practitioner Competence", Journal of Education for Social Work 13, no.2 (1977): 38.

⁴⁸ Griffiths, 38.

⁴⁹ Griffiths, 39.

⁵⁰ Griffiths, 39.

make it meaningful and relevant to the student" and assist colleagues in other departments to do so; (c) allow such courses to be taken for credit; (d) have faculty "take time to read papers with great care to see if meanings and ideas are there"; (e) provide oral examinations; (f) "give credit to students for communication skills they have which most of us do not"; (g) give "special assignments...which have tapped the background of students" for credit; (h) allow field "interviews [to be] conducted in a native language" or allow student to "act as an interpreter"; and (i) have field staff give credit in "written evaluations and in fieldwork grading" for above.⁵¹

(3) **Role Models:** (a) "assure students that there are Indian or other minority social workers who are competent enough to practice, to teach, to administer, and to lead in their profession", (b) "include Native American students, class and field faculty, consultants, and advisors" as role models.⁵²

(4) **Counseling:** Griffiths asserts that, "[W]ithout sufficient sensitive counseling, no other strengths or supports in a program will achieve either completion of training or practitioner competence." He recommends that counsellors continue in an advisor role "throughout the total span of student training--undergraduate and graduate", and (b) use "flexibility in provision of scholarship supports" to meet individual situations.⁵³

(5) **Follow-up:** "maintain contact with all those who have completed any facet of the program, personally, and through a quarterly Native American newsletter..."

(6) **Student Involvement:** have students (a) extensively involved in "recruitment at universities, colleges, and on reservations"; (b) serve as

⁵¹ Griffiths, 40.

⁵² Griffiths, 41.

⁵³ Griffiths, 41.

"members of...Native American Training Program Committee"; (c) serve "as members of...Native American Advisory board, which operates at a policy-making, program planning level"; (d) have advanced students work with new undergraduate and graduate students "to help in all aspects of their adjustment to the social work training program"; (e) meet every two weeks as an "Association of Native American Social Work Students" to consider program, special interests, problems, and to socialize; and (f) employ advanced students "to assist in all dimensions of the summer training experiences".⁵⁴

(7) Other Program Components:

[a] Indian-related library materials; [b] appropriate inclusion of minority content across the total curriculum; [c] activities to enhance self-image; [d] socializing activities for staff and students; [e] special opportunities for small group counseling, discussions, and tutoring; [f] opportunities for faculty to become involved in recruitment and other support system activities; and [g] ongoing, structured evaluation of the program involving students.⁵⁵

Benavides et al. do not provide such a comprehensive model, nor do they focus exclusively on Natives. Rather, they address the topic of fieldwork for visible minorities and natives in social work in their evaluation of the Community Learning Center Project.⁵⁶ "[T]he Community Learning Center (CLC) Project at the School of Social Work at the University of Minnesota--Minneapolis, is advanced as a successful model of social work training for the acquisition of culturally relevant competencies."⁵⁷

Benavides et al. refer specifically to "[t]wo CLC's [which] opened in the fall of 1976--a Spanish-speaking student unit in a county mental health

⁵⁴ Griffiths, 42.

⁵⁵ Griffiths, 43.

⁵⁶ Eustolio Benavides, III, Mary Martin Lynch & Joan Swanson Velasquez, "Toward a Culturally Relevant Fieldwork Model: The Community Learning Center Project", Journal of Education for Social 16, no. 2 (1980): 55.

⁵⁷ Benavides et al., 56.

center, and a social service student unit in a Native American alternative school setting."⁵⁸ "The CLC Project used training money as a recruiting device, project staff initiated contacts in the Hispanic and Native American communities, and staff and community personnel consulted with other learning center projects in the country." The CLC's were comprised of the following elements: (1) student seminar to integrate "social work theory and multi- or bicultural content with the practice experience in the CLC"; (2) seminars "staffed by culturally appropriate faculty members"; (3) "students in each CLC work with a consumer population that is culturally homogeneous".⁵⁹

The authors' purposes were "to determine whether placement in a CLC contributed to the development of culturally relevant student competencies, and to delineate those aspects of the CLC experience that contributed to the development of such competencies."⁶⁰ They addressed these questions through questionnaire responses from 14 CLC students, 19 minority social work students, and 21 randomly selected white social work students at the School of Social Work, University of Minnesota-Minneapolis.⁶¹ "The students were instructed to indicate the frequency...with which their field placement contributed" to the acquisition of three groups of "Culturally Relevant Competencies"--(1) Internal-Interactional Competencies, (2) External-Interactional Competencies, and (3) Culturally-Specific Competencies.⁶² The findings "strongly suggest that the CLC field experience is a potent field learning option for the development of desired culturally relevant

⁵⁸ Benavides et al., 56.

⁵⁹ Benavides et al., 56.

⁶⁰ Benavides et al., 56.

⁶¹ Benavides et al., 57.

⁶² Benavides et al., 57-59.

competencies."⁶³ Furthermore, "exposure to direct service with minority consumers increased the probability that students perceived the acquisition of culturally relevant competencies."⁶⁴

As a corollary to these findings, Benavides et al. make the following recommendations:

1. Provide all students with field experiences that include direct contact with majority and minority consumers and majority and minority supervision. This should provide minority students with a more culturally supportive experience and majority students with culturally pluralistic exposure.
2. Provide all students with a field practice seminar that integrates social work theory and field practice within a multi- or bicultural context. This would give recognition to the importance for all social work students to confront the interface of practice and cultural pluralism.⁶⁵

Benavides et al. do not explicitly commend the CLC Project as a component of a Student Affirmative Action Program, however, they do recognize the importance of CLC Project for easing the "loneliness and feeling of invisibility that a minority student experiences in an assimilationist, melting-pot environment".⁶⁶ Thus, they indicate a role that a CLC could play in providing support and critical learning experiences in a SAA program.

Williams' doctoral dissertation addresses the issue of discrimination and disadvantage for Blacks, Hispanic/ Latinos, Native Americans, and Asian Americans--the categories for racial minorities established by the CSWE⁶⁷--in baccalaureate social work education. His purpose is to identify means of fighting racism in a systematic fashion. Williams does not advocate AA; in fact

⁶³ Benavides et al., 60.

⁶⁴ Benavides et al., 60.

⁶⁵ Benavides et al., 61.

⁶⁶ Benavides et al., 61.

⁶⁷ Leon Franklin Williams, "Indices of Institutional Racism: A Survey of Non-Discriminatory Practices and Educational Quality in Baccalaureate Programs of Social Work" (Ph.D. diss., Brandeis University, The F. Heller Graduate School for Advanced Study in Social Welfare, 1981), 7.

Williams study found that AA was not associated with decreased racism.⁶⁸ This study is important to SAA in Social Work if a purpose of SAA is to fight institutional racism. Williams has much to say about factors which are related to decreased levels of institutional racism in social work education.

Williams' study was based on survey responses from 140 of the 266 B.S.W. programs (i.e., all the B.S.W. programs accredited with the CSWE in February 1980) to which it was sent.⁶⁹ The factors which Williams identifies as being related to increased levels of racial tolerance in social work education are: (1) "the presence of racial minority populations within the local community served by a baccalaureate program"; (2) "public [educational] programs , a combined MSW/BSW administrative unit with large program budgets, and with the existence of financial assistance programs for minority students"; (3) "a larger fulltime student body size (above 100)"; (4) "large size in terms of faculty characteristics, variety within the faculty, the quality and academic competence of the faculty, and overall length of stay on faculty by both minority and majority group members"; and (5) "higher minority student percentage within the student body."⁷⁰ These factors should be considered in the development of a SAA program in social work education if an objective of such a program is to increase racial tolerance.

(2.33) Visible Minorities

The literature search yielded the largest amount of articles regarding visible minorities and social work education. Again we will begin by focusing on admissions:

⁶⁸ Williams, 114.

⁶⁹ Williams, 55.

⁷⁰ Williams, 114-116.

Harward focuses specifically on an admissions project in regards to recruitment of Mexican American, Black, and Native American students into the undergraduate social work program at Arizona State University from 1969 to 1974.⁷¹ The recruitment program consisted of the following elements: (1) the development of a minority center with paid minority peer counsellors (\$3,500.00 each position) trained by Graduate Social Work students; (2) financial assistance in the form of 8 National Institute of Mental Health stipends (\$1,800.00 each) and 23 scholarships; (3) 5 minority students hired half-time to publicize the program, recruit students, and select those to receive stipends and scholarships; (4) 1 minority student hired to coordinate a new course entitled "Mexican American Problems and Social Work"; (5) the development of a special extension and community college program for upgrading; and (6) the following selection criteria--(a) minority group membership as Mexican American, Black, Native American, (b) "evidence of their potential, which was judged largely by community activities in which they had participated", (c) "evidence of high motivation" and (d) "a clear indication that they could not make it financially through college without the stipend. Academic achievement was not emphasized...".⁷²

Fifty-seven minority students participated in the program and Harward followed up their progress in the spring of 1976, two years after the program was completed. Harward sent a questionnaire regarding educational attainment and employment history to the "67 former recruiter-counsellors and trainees". From data obtained from the 54 respondents, Harward found that "Social Work majors in this group had a graduation rate of 45.6% at the

⁷¹ Naomi Harward, "A Two-Year Follow-Up Study of a Minority Recruitment Project", Social Work Research and Abstracts 13, no. 3 (1977): 17-18.

⁷² Harward, 18.

time of the follow-up study and 51% the following year." This graduation rate was below the national rate of 49.6% and above the rates for low achievers and older freshmen of 33.5% and 38% respectively which Harward cites from Holmstrom.⁷³ Harward also found that, "For the students in this study, full-time return to school was more successful than part-time continuing education" perhaps due to long travel distances to school and special scholarships for full-time study.⁷⁴

Longres does not focus on admissions or Student Affirmative Action explicitly, but examines how and why social work education "has contributed to and been affected by racism", and "why it may be difficult for social work education to commit itself to a course of action which will eradicate racism".⁷⁵

Longres asserts that Schools of Social Work have contributed to racism through: (1) exclusion of non-white students and faculty; (2) "differential opportunities along racial lines", for example, "most schools attended by non-whites employ less qualified teachers, have less facilities and have less financial backing than most schools for whites"; (3) "a basic failure of social work educators to seek out and attract non-whites"; (4) reluctant recruiting consisting of "enormous consideration given to grade point averages and a reluctance to accept 'non-qualified' students"; (5) reluctance to "alter the social work curriculum to meet the expectations of many non-whites"; (6) prevalence of psychoanalytic and psychological emphasis which ties social problems and poverty to ego-structure; (7) "'knowledge' we teach" which perpetuates myths that minorities do not value educational achievement, do not persevere in school because they are unable to delay gratification, and that they are non-

⁷³ Harward, 20.

⁷⁴ Harward, 20.

⁷⁵ John Longres, "The Impact of Racism on Social Work Education", Journal of Education for Social Work 8, no. 1 (1972): 34.

verbal; and (8) paternalism or treating non-whites "not as an individual but as a race".⁷⁶

Longres provides the following reasons for the actions, of Schools of Social Work, which contribute to racism: (1) "For the most part, social workers are white, affluent, and uninvolved with non-white communities"; (2) lack of friendships with minorities eliminates possibility of informal networks for minority faculty recruitment; (3) "being identified with the white community, the total individual commitment necessary to accomplishing social change is very difficult"; and (4) Social Work is subordinate to other National Institutions, and in attempting to raise its status has frequently taken a course which encourages racism such as deferring to the Psychiatric profession, University at large, and government funders. This results in beneficial financial inputs, but encourages racism.⁷⁷

Horner & Borrero address SAA in a comprehensive fashion in relation to the Council on Social Work Education's (CSWE) 1981 non-discrimination accreditation standard 1234A. Horner & Borrero's paper,

discusses some of the major criticisms of 1234A, identifies some of its important features, suggest how it is currently being evaluated by site visitors, and presents a planning instrument and committee procedure that may prove useful in implementing and evaluating compliance with it.⁷⁸

Standard 1234A reads: "A school must make special, continual efforts to enrich its program by providing racial, ethnic and cultural diversity in its student body and at all levels of instructional and research personnel, and by

⁷⁶ Longres, 34-37.

⁷⁷ Longres, 39-40.

⁷⁸ William Horner & Michael Borrero, "A Planning Matrix for Standard 1234A", Journal of Education for Social Work 17, no. 1 (1981): 36.

providing corresponding educational supports".⁷⁹ The authors derive 4 substantive areas of action from 1234A relevant as objectives of SAA:

(1) involvement and participation of ethnic minority students and faculty, (2) incorporation of racial, ethnic, and cultural knowledge and content in the curriculum including the practicum, (3) provision of institutional and community support to ensure institutionalization and integration of these efforts, and (4) continual self-evaluation to assure compliance.⁸⁰

These 4 substantive areas comprise the core of the authors' most significant contribution to SAA--their planning matrix. An example of this matrix as taken from the authors⁸¹ is presented on the following page:

⁷⁹ Horner & Borrero, 36.

⁸⁰ Horner & Borrero, 40.

⁸¹ Horner & Borrero, 41.

FIGURE 2. Educational and Planning Matrix for Implementing Standard 1234A. From William Horner & Michael Borrero, "A Planning Matrix for Standard 1234A", Journal of Education for Social Work 17, no. 1 (1981): 41.

Educational and Planning Matrix for Implementing Standard 1234A

School Objectives	Ethnic Students & Faculty Involvement	<u>Curriculum</u>				Ongoing Evaluation of Compliance
		Courses	Practicum	Institutional and Community Support		
<u>Objective1</u> To develop generalist social workers to practice in rural areas	To recruit and provide financial aid for Chicano, Black and American Indian ethnic minorities, preferably from the school's region, with the goal of increasing the # of ethnic minority professional in the area. To hire ethnic minority faculty to provide educational need supports and expertise.	To provide theoretical and practical ethnic minority content in the areas of cultural differences, economic and political activity, family interaction, and interpersonal behaviour that enhances the professional competency of the school's graduates.	To provide practical field experiences that involve working with ethnic minority communities, families, and individuals	To promote & provide institutional and community supports in terms of cultural, social, & educational activities & events that address interests, issues, and concerns of ethnic minorities locally & nationally.	Monitoring of student and faculty recruitment efforts. Periodic review of courses & field content to ascertain ethnic content being delivered. Monitor school's involvement in ethnic communities and extent of assistance.	

In addition to the planning matrix, Horner and Borrero recommend the development of a committee,

with the sole purpose of monitoring the implementation and evaluation of the extent of compliance. More specifically, the function of this committee would be to oversee all proposed and actual student, faculty, and curriculum changes that may have ramifications for the stated objectives concerning 1234A.⁸²

"[T]he composition of such a committee would have to be carefully selected to include members of other important committees--for example, curriculum, faculty affairs, student affairs, practicum, and so on."⁸³ By implication, their recommended methods apply to Student Affirmative Action since standard 1234A is directly related to SAA.

Reid directly addresses the development of a comprehensive Student Affirmative Action program in social work education. Reid's article is targeted to Black students and specifies SAA program activities in the areas of Recruiting, Curriculum, Fieldwork & Evaluation, and Instructor Behavior.⁸⁴ Reid makes the following recommendations in each of these areas:

Recruiting:

(1) develop instruments to offset College Board aptitude and achievement tests; (2) develop college preparation programs to compensate for educational deficits; (3) provide scholarships; (4) provide freshman English courses; (5) continuously attempt to have an impact on university policies in all these areas; (6) "explore the feasibility of a 'testing out' procedure for at least some courses" to "expedite opportunities for Black paraprofessionals and others

⁸² Horner & Borrero, 42.

⁸³ Horner & Borrero, 42.

⁸⁴ Susan Reid, "Making Social Work Education More Responsive To the Needs of Black Students", Journal of Education for Social Work 13, no. 3 (1977): 70-75.

with previous knowledge of the field".⁸⁵

Curriculum:

(1) become "familiar with the content and intent of all course offerings on campus that deal with the Black experience", (2) "recommend electives [in Black Studies] as essential supplements to the social work curriculum, and essential supports to the survival of Black Students in the university", (3) "encourage the expansion of campus library offerings in Black studies and incorporate the writings of Blacks from a wide ranges of philosophies into all reading lists and bibliographies in our curriculum", (4) ensure that grades do "not represent a deficit beyond the students' control and unrelated to their ability", do "not represent a punitive reaction to risk-taking, to a student's input from the Black perspective and the alterations this may imply for class structure and assignments", and do "represent the growth and performance of a student from starting point to present time, in relation to the acquisition of the basic content needed for adequate performance in the field"; (5) constantly revise Social Work curriculum in response to the needs of Black students; and (6) appoint Black Students as advisors to curriculum committees when no Black faculty are available.⁸⁶

Fieldwork & Evaluation:

(1) give Black students "a say in choosing their agency setting, as well as defining personal field-work goals"; (2) "offer field instruction in agency policy making and change"; (3) work with agency staff so they see student impact as helpful; (4) ensure that fieldwork evaluation forms are "free of any areas that reflect a white 'need to make any decisions about the lives of Black people'"; (5) ensure that fieldwork evaluation forms are "free of statements that reward

⁸⁵ Reid, 73.

⁸⁶ Reid, 73.

students' passivity or that deter them from uncovering racist policies"; and (6) ensure that "statements evaluating the students's ability to take direction...[are] not used punitively, when contrary to the student's integrity as a Black person".⁸⁷

Instructor Behavior:

Instructors should: (1) "exercise...social work skills of relating to difference--showing...flexibility and ability to grow"; (2) "attempt to involve Black students in the life of the class"; (3) "create an atmosphere that frees [Black students] for honest participation and confrontation in class discussions"; and (4) "be aware that positive Black mental health" includes ability to deal with superiors, to exercise power from presumed powerlessness, and to neither be oppressed or oppress.⁸⁸

Matsushima addresses the area of minority content in social work curriculum. However, Matsushima's approach is similar to Williams' in that Matsushima focuses more on the reasons for social work resistance to the infusion of minority content into the social work curriculum than with the recommendation of minority curriculum elements. Matsushima's observations and analysis were spurned by low responses from social work faculty to a questionnaire about the implementation of CSWE accreditation standard 1234A.⁸⁹ In the search for answers as to the reasons for the apparent resistance, Matsushima questioned colleagues and deduced the following reasons for Faculty and Student resistance to infusion of minority content across the curriculum:

⁸⁷ Reid, 73-74.

⁸⁸ Reid, 74.

⁸⁹ John Matsushima, "Resistance in Infusing Minority Content in Social Work Education", Smith College Studies in Social Work 51, no. 1 (1980): 218.

Faculty:

(1) Survey resistance:

(a) inundation of surveys, (b) objections regarding only certain target groups being in survey;

(2) Minority content resistance:

(a) advocacy of "colour-blindness" argument, (b) infusion of minority content claimed to be contrived, and (c) sheer weight of potential content.⁹⁰

Students:

(1) White students SAA resistance: because SAA impinges on students' vital interests, e.g.--loans, scholarships, admissions criteria, employment opportunities; (2) Black students SAA resistance: because Blacks recognized covert resentment of whites, identity conflicts with other Black students, and resented being stereotyped as representing all Blacks.⁹¹

In summarizing the reasons for resistance from Faculty and Students to the infusion of minority content, Matsushima states that:

It was a classic "no win" situation for even the most earnest of faculty and individual students, and many found it much simpler to rationalize their avoidance of minority content. It took an unusual sensitivity, assuredness, and rapport for an instructor to help the students engage these feelings--not only for the sake of the content, but as prime examples of the emotionally-charged situations that they must be able to handle as professionals. More common were didactic efforts by the instructor that left the students listening politely while setting their feelings aside, or ill-advised excursions into encounter group phenomenon where unfettered emoting shattered rather than built communication bridges. All of these students, vulnerable to those aroused feelings based on a lifetime of socialization, needed the help of the faculty who were struggling with their own ambivalence.⁹²

Matsushima recommends that the ways for social work educators to deal with this "no-win" situation are to: (1) "rediscover the role played by our

⁹⁰ Matsushima, 219.

⁹¹ Matsushima, 220-221.

⁹² Matsushima, 221.

own feelings as they affect our perceptions, attitudes, and behaviors"; (2) confront constraints to discussion; (3) buttress communication bridges; (4) acknowledge, without apology, majority group members realistic vacillation; and (5) demonstrate "commitment to act in pursuit of desired social goals" through "a straightforward and highly visible program of accountability" using student course evaluation to rate the inclusion of minority content.⁹³

Like Williams and Matsushima, Stempler addresses the topic of resistance to Student Affirmative Action. Stempler writes from the perspective of an apparently white Graduate Social Work Student about the resistance of white social work students to Student Affirmative Action. The heart of Stempler's argument is that white social work students resist SAA efforts because "the true background of the majority of social work students today" is a liberalism characterized by "a pronounced willingness to undertake social reform via remote, impersonal means, and by a corresponding reluctance to engage in any kind of intimacy with black people".⁹⁴ It is this impersonal distance that Stempler cites as the major culprit in the maintenance of "aversive racism"--the covert belief in white superiority characterized by avoidance of the issue of racism; ignoring the existence of Blacks; avoidance of contact with Blacks; and polite, correct, cold dealings when forced by circumstance to interact with Blacks.⁹⁵

Stempler calls for "an interdisciplinary reeducation of ourselves in reality...", promotion of multiracialism as inherent in achieving competence in social work practice, accomplished through a changed social work

⁹³ Matsushima, 221-223.

⁹⁴ Benj L. Stempler, "Effects of Aversive Racism on White Social Work Students", Social Casework 56, no. 8 (1975): 461.

⁹⁵ Stempler, 460.

curriculum.⁹⁶

Mathis describes a specific example of minority curriculum development at the Temple University School of Social Administration--the creation of a course entitled "The Role of the Black Social Worker".⁹⁷ The purpose of the course was:

to examine and redefine the roles of the Black Social Worker. The philosophical underpinnings for the course are derived from the Black experience throughout the world, with major focus on the American experience. The course is designed to identify main themes in the Black struggle for liberation and to develop specific conceptual and practice skills to enable students to engage this struggle effectively. The course will be taught by Black instructors.⁹⁸

Mathis argues that the course was designed to be taught by Black Faculty and for Black Students only, for the following reasons: (1) because of the difficulty of making progress with a mixed group due to the "necessity of relating to and dealing with the racism, ignorance, anxiety, or guilt of white people";⁹⁹ (2) in order to "deal with the identity crisis among Black social work students"; and (3) in order for the course "to become an educational process in which the Black experience could be viewed as an instrument of Black liberation."¹⁰⁰

The development of the course appears to be a direct outgrowth of Mathis' assertion that developing Black Leadership "requires being deliberate about race, and blackness, and conceiving blackness as positive, and a primary qualification for certain tasks that must be accomplished in this

⁹⁶ Stempler, 465-466.

⁹⁷ Thaddeus P. Mathis, "Educating for Black Social Development: The Politics of Social Organization", Journal of Education for Social Work Education 11, no. 1 (1975): 110.

⁹⁸ Mathis, 110-111.

⁹⁹ Mathis, 111.

¹⁰⁰ Mathis, 110-112.

society."¹⁰¹

Ryan addresses culturally based learning methods of Chinese-American Social Work students. While Ryan's article does not provide program components to be included in a SAA program it does provide information targeted specifically to the development of Chinese-American Social Workers. Such information is useful for tailoring SAA efforts to this population.

In brief, Ryan describes Chinese-American Student learning styles "based on the author's observation in the school setting, in formal discussion and informal interviews,...by personal communication with Chinese-American students" and through "review of the students' case records".¹⁰² Ryan was the students' project coordinator and faculty advisor in the Bilingual Social Workers for New York's Chinese Community Project at Hunter College School of Social Work, City University of New York. Ryan found that, in general, the motivation of Chinese for entering Social Work was low due to an emphasis on more traditional and financially stable careers, and a tendency towards a "field independent" rather than "field sensitive" cognitive style. Of great pertinence is Ryan's further observation of a tendency by Chinese to avoid social contact in order to avoid racism as a reason for Chinese not being highly motivated to enter the social sciences.

Ryan asserted that the following cultural values affected Chinese students participation while in the school of social work: filial piety, respect for authority, self-control, inhibition of strong feelings, and expectations to comply with familial and social authority to the point of sacrificing personal ambitions. As a result, Chinese students **tended** to: (1) look at problem solving as the role of a higher authority; (2) not handle feelings of clients; (3)

¹⁰¹ Mathis, 109.

¹⁰² Angela Shen Ryan, "Training Chinese-American Social Workers", Social Casework: The Journal of Contemporary Social Work 62, no. 2 (1981): 95.

take an authoritative role towards children; (4) not exhibit disagreement with authority; (5) de-emphasize independence and individuality; and (6) expect praise and recognition automatically for achievement without public expression to prove achievement.¹⁰³

Specifically in regards to participation in Field Work, Ryan found that Chinese students had the following language experiences: (1) social work jargon was not available in Chinese; (2) difficulty between Chinese student and client if dialects were different and the student could not write or read Chinese; (3) difficulty recording Chinese interviews in English; (4) a tendency to express emotions easier in Chinese; and (5) difficulty transferring meanings from Western language through Eastern language.¹⁰⁴

Seebaran and McNiven provide the only Canadian contribution to this review with an article focused on training social workers for work in ethnic and multicultural communities. The lack of Canadian articles and the plethora of American articles on the subject of SAA in Social Work Education is not unexpected. It is likely a result of the fact that SAA is mandatory for the accreditation of American Schools of Social Work while SAA is completely voluntary for Canadian Schools of Social Work. In addition, Affirmative Action has a much briefer history in Canada than in the United States. The primary contribution of Seebaran and McNiven's article is to provide means of defining the nebulous terms of "culture" and "ethnicity" through close examination of the term "multiculturalism".¹⁰⁵ These definitions may be useful for grappling with how to define the target groups who would benefit from a SAA program.

¹⁰³ Ryan, 97-101.

¹⁰⁴ Ryan, 103-104.

¹⁰⁵ Roop Seebaran, Chris McNiven, "Ethnicity, Multiculturalism, and Social Work Education", Canadian Journal of Social Work Education 5, nos. 2 & 3 (1979): 126-129.

Seebaran and McNiven's definitions are as follows:

Culture:

The term culture can refer simply to recreation, leisure-time activities and entertainment carried out during folk festivals or under the auspices of cultural centres. It can also be seen as a heritage of literary and musical works, plays, crafts and artifacts kept in a museum. A broader definition, however, refers to 'the common and joint products of human learning' and to 'standards for deciding what is...what can be...how one feels about it...what to do about it...and for deciding how to go about doing it.'¹⁰⁶

Ethnicity:

Ethnicity refers to a shared sense of peoplehood and to a quest for social identity, which goes beyond identification with cultural symbols to include support of specific types of religious, educational, economic, political, family and welfare institutions. Ethnicity also includes a common ancestry, history an ideology as well as a set of aspirations for the future of 'the people'. In some instances it extends to the sharing of a common territory, region, town or neighbourhood and/or the consciousness of belonging to a separate racial grouping. Membership in an ethnic group is a function of the perception of members of other groups as well as self-selection.¹⁰⁷

In brief, Seebaran and McNiven describe six conceptualizations to comprise the essential facets of multi-culturalism:

(1) Descriptive/demographic

"A country is perceived to be in a state of multiculturalism when statisticians and social scientists have identified the presence of a multitude of cultures in the population at large, on the basis of criteria such as language, norms of conduct, customs, and folkways."

(2) Strategic/means-ends

"This conceptualization sees multiculturalism as a strategy, policy or means to achieve certain objectives" such as "greater power for ethnic groups who have been treated as minorities".

(3) Ideological

"This form views multiculturalism as an ethnic ideology or a vision of what

¹⁰⁶ Seebaran and McNiven, 126.

¹⁰⁷ Seebaran and McNiven, 126.

Canadian society ought to become" such as "a society which is free, just and recognizes the importance of full social and economic democracy".

(4) Religious

"This conceptualization..centres on faith as the basic ingredient in any definition of culture".

(5) Holistic

"This perspective emphasizes the global aspect of multiculturalism" as transcending nationalism and respecting individual cultures in a global community.

(6) Evolutionary - planned and unplanned

"This conceptualization regards multiculturalism as a continuous process of acculturation."¹⁰⁸

Each of the above concepts of multiculturalism represent points of view from which target group definitions and program purposes might be developed for a SAA program.

Ishisaka and Takagi propose three models, "suggesting what schools of social work might do to enhance their preparation of students for practice with [Pacific/Asian-American] clients and in P/AA communities."¹⁰⁹ They state,

The choice of model for implementation depends on: (1) the number of P/AA students and faculty present in the school; (2) the number of other minority students and faculty present; and (3) the presence of a number of non-minority students and faculty who are interested in and committed to the goal of improving services in P/AA communities.¹¹⁰

The curriculum revision efforts proposed in the article might be included in a Student Affirmative Action program.

¹⁰⁸ Seebaran and McNiven, 127-129.

¹⁰⁹ Anthony H. Ishisaka and Calvin Y. Takagi, "Toward Professional Pluralism: The Pacific/Asian-American Case", Journal of Education for Social Work 17, no. 1 (1981): 48.

¹¹⁰ Ishisaka and Takagi, 48.

Model 3 seems most pertinent to the SOSW at the University of Manitoba. This model is for use when there are very low numbers of P/AA students and faculty, and very low numbers of other minorities or domination by one group.¹¹¹ The Model is comprised of "minority related content (including P/AA content) in every course in the curriculum". That is,

at least one case discussed in a methods or practice course be that of a minority person, family, group, or community; the HB & SE courses include a minority related unit; policy courses address the needs and problems of minorities, as well as to examine each policy for its implications.¹¹²

In addition to the curriculum efforts, Ishisaka and Takagi recommend "renewed emphasis on the recruitment of P/AA students and faculty", and research to yield "[b]asic demographic data on Pacific/Asians, case studies, in-depth descriptive studies, and predictive studies."¹¹³

Gladstein and Mailick focus on one component of curriculum--fieldwork. After reviewing the literature on the topic of Social Work Fieldwork and Ethnic Students, Gladstein and Mailick conclude that it is important for minority students to be well trained in social work. They make the following recommendations for guiding this training: (1) Seminar Leaders for new field instructors should heighten awareness of the effect of ethnicity in the learning process; (2) Field instructors should "individualize students" and "distinguish between cultural and ethnic considerations and other issues such as lack of knowledge, inexperience, and personality factors"; (3) Faculty liaison or advisors should support and reinforce "attention to possible special needs of minority students in field work"; (4) "The classroom faculty...[should] encourage the students to discuss issues of ethnicity and their impact on

¹¹¹ Ishisaka and Takagi, 51.

¹¹² Ishisaka and Takagi, 51.

¹¹³ Ishisaka and Takagi, 52.

class and field learning"; and (5) "Finally, the school can sponsor or encourage the development of special support groups to help minority students".¹¹⁴

McRoy et al. also addressed the issue of Social Work Field Work for Ethnic Students. Their study of "the racial and power dynamics that may affect supervisory relationships" examined a purposive sample of "cross-cultural field supervisory dyads" comprised of 42 Black, Hispanic and White Social Work students and instructors.¹¹⁵ The sample is best represented by the following Table taken from McRoy et al.¹¹⁶:

TABLE 1. Field Instructor-Student Dyads

Race of Student	Black	Race of Field Instructor		Total
		White	Hispanic	
Black	7	7	--	14
White	8	--	8	16
Hispanic	--	12	--	12
Total	15	19	8	42

Source: Ruth G. McRoy, Edith M. Freeman, Sadye L. Logan, and Betty Blackmon, "Cross-Cultural Field Supervision: Implications for Social Work Education", Journal of Education for Social Work Education 22, no. 1 (1986): 52.

The study found that "although field instructors and students have

¹¹⁴ Muriel Gladstein and Mildred Mailick, "An Affirmative Approach to Ethnic Diversity in Field Work", Journal of Social Work Education 22, no. 1 (1986): 48.

¹¹⁵ Ruth G. McRoy, Edith M. Freeman, Sadye L. Logan, and Betty Blackmon, "Cross-Cultural Field Supervision: Implications for Social Work Education", Journal of Education for Social Work Education 22, no. 1 (1986): 50-52.

¹¹⁶ McRoy et al., 52.

experienced few actual problems, they identify many potential areas of concern."¹¹⁷ In general the areas of concern cited by instructors were regarding communication and cultural differences, and for the Black and Hispanic instructors also included the issue of maintaining authority.¹¹⁸ The areas of concern cited by students were regarding communication and cultural differences, and for Black and Hispanic students also included the issue of being subject to the inordinate power and authority of white instructors.¹¹⁹ These findings are presented in much greater detail by the authors.

McRoy et al. make the following recommendations to address the potential relationship problems they identified: (1) acknowledge and confront racial conflicts; (2) enhance communication in cross-cultural student/client relationships through (a) purposeful case assignment, (b) role play and reversal, (c) "videotaping of interviews", (d) "special reading assignments", and (e) "group supervision where possible"; (3) encourage field instructors to model how to deal with ethnic/racial issues for students; (4) increase support to students from field liaison; (5) assist field liaisons and agency to implement cross-cultural discussions in the field; (6) "promote more active ongoing relationships between students and field instructors"; (7) "present a consistent and integrated curriculum regarding racial and ethnic issues"; (8) "aggressively seek out and establish linkages and educational contracts with agencies administered by non-whites in communities serving minority clients"; (9) "utilize more minority field instructors"; (10) "recruit and hire minority faculty" and (11) "offer workshops and continuing education opportunities in cross-

¹¹⁷ McRoy et al., 50.

¹¹⁸ McRoy et al., 53.

¹¹⁹ McRoy et al., 53.

cultural field supervision and practice".¹²⁰

(2.34) Other Populations

Vigilante focuses on admissions to schools of social work for educationally disadvantaged "inner city" residents. The article is based on the author's experience with an admissions program for inner city residents at Hunter College School of Social Work, in New York. The specific admissions measures taken were:

To the already established criteria (GPA, 3.0; GRE, 1100; experience in social agencies; professional references; and particular personality traits and values) new indicators of educability were added: **the ability to conceptualize, the ability to learn and change, the ability to work constructively and creatively, and the ability to apply knowledge of the inner city.**¹²¹(emphasis added)

Additional measures included: (1) personal interviews; (2) permission to take part-time courses; (3) a "tracking system" wherein faculty were assigned to disadvantaged students to help them through admissions; (4) individual and group peer student support; and (5) a meeting between the Dean, the Admissions Committee and the group of admitted applicants "to help [the applicants] share their admissions experiences, their questions, their problems, and most importantly, to discuss their dissatisfaction with the admissions process".¹²² Information from the meeting was used to make the distribution of scholarships earlier, change the role of the admissions committee to include advocacy for applicants on the scholarship committee, and make the date for mailing of acceptances later.¹²³

¹²⁰ McRoy et al., 55.

¹²¹ Florence W. Vigilante, "Equity in Admissions to a School of Social Work", Social Casework 59, no. 2 (1978): 87.

¹²² Vigilante, 87-88.

¹²³ Vigilante, 88.

The measures taken by Hunter College were based on two underlying propositions: (1) "criteria for determining eligibility and acceptance when equally applicable to all candidates does not assure equal outcomes", and (2) "equitable criteria must be developed in order to individualize candidates. The purpose here is to reveal potential for education while maintaining academic standards." Put another way, "Better instruments are sought for the purpose of identifying abilities, not for admitting unqualified applicants. The varied backgrounds of applicants for admission require that their 'competing claims' be balanced, not equalized."¹²⁴

Shaw also addresses the issue of admissions to social work of socially disadvantaged applicants. Shaw's study examined admissions to schools of social work across all of Britain based on a final sample of 462 respondents to a questionnaire "mailed out to a systematic sample of every tenth [applicant] registered with the clearing house [for social work courses]"¹²⁵

Shaw found that "candidates with social work experience, more radical attitudes, earlier application dates, etc. are more likely to be successful".¹²⁶ Shaw also found, in regards to the question of whether Social Work is a closed profession, that "Social Work is a middle class occupation, and the evidence of this survey reinforces and elucidates the importance of this fact...Social Work does not offer an avenue of social mobility for graduates from a working class background."¹²⁷

Shaw provides the following suggestions to address the findings of the study: "The difficulties faced by socially disadvantaged groups, and highlighted

¹²⁴ Vigilante, 85.

¹²⁵ Ian F. Shaw, "A Closed Profession?--Recruitment to Social Work", British Journal of Social Work 15, no. 3 (1985): 264.

¹²⁶ Shaw, 272.

¹²⁷ Shaw, 268.

in this study, may call for...": (1) "positive discrimination"; (2) "promotion of courses which specialise in social work training for people from particular backgrounds"; and (3) "the introduction of appeals procedures against admissions decisions".¹²⁸

Briggs challenges the maintenance of the status of the "poor, ex-offenders and ex-mental patients" as "clients only" of social work. Briggs asserts that members of these populations could contribute much to social work as trained social work professionals, and offers a fairly comprehensive program to accomplish this.¹²⁹

Briggs offers the following program recommendations to Schools of Social Work: **Recruitment**--(1) recruit through agencies in "intimate contact with disadvantaged people"; and (2) use a consortium of agencies to recruit, recommend candidates and help determine guidelines to alternative qualifications. **Selection**--(1) change the use of admission criteria to identify and admit educationally disadvantaged persons rather than identify and exclude them; and (2) change courses rather than offer a "'pre-course' to equip them with the paraphernalia to survive our courses". **Additional Facilities**--(1) provide full-time "tutor-administrator-counsellor" to organize the program, assist in selection, conduct special learning exercises, liaise, monitor and evaluate the program; and (2) provide interpreters. **Introducing Other Learning Methods**--(1) use simulations and games, role-playing and psychodrama, audio-visual especially video-tape; (2) use "the tutor as the object for learning", e.g. video-tape self at work for class evaluation; and (3) use "ginger groups like Playspace" that use creative drama and play workshops and courses. **Evaluation**--bust out of essays and tests as sole

¹²⁸ Shaw, 277.

¹²⁹ Dennie Briggs, "De-clienting Social Work", Social Work Today 3, no. 21 (1973): 3.

student evaluation methods, e.g. perhaps use film and cassette making.

Employment--(1) examine how many ex-offenders and ex-mental patients are employed by Government departments, Schools of Social Work, voluntary agencies and groups; and (2) ask the Central Council for Education and Training in Social Work to take a stand for inclusion of educationally and socially disadvantaged in Schools of Social Work.¹³⁰

¹³⁰ Briggs, 3-5.

(2.4) Student Affirmative Action In Higher Education:

(2.41) Disabled

Stilwell and Schulker performed a study of 39 colleges in the Commonwealth of Kentucky to assess the degree to which they were providing assistance to wheelchair disabled, blind, auditorily disabled, and systemic neurological disabled (e.g. epileptic, diabetic) students in 1973.¹³¹ They found low levels of assistance and make the following recommendations about program elements relevant to the development of a SAA program for disabled students:

Lo-cost, immediate actions

1. Provide keys to elevators for the disabled students in anticipation of their requests;
2. Request the telephone companies to install at least one low telephone in each building used by the disabled students;
3. Designate parking locations for the sole use of disabled students;
4. Install braille numbers on classroom and office doors; and
5. Set up emergency procedures in each building that should help a diabetic or epileptic student in extremis.¹³²

Hi-cost, long-term actions

1. Set-up orientation and counseling programs for their disabled students;
2. Intensify their efforts to organize volunteer groups whose purpose it is to provide service for disabled students;
3. Acquire library materials (tapes, extra books) for blind students;
4. Provide low-cost or free tickets to the volunteer aides for disabled students who attend cultural or sporting events;
5. Begin to install ramps, curbing, and parking spaces for the mobile disabled; and
6. Require new buildings to include facilities [washrooms] for the wheelchair disabled students.¹³³

Rustin and Nathanson present an interesting combination of SAA and Social Work in their article about the use of social work services as a

¹³¹ William E. Stilwell and Sharon Schulker, "Facilities Available to Disabled Higher Education Students", Journal of College Student Personnel 14, no. 5 (1973): 419.

¹³² Stilwell and Schulker, 423.

¹³³ Stilwell and Schulker, 424.

component of a SAA program for disabled students--approximately 200 students at Long Island University, Brooklyn who "have a motor, sensory, auditory, visual, systemic, neurological, or emotional disability".¹³⁴ In the fall of 1967 a "Special Education Services Program" "initiated at the Brooklyn center of Long Island University" added "a social work service...[to] existing academic support services (academic counseling, readers, braille library, tape recordings)."¹³⁵ The Social Work service functioned as an intermediary between disabled students and the university to intervene when problems arose by defining the problems, identifying the contribution to the problems by the student and the university, and facilitating change for problem solving in both.¹³⁶

Kolstoe describes a SAA program for blind, deaf and wheel-chair user students at the University of North Colorado. This program consists of the following:

1. A pre-enrolment campus orientation that allows the disabled to get some sense of the obstacles to be encountered...
2. A Functional Training Week during which the kinds of support needed by the disabled person, such as interpreters, reader services, special typewriters, and cassette recorders can be determined so they will be waiting when her or she comes on campus.
3. A variety of housing options to allow the disabled who need a great deal of assistance as well as those who need very little to manage their daily lives with the least inconvenience possible.
4. A system of transportation that allows the students access to campus, business, recreation, and social activities.
5. A recognition of the need for the elimination of barriers to the disabled in the use of classrooms, telephones, parking, sidewalks, water fountains, and toilets.
6. An active program to improve community accessibility through surveys, accessibility guidebooks, and civic projects.
7. Empathetic Counsellors who can relate to academic, personal, emotional, sexual, and vocational rehabilitation problems.

¹³⁴ Judith Rustin and Robert Nathanson, "Integrating Disabled Students into a College Population", Social Casework 56, no. 9 (1975): 538.

¹³⁵ Rustin and Nathanson, 538.

¹³⁶ Rustin and Nathanson, 539.

8. College commitment in the form of financially supported administrative center or office of resources and a dynamic director.¹³⁷

(2.42) Natives

Gullerud provides the only contribution to this review regarding SAA in Higher Education related to Natives. "The purpose of [Gullerud's] paper is to present a conceptual framework for analyzing and constructing professional educational programs for ethnic minority students."¹³⁸ The conceptual framework presented is based on a Trait-and-Factor matching premise that "dysfunctional outcomes of special educational programs can be reduced if there is a match between the ethnic aspirations of students and the ethnic orientation of the program in which they are enrolled."¹³⁹

Two very useful tools are presented in this article for analyzing SAA programs. The first tool is a TABLE for "Prediction for Outcomes for Native American Students Who Complete Educational Programs by Matching Ethnic Orientation, Program Orientation, and Employment Opportunities".¹⁴⁰ The second tool is a TABLE for "Structural Analysis of Four Educational Programs by Ethnic Orientation and Organizing Elements". Four special education college programs for Native students are structurally analyzed by their organizing elements as being "Assimilative", "Ethnic-Service", "Pluralistic" or "Ethnic-Directed".¹⁴¹

¹³⁷ Betty J. Kolstoe, "Resource Services for the Disabled in Higher Education", Rehabilitation Literature 39, no. 2 (1978): 43-44.

¹³⁸ Ernest N. Gullerud, "Planning Professional Educational Programs for Ethnic Minority Students: Native American Examples", Journal of Education for Social Work 13, no. 1 (1977): 69.

¹³⁹ Gullerud, 68.

¹⁴⁰ Gullerud, 71.

¹⁴¹ Gullerud, 74.

(2.43) Visible Minorities

Galligani provides the only look at a University wide comprehensive Student Affirmative Action Program targeted to visible minorities, specifically-- American Indians, Blacks, Chicanos, Latinos, and Philipinos.¹⁴² Given the breadth of the effort, only its major elements, underlying assumptions, and planning strategy are presented here. The breadth of the effort is illustrated by the following quote from Galligani:

The [SAA] goals and objectives are comprehensive and encompass outreach, enrolment, retention, and graduation. They cover topics such as academic preparation, academic performance, career development, curricular enhancement, and the social environment of SAA students.¹⁴³

Galligani reports the belief of those involved in planning the program that "affirmative action can succeed only under the following conditions":

- a. it is a campus wide effort, involving participation by both academic and administrative units and personnel;
- b. it is part of a larger campus wide effort to recruit and hire minority faculty and staff;
- c. its aims, goals, and practices are consistent with the purposes of the university and the campus;
- c. its aims and ambitions are sufficiently far-sighted to command the serious attention of the faculty;
- e. it is perceived as realistic and capable of succeeding.¹⁴⁴

Planning for the SAA program started by creating the following "appropriate campus and community groups": (1) SAA Coordinating/Advisory Task Group (Directors of Administrative and Academic Units); (2) SAA Senate Committee (UCI Faculty); (3) SAA Community Advisory Council (Influential Community Members); (4) Student SAA Committee (high achieving SAA students nominated by deans); and (5) Core Planning Group (small number of members

¹⁴² Dennis J. Galligani, University of California, Irvine, Student Affirmative Action Five Year Plan and Planning Process, 1984-1988, vol. I-IV (Irvine, California: California University, Irvine, 1984), 1, ERIC, ED 287 338-341.

¹⁴³ Galligani, 2.

¹⁴⁴ Galligani, 14.

from other 4 SAA committees).¹⁴⁵

Ponterotto et al provide an analysis of the value of SAA programs for minority graduate students based on a sample of 65 minority graduate school respondents at a "large public university on the West Coast".¹⁴⁶ The study found that "generally the students believed their admittance was based on academic ability, not ethnicity, and that little doubt existed concerning their capabilities as graduate students".¹⁴⁷ However, they uncovered the contradictory finding that students generally had a very high perception of the usefulness or potential usefulness of SAA while maintaining that SAA was only marginally effective.¹⁴⁸

Steinberg provides an insight to the origins of the concept of quotas in University Admissions and a possible insight into the basis for at least some of the resistance to quotas--the use of quotas during the 1920's to limit downward the number of Jews who were admitted to Universities, including Harvard.¹⁴⁹

Rodriguez provides the only personal case story of the potential cultural costs of higher education for visible minorities. His story provides a caution to the development of SAA programs. Rodriguez' main point is that the process of going to University for a member of a minority culture is a double-edged sword. On one hand it has the cost of losing contact with one's own culture and becoming assimilated by academic culture, and on the other hand it has

¹⁴⁵ Galligani, 15-17.

¹⁴⁶ Joseph G. Ponterotto, Francine M. Martinez, and Davis C. Hayden, "Student Affirmative Action Programs: A Help or Hindrance to Development of Minority Graduate Students?", Journal of College Student Personnel 27, no. 4 (1986): 320-322.

¹⁴⁷ Ponterotto et al., 322.

¹⁴⁸ Ponterotto et al., 323.

¹⁴⁹ Stephen Steinberg, "How Jewish Quotas Began", Commentary 52, no. 3 (1971): 67-76.

the benefits of rendering "one capable of dealing with the transactions of a mass society".¹⁵⁰

(2.44) Women

Spangler et al. addressed the dangers of tokenism. They tested Kanter's hypothesis that, if the ratio of minority to majority group members is less than or equal to 15:85, then, minority members will be perceived "less as individuals than as tokens".¹⁵¹ The hypothesized results for tokens are (1) high visibility and performance pressure, (2) polarization and isolation, and (3) stereotyping and role entrapment.¹⁵² Kanter hypothesized that these results would remain similar, but decrease in severity as the ratio of minorities increased.

Spangler et al. studied data from questionnaire responses from 2 of 7 schools from an originally randomly selected sample of 1,370 law school students. In general they found that Kanter's hypothesis was supported. By inference, their results appear to support the conclusion that decreased minority group tokenism and its attendant evils of performance pressure, social isolation and role entrapment can be achieved by increasing the proportion of minority enrolments.¹⁵³

¹⁵⁰ Richard Rodriguez, "Going Home Again: The New American Scholarship Boy", American Scholar 44, no. 1 (1975/1975): 27.

¹⁵¹ Eve Spangler, Marsha A. Gordon, and Ronald M. Pipkin, "Token Women: An Empirical Test of Kanter's Hypothesis", American Journal of Sociology 84, no. 1 (1978): 161.

¹⁵² Spangler et al., 161.

¹⁵³ Spangler et al., 168.

(2.5) Summary Of Program Elements

The following figure has been derived from the preceding literature review in order to summarize the components of SAA programs therein:

- (1) Components for Enabling T.G. Students to Enter SOSW
 - 0 Internal student (and staff) composition analysis by target group
 - 0 External "pool" potential student (and staff) composition analysis by target group
 - 0 Goal setting for enrolment and hiring of target groups
 - 0 Physical Plant access modifications: washrooms, elevators, ramps, waterfountains, telephones etc.
 - 0 Outreach
 - 0 Summer sampler experiences
 - 0 Recruitment
 - 0 Upgrading programs
 - 0 Admissions
 - 0 Admissions Appeals
- (2) Components Enabling T.G. Students to stay in SOSW and to be successful
 - 0 Financial Aid: Loans, Bursaries, Scholarships, Employment
 - 0 Adaptation of Learning resources, eg. provision of braille books, readings on audio cassette, low vision aids, headsets for low-hearing
 - 0 Transportation Services
 - 0 Housing Services
 - 0 Emergency Medical Services
 - 0 Peer Support
 - 0 Support Groups
 - 0 Academic and Personal Counseling Support
 - 0 Permanent throughout the program faculty student advisors
 - 0 Mentoring
 - 0 Target group support center
 - 0 Involvement of Target group students, faculty, and community reps on the committees with the responsibility for directing the program
 - 0 Classroom Curriculum content changes to include target group material & process changes to adapt classrooms to facilitate target group learning experience.
 - 0 FieldWork Curriculum content changes to include target group material in advisor/field instructor sessions with students, and include target group placements in target group agencies, and modification of placements physically, mentally, socially to facilitate target group learning experience.
- (3) Follow-up and evaluation

FIGURE 3. Components of SAA Programs in Social Work Education Found Through Literature Search

In oversimplified terms, the figure indicates that SAA Program Components basically fall into two categories: 1) those designed to get students into the School, and 2) those designed to assist students to be successful while in the school. In relation to the School of Social Work at the University of Manitoba all of these components are relevant to a SAA Program for its MSW Program. Thus, the above components will be included in the Round II Delphi Survey to be ranked as to their importance in the opinion of the members of School Council.

3. DELPHI METHOD LITERATURE REVIEW:

(3.1) Introduction:

(3.11) Thesis Statement:

In this Literature Review I contend that the Delphi Method is a suitable and advantageous method for the planning of a Student Affirmative (SAA) Program for the Master of Social Work (MSW) Program at the School of Social Work (SOSW), University of Manitoba.

(3.12) Justification:

The Delphi Technique allows the anonymous exchange of opinion without conflict. Anonymous solicitation of the breadth of decision maker views through a method such as the Delphi is important to the planning of a Student Affirmative Action Program because it is a controversial issue.

A major focus of controversy around Affirmative Action programs generally lies in the conflict between the opposing objectives of equality and quality. That is, on one side are those who argue that Affirmative Action is necessary to attain equality of opportunity, treatment and results for all members of society, with a special emphasis on those who are at present left out from many of society's benefits. On the other side are those who argue that Affirmative Action undermines the quality of graduates or employees who do not advance through their education and careers strictly on the basis of merit. Additional conflict centres around the issues of reverse discrimination, and quotas.¹⁵⁴

The M.S.W. Program and Admissions Committees will likely face less resistance in implementing a SAA program if the program design is clearly

¹⁵⁴ These concepts are discussed further in Gerard Bremault, "Affirmative Action: Quality Equality," Paper presented to fulfil requirements for course number 47.731, M.S.W. Program, School of Social Work, University of Manitoba, January 1988.

specified, and generally supported by the key decision makers. Furthermore, a program having the preceding attributes seems more likely to produce measurable results and to be replicated in other institutions.

(3.13) Main Terms:

Delphi Technique: Linstone and Turoff state that,

Delphi may be characterized as a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem. To accomplish this 'structured communication' there is provided: some feedback of individual contributions of information and knowledge; some assessment of the group judgement or views; some opportunity for individuals to revise views; and some degree of anonymity for the individual responses.¹⁵⁵

In addition, Linstone and Turoff describe four phases to the Delphi Method:

- [1] exploration of the subject under discussion wherein each individual contributes additional information he feels is pertinent to the issue
- [2] reaching an understanding of how the group views the issue (i.e., whether the members agree or disagree and what they mean by relative terms such as importance, desirability, or feasibility)
- [3] disagreement [if significant] is explored...to bring out the underlying reasons for the differences and possibility to evaluate them
- [4] a final evaluation...all previously gathered information has been initially analyzed and the evaluations fed back for consideration¹⁵⁶

The Delphi method may use either pencil and paper survey methods or computer based networking systems. In either case, it generally consists of 3 rounds of surveys. The first round is an open-ended survey to solicit items from the delphi panel which will be edited for the second round survey. In the second round, the edited items are presented to the delphi panel with instructions to rate the items, generally on a five-point Likert scale, according to a criterion such as the **importance** of the item. In the third round, the

¹⁵⁵ Harold A. Linstone, Murray Turoff, eds., The Delphi Method: Techniques and Applications (Reading, Massachusetts: Addison-Wesley Publishing Company, 1975), 3.

¹⁵⁶ Linstone and Turoff, 5-6.

second round items are presented to the delphi panel again, but this time the mean group scores, or some other measure of central tendency, are presented next to each item (optionally with the respondent's rating also next to it). The respondents are generally asked to re-rate the items with the group means in mind and to provide a rationale for their response if it deviates from the mean response by a certain amount such as one quartile. Depending on the purpose of the Delphi, consecutive rounds may be administered until a preselected level of consensus occurs amongst the panel members or until responses stabilize.¹⁵⁷

Other variations include skipping the first round generation of items through the delphi panel and generating items through a literature search¹⁵⁸ or from a list of items generated through previous studies.

Delphi Panel: The Delphi panel is generally comprised of a group of experts or program managers, although non-experts have also been used. The Delphi panel are the respondents to the Delphi questionnaires, and in the case of a decision-making Delphi it is comprised of the decision makers.

¹⁵⁷ Ruth S. Hassanein, William C. Smith, and George E. Spear, "Creating the Requisite Data Base: A New Definition of Need," Paper presented at the National Adult Education Conference, 10 November 1984, 4, ERIC, ED 252 655;

Eric N. Goplerud and Steven Walfish, "Weathering the Cuts: A Delphi Survey on Surviving Cutbacks in Community Mental Health," Paper presented at the Annual Convention of the American Psychological Association, 26-30 August 1983, 6, ERIC, ED 241 833;

Noreen Roach, "Futuring: Where Do We Go From Here?" Paper presented at the American Vocational Association Convention, 5 December 1983, 9, ERIC, ED 239 110;

Mark H. Rossman and Stephen Eldredge, "Needed Functions, Knowledge, and Skills for Hospital Education Directors in the 1980's: A Delphi Study," 1982, 5, ERIC, ED 221 752;

Deborah White and Leah Rampy, "Solutions Unlimited: A Delphi Study on Policy Issues in the Introduction and Management of Computers in the Classroom," Bloomington, Ind.: Agency for Instructional Television, October 1983, 2, ERIC, ED 249 973.

¹⁵⁸ White and Rampy, 2.

Delphi Monitor/Administrator: Is the individual researcher or group of researchers responsible for designing, editing, administering, and reporting the results of the consecutive Delphi surveys.

(3.14) Background:

The "Genesis of the Delphi in the late 1940's and early 1950's is commonly associated with Olaf Helmer and his colleagues at the Rand Corporation."¹⁵⁹ Linstone and Turoff report that the Delphi Method was a spinoff of defense research and that the original Delphi was a product of "Project Delphi" which was a United States Air Force sponsored Rand Corporation Study in the early 1950's "concerning the use of expert opinion".¹⁶⁰ "The objective of the original study was to 'obtain the most reliable consensus of opinion of a group of experts...by a series of intensive questionnaires interspersed with controlled opinion feedback'".¹⁶¹ However, Linstone and Turoff point out that despite its original military application, the "Delphi has found its way into government, industry, and finally academe."¹⁶² Also according to Linstone and Turoff, the Delphi was first brought outside of the defense community in a 1964 Rand paper by T.J. Gordon and Olaf Helmer--"Report on a Long-Range Forecasting Study". According to Reilly, "The first published

¹⁵⁹ Wilfred G. Rieger, "Directions in Delphi Developments: Dissertations and Their Quality", Technological Forecasting and Social Change 29 (1986): 195.

¹⁶⁰ Linstone and Turoff, 10.

¹⁶¹ Linstone and Turoff, 10.

¹⁶² Linstone and Turoff, 11.

account of the Delphi method was by Dalkey and Helmer (1972)".¹⁶³

The Delphi technique appears to be used in two major, but not distinct ways--(a) as a forecasting tool, and (b) as a decision-making tool. It has been used in many fields including higher education, medicine, urban planning, environmental planning, and the social sciences.

While no specific application of the technique to social work or to affirmative action program planning was found in the literature review, the technique has been used very often for Educational program and curricular planning. In fact Rieger states that a majority of pioneers of the Delphi Technique "focused on applying the technique mainly in the area of education and management".¹⁶⁴ Furthermore, Rieger cites a study by O'Brien which "examined 132 Delphi dissertations (from a possible 165) that were completed between 1970 and 1977. [O'Brien's] findings show a pattern of Delphi dissertation research mainly in the form of applications to education".¹⁶⁵ A partial ERIC Search at the University of Manitoba yielded 19 applications of the Delphi Technique or Survey in Universities.

(3.15) Overview:

Some of the criticisms and perceived weaknesses or drawbacks of the Delphi technique will be presented. The author's arguments will then be presented in favour of using the Delphi technique in the particular instance of Student Affirmative Action program planning at a school of social work.

¹⁶³ Patrick L. Reilly, "Curriculum Revision Using Advisory Committees and a Modification of the Delphi Technique for Electronic Engineering Technology Programs" (Practicum Paper, Nova University, April 1986), 9, ERIC, ED 275 913, cites N.C. Dalkey and O. Helmer, "Studies in the quality of life: Delphi and decisionmaking," Santa Monica, CA: Rand Corporation, 1972.

¹⁶⁴ Rieger, 197.

¹⁶⁵ Rieger, 197.

(3.2) Arguments Against the use of the Delphi Technique:

(3.21) Pressure for conformity through presentation of mean scores:

Hassanein et al. cite the danger of "molding" opinion through the presentation of mean scores from previous rounds of the Delphi as a reason for deleting the third round of their application of the Delphi method.¹⁶⁶ In support of dropping the third round of their Delphi application, Hassanein et al cite Weaver (1971) as stating that "The influence of a group norm, even though it may be anonymous, may influence the judgments of certain people".¹⁶⁷ They cite further evidence for their position from studies by Cyphert and Gant (1971).¹⁶⁸ In addition, Rieger cites Becker and Bakal, and Feather as having challenged "the claim that confidentiality encourages freer responses to questionnaires".¹⁶⁹ Rieger also cites Kaplan et al., and Bouchard as having challenged "the alleged superiority of pooled group judgments over individual judgement".¹⁷⁰

(3.22) Assuming that Delphi can be a surrogate for all other human communications:

Linstone and Turoff state that the Delphi tends to "minimize the feelings and information normally communicated in such manners as the tone of a voice, the gesture of a hand, or the look of an eye", thus, sometimes

¹⁶⁶ Hassanein et al., 4-5.

¹⁶⁷ Hassanein et al., 5.

¹⁶⁸ Hassanein et al., 5.

¹⁶⁹ Rieger, 196.

¹⁷⁰ Rieger, 196.

losing critical information.¹⁷¹ Nelms and Porter state that,

the communication facilitated by the Delphi technique is too restricted for many problem situations. The requirement of written feedback, editing, and distributing places a high cost on the communication of ideas. The distance and anonymity associated with Delphi prevent a meaningful 'discussion' even when such interaction would be advantageous.¹⁷²

Furthermore, Nelms and Porter argue that,

Research on noninteracting group techniques [such as the Delphi] has shown statistical aggregation superior to individual judgement only in relatively simple tasks; yet research on interacting groups has demonstrated clear superiority for groups at all levels of task difficulty.¹⁷³

(3.23) Scientifically suspect research method:

Rieger refers to Sackman's criticisms of the Delphi Method as follows: Firstly, "that the technique did not measure up to the psychometric standards of the American Psychological Association; in other words the technique was scientifically suspect".¹⁷⁴ Secondly, that "when Delphi clearly operated within the conventional scientific research paradigm, such as questionnaire construction, users of the technique need to give careful heed to such basics as population sampling, piloting procedures, questionnaire validity, and reliability."¹⁷⁵

(3.24) Potential Problems:

Linstone and Turoff list some common problems that may occur with using the Delphi technique:

¹⁷¹ Linstone and Turroff, 7.

¹⁷² Keith R. Nelms and Alan L. Porter, "EFTE: An Interactive Delphi Method", Technological Forecasting and Social Change 28 (1985): 47-48.

¹⁷³ Nelms and Porter, 46.

¹⁷⁴ Rieger, 196.

¹⁷⁵ Rieger, 196.

1. Imposing monitor views and preconceptions of a problem upon the respondent group by overspecifying the structure of the Delphi and not allowing for the contribution of other perspectives related to the problem.
2. Assuming that the Delphi can be a surrogate for all other human communications in a given situation.
3. Poor techniques of summarizing and presenting the group response and ensuring common interpretations of the evaluation scales utilized in the exercise.
4. Ignoring and not exploring disagreements, so that discouraged dissenters drop out and an artificial consensus is generated.
5. Underestimating the demanding nature of the Delphi and the fact that the respondents should be recognized as consultants and properly compensated for their time if the Delphi is not an integral part of their job function (p. 6).¹⁷⁶

Glosson and Schrock cite the following additional problems that may occur with the Delphi Technique: (a) the "tendency to discount the future", (b) the "urges to predict and oversimplify", (c) "illusory expertise", (d) "sloppy execution by both researcher and respondent", (e) "optimism-pessimism bias", (f) "overselling (or improper use)", and (g) "deception in providing feedback".¹⁷⁷

(3.3) Arguments in Favour of the Delphi:

(3.31) The Potential Problems are not unique to Delphi:

It should be noted that while Linstone and Turoff describe potential problems which the Delphi may be subject to, they also assert that several of the problems that could occur with the Delphi are "virtual" problems which are common to any research endeavour.¹⁷⁸

(3.32) Scientifically sound:

"Martino and Bardecki contend that Sackman's reasoning [regarding his

¹⁷⁶ Linstone and Turoff, 6.

¹⁷⁷ Linda R. Glosson, Jay R. Schrock, "Competencies Needed for Articulation Among and Between Post-Secondary Vocational Food Technology Programs in Texas" (Lubbock, Texas: Texas Technical University, Lubbock. Home Economics Curriculum Center, 30 June 1985), 22, ERIC, ED 266 262.

¹⁷⁸ Linstone and Turoff, 6-7.

assertion that the Delphi technique was scientifically suspect] was effectively challenged and refuted by Goldschmidt".¹⁷⁹ As Goldschmidt points out, Sackman failed specifically in at least two major ways in his criticism of the Delphi. Firstly, Sackman did not clearly define what he was evaluating; even his conception of the conventional delphi is very imprecise.¹⁸⁰ Secondly, Sackman incorrectly used the American Psychological Association Standards for standardized Educational and Psychological Tests which, according to Goldschmidt, "are not meant to be standards 'for social experimentation and for opinion questionnaires'" such as the Delphi.¹⁸¹

(3.33) Face-to-Face Exchanges are not Beneficial at all times:

Face-to-face exchanges may increase conflict and pressure for conformity while the Delphi reduces conflict and pressure. Nelms and Porter state that, "It is important to note that a body of research has indicated the inferiority of interactive groups in some settings".¹⁸²

For example, Glosson and Schrock state that "According to Dalkey (1972), anonymity of individual responses tends to reduce the effect of dominant individuals";¹⁸³ Blanchard cites the reduction of "the effect of dominant individuals on the thinking of other group members" as a characteristic of the Delphi Method;¹⁸⁴ Reilly asserts that "The Delphi's relative

¹⁷⁹ Rieger, 196.

¹⁸⁰ Peter G. Goldschmidt, "Scientific Inquiry or Political Critique? Remarks on Delphi Assessment, Expert Opinion, Forecasting, and Group Process by H. Sackman", Technological Forecasting and Social Change 7 (1975): 196.

¹⁸¹ Goldschmidt, 198.

¹⁸² Nelms and Porter, 46.

¹⁸³ Glosson and Schrock, 19-20.

¹⁸⁴ Bryan Blanchard, "A Unifying Theme for General Education in Community Colleges," Paper presented at the National Workshop on General Education and the Mission of the Community College, 29-31 March 1984, 4,

immunity to group dynamics had been shown by the Rand Corporation studies which were conducted by Dalkey and Helmer (1972)".¹⁸⁵ Furthermore, White and Rampy state that "The Delphi technique eliminates direct confrontation and provides for individual response without group pressure. This process invites group consensus with an opportunity for dissenters to voice their opinions and insights."¹⁸⁶

(3.34) Increases participation and frank presentation of opinion:

A corollary to the Delphi's reduction of group pressure for conformity is its ability to increase participation and frank presentation of opinion by group members. Glosson and Schrock assert that the "use of a statistical definition of the group response reduces group pressure for conformity and possibly even more importantly, assures that the opinion of every member of the group is represented."¹⁸⁷ (emph. added)

Linstone and Turoff argue that in comparison of the Delphi process with normal group communication modes (Conference Telephone Call, Committee Meeting, Formal Conference or Seminar) "the Delphi process appears to provide the individual with the greatest degree of individuality or freedom from restrictions on his expressions."¹⁸⁸ Burrola and Rivera cite the assured anonymity and incentive for unrestrained and forthright responses as one of the reasons for choosing the Delphi method to perform their study."¹⁸⁹

ERIC, ED 271 152.

¹⁸⁵ Reilly, 14.

¹⁸⁶ White and Rampy, 2.

¹⁸⁷ Glosson and Schrock, 20.

¹⁸⁸ Linstone and Turoff, 7.

¹⁸⁹ Luis Ramon Burrola and Jose A. Rivera, "Chicano Studies Programs at the Crossroads: Alternative Futures for the 1980's" (Albuquerque, New Mexico: New Mexico University, Southwest Hispanic Research Institute, 1983), 4-5,

Goplerud and Walfish cite Davis (1982) as pointing out that,

after several cycles of [Delphi] questionnaire administration, almost all points of view emerge and opinions may converge on major issues. [Davis] views one of the primary advantages of this technique is its ability to uncover important issues not perceived by members of the research team.¹⁹⁰

Goplerud and Walfish assert that "A representative Delphi panel will generate more divergent views and increase the probability that the consensus reached will reflect indigenous diversity."¹⁹¹ Luna reported that using the Delphi method increased the participation of faculty in planning for the Health Sciences Center at the University of Texas.¹⁹² Finally, Bardecki provides an additional explanation for why Delphi may increase member participation. Citing Skjei, Bardecki argues that Delphi's provision of equality of participation may increase participation. Bardecki explains that all individuals may believe that they are equally contributing to the determination of the outcome since the Delphi is exploratory and the outcome is not predetermined.¹⁹³

(3.35) Efficient and Effective for planning:

The Delphi method also is able to make better use of group time, and produce clear and prioritized goals and objectives. In addition it may be less

ERIC, ED 243 635.

¹⁹⁰ Goplerud and Walfish, 6-7.

¹⁹¹ Goplerud and Walfish, 7.

¹⁹² Cynthia L. Luna, "The Role of Institutional Research and Planning Offices in Institutional Planning. Starting a New Planning Effort: A Case Study of the University of Texas Health Science Center at Houston," Paper presented at the Joint Annual Conference of the Rocky Mountain Association for Institutional Research and the Southwestern Region of the Society for College and University Planning, 12-14 October 1983, 11, ERIC, ED 240 925.

¹⁹³ Michael J. Bardecki, "Participants' Response to the Delphi Method: An Attitudinal Perspective", Technological Forecasting and Social Change 25 (1984): 291.

expensive than other planning methods. Reilly reports that an indirect finding of using the Delphi method for Engineering Curriculum revision was that, "The participants indicated that they felt more was accomplished using the Delphi technique than could have been with the usual face-to-face meetings (90%) [N=13]."¹⁹⁴ Luna found, in using the Delphi Method for Planning at the University of Texas Health Science Center, that the process produced realistic prioritized goals which the faculty could support and endorse.¹⁹⁵ Finally, Reilly cites Wetherman and Swenson (1974) as noting that "Delphi is especially appealing because of ease of administration and relatively low cost when compared to the expense of convening a similar group."¹⁹⁶

(3.36) Constructive with Complex and Value Laden Issues:

Reiger stated that the Delphi has been heavily applied to the area of educational planning because "education has traditionally been a value-rich area not without its contentions...[and] the Delphi technique was perceived by many researchers as a potentially useful tool for the somewhat difficult task of establishing priorities in educational planning."¹⁹⁷ So too is the field of Social Work and the topic of Student Affirmative Action. Furthermore, Reilly cites Wetherman and Swenson as asserting that Delphi "provides a means of obtaining information about particularly complex phenomena which are often difficult to conceptualize..."¹⁹⁸

¹⁹⁴ Reilly, 18.

¹⁹⁵ Luna, 10.

¹⁹⁶ Reilly, 11.

¹⁹⁷ Rieger, 197.

¹⁹⁸ Reilly, 11.

The degree of controversy and uncertainty regarding the issue of SAA make the Delphi an especially advantageous planning tool for addressing the development of a SAA program.

(3.4) Criteria For Choosing The Delphi:

(3.41) Choosing The Delphi Over Other Techniques:

Linstone and Turoff summarize several Delphi Method applications:

While many people label Delphi a forecasting procedure...there is a surprising variety of other application areas...:

- * Gathering current and historical data not accurately known or available
- * Examining the significance of historical events
- * Evaluating possible budget allocations
- * Exploring urban and regional planning options
- * **Planning university campus and curriculum development**
- * Putting together the structure of a model
- * **Delineating the pros and cons associated with potential policy options**
- * Developing causal relationships in complex economic or social phenomenon
- * Distinguishing and clarifying real and perceived human motivations
- * **Exposing priorities of personal values, social goals** ¹⁹⁹

Furthermore, Linstone and Turoff assert that, "Usually one or more of the following properties of the application leads to the need for employing Delphi:

- * **The problem does not lend itself to precise analytical techniques, but can benefit from subjective judgments on a collective basis**
- * The individuals needed to contribute to the examination of a broad or complex problem have no history of adequate communication and may represent diverse backgrounds with respect to experience or expertise.
- * More individuals are needed than can effectively interact in a face-to-face exchange
- * Time and cost make frequent group meetings infeasible
- * **The efficiency of face-to-face meetings can be increased by a supplemental group communication process**
- * Disagreements among individuals are so severe or politically unpalatable that the communication process must be refereed and/or anonymity assured
- * **The heterogeneity of the participants must be preserved to assure validity of the results, i.e., avoidance of domination**

¹⁹⁹ Linstone and Turoff, 4.

by quantity or by strength of personality (bandwagon effect)²⁰⁰

The items emphasized in the above quotations are those most relevant for using the Delphi method for SAA planning in the School of Social Work.

Linstone and Turoff provide even further criteria for assessing the suitability of applying the Delphi method to a given situation:

It is not, however, the explicit nature of the application which determines the appropriateness of utilizing Delphi; rather it is the particular circumstances surrounding the necessarily associated group communication process: 'Who is it that should communicate about the problem, what alternative mechanisms are available for that communication, and what can we expect to obtain with these alternatives?' When these questions are addressed, one can then decide if Delphi is the desirable choice.²⁰¹

In order to decide whether the application of the Delphi Method is suitable to SAA planning at the SOSW we must address the question of "Who is it that should communicate about the problem". This question is addressed by an assessment of the target group to be served by this practicum. The target group is comprised of the members of the School Council of the School of Social Work at the University of Manitoba. In general, the target group is the persons and committee within the School of Social Work that hold resources or power necessary to facilitate the development of the program, and have the power to effectively block the program.

A second consideration in applying the Delphi method is, "What alternative mechanisms are available for that communication?" The apparent alternatives using Nelms and Porter's analysis are: "[1] Talk-Estimate (TE), which is analogous to an interacting group such as a committee or a panel,[2] Estimate-Feedback-Estimate (EFE), which is represented by a Delphi, and [3] Estimate-Talk-Estimate (ETE), which is a surrogate for the Nominal Group

²⁰⁰ Linstone and Turoff, 4.

²⁰¹ Linstone and Turoff, 4.

Technique".²⁰²

Finally, in considering the application of the Delphi method, we must ask, "What can we expect to obtain with these alternatives?" In the case of an interacting group such as a committee planning for SAA in the SOSW we could potentially obtain: PROCESS (1) heated conflict both covert and overt; (2) individual reluctance to express personal points of view; (3) reluctance to address the issue at all and a tendency to sidestep and move onto other issues to avoid conflict; (4) long and drawn out debate with little agreement or resolution of issues; OUTCOME (5) Non-representative decision making dominated by the politically successful; (6) Non-decision making which effectively keeps the issue off the planning agenda;²⁰³ and (7) Maintenance of the status quo.

In the case of a Delphi Method we can expect to obtain: PROCESS (1) reduced conflict; (2) increased expression of personal points of view due to anonymity; (3) reduced reluctance to address the issue of SAA; (4) shortened debate; OUTCOME: (5) presentation of the diversity of the group members opinions; (6) statistical group prioritization of the importance of each of the group members opinions by the overall group; and (7) provision of prioritized directions for future program development contributed to by all the key decision makers who remained involved in the process.

In the case of a Nominal Group technique one is likely to include some of the elements of the face to face exchange. A combination of the Delphi with some exchange may be appropriate if the exchange would be fruitful. Given the constraints of time and the volatile nature of the issue, the face to face

²⁰² Nelms and Porter, 48.

²⁰³ Ham and Hill state that, "Bachrach and Baratz define nondecision-making as 'the practice of limiting the scope of actual decision-making to 'safe' issues". Christopher Ham and Michael Hill, The Policy Process in the Modern Capitalist State (Great Britain: Wheatsheaf Books Ltd., 1984), 64.

exchange may best be limited to a discussion of the results of a Delphi and the nature of the process for proceeding with the SAA program from that point on.

(3.42) Choosing The Most Suitable Type Of Delphi:

Mitroff and Turoff discuss three philosophical perspectives which underpin three types of Delphi: Lockean, Kantian, and Hegelian. Mitroff and Turoff state that the traditional Delphi was primarily based upon a Lockean Inquiry System which places its emphasis on the primacy of data, and relegates the production of explanatory models to a secondary role. The Lockean Delphi is,

characterized by a strong emphasis on the use of consensus by a group of 'experts' as the means to converge on a single model or position on some issue. In contrast the explicit purpose of a Kantian Delphi is to elicit alternatives so that a comprehensive overview of the issue can take place.²⁰⁴

Kantian Inquiry gives equal weight to data and models with an emphasis on generating as many alternatives as possible for decision makers to choose from. In the words of Mitroff and Turoff,

A Kantian , or 'contributory', Delphi attempts to design a structure which allows many 'informed' individuals in different disciplines or specialties to contribute information or judgments to a problem area which is much broader in scope than the knowledge that any one of the individuals possesses.²⁰⁵

The Kantian Delphi, then, seems better suited to the task at hand of planning for a SAA program for the MSW program, since the MSW Faculty and decision makers are more accurately described, in Mitroff and Turoff's words, as "many

²⁰⁴ Ian I. Mitroff and Murray Turoff, "Philosophical and Methodological Foundations of Delphi", The Delphi Method: Techniques and Applications, eds. Harold A. Linstone and Murray Turoff (Reading, Massachusetts: Addison-Wesley Publishing Company, 1975), 28.

²⁰⁵ Mitroff and Turoff, 28.

'informed' individuals in different...specialties".

However, a Hegelian Delphi merits consideration. A Hegelian Delphi starts "with either the prior existence (identification) of or the creation of two strongly opposing (contrary) Leibnizian models of a problem."²⁰⁶ (Leibnizian Inquiry emphasizes the primacy of explanatory models over data.) Through the Hegelian Delphi,

It is intended that out of a dialectical confrontation between opposing interpretations...the underlying assumptions of both Leibnizian models (or opposing policy experts) will be brought up to the surface for conscious examination by the decisionmaker who is dependent on his experts for advice.²⁰⁷

"It is also hoped that as a result of witnessing the dialectical confrontation between experts or models, the decisionmaker will be in a better position to form his own view (i.e., build his own model or become his own expert) on the problem that is a 'creative synthesis' of the two opposing views."²⁰⁸ As Mitroff and Turoff argue,

Hegelian IS are best suited for studying 'wickedly' ill-structured problems. These are the problems that, precisely because of their ill-structured nature will produce intense debate over the 'true' nature of the problem. Conversely, Hegelian IS are extremely unsuited to well-structured, clear-cut problems because here conflict may be a time-consuming nuisance.²⁰⁹

This latter point suggests that a Hegelian Delphi, while perhaps applicable to the study of a "'wickedly' illstructured problem" such as SAA in SOSW, may generate conflict which is very time-consuming. This is a significant problem for the implementation of a Delphi planning approach in this instance since the researcher is bound by the constraints of a relatively short time period for

²⁰⁶ Mitroff and Turoff, 30.

²⁰⁷ Mitroff and Turoff, 30.

²⁰⁸ Mitroff and Turoff, 30.

²⁰⁹ Mitroff and Turoff, 31.

completing the project.

Therefore, it would appear that a Kantian based Delphi remains a better choice of Delphi approach for assisting SAA program planning for the SOSW through a practicum project. The primary implication of subscribing to a Kantian Delphi is to generate a diversity of options for the decision makers rather than the "one right way" implied by consensus.

4. INTERVENTION:**(4.1) Clients and Setting:****Clients:**

Two client groups are to be served by the practicum:

1. Primary Clients: The members of the School of Social Work MSW Program Committee and MSW Admissions Committee.
2. Secondary Clients: The Target Groups that the SAA program will be designed to serve. This latter group will not be directly served by the practicum, but may indirectly benefit if a SAA program is implemented.

Setting:

The School of Social Work, University of Manitoba, Canada provides undergraduate and graduate social work education programs. It is the only School of Social Work in Manitoba. It operates out of three physical locations: (1) The Fort Garry Campus in South Winnipeg in the heart of the University of Manitoba Complex (Bachelor and Master of Social Work Programs); (2) The Winnipeg Education Centre in Central Winnipeg (Bachelor of Social Work Program focussed on recruiting core area residents, including a large proportion of native persons); and (3) The Thompson Program in Northern Manitoba (Bachelor of Social Work Program focussed on recruiting Northern Manitobans, including a large proportion of native persons). This Practicum will focus on the Master of Social Work Program which is offered only out of the Fort Garry Campus.

(4.2) Research Design:

The research design is best summarized by Figure I below, (**completion** dates, for each component are recorded along the left margin):

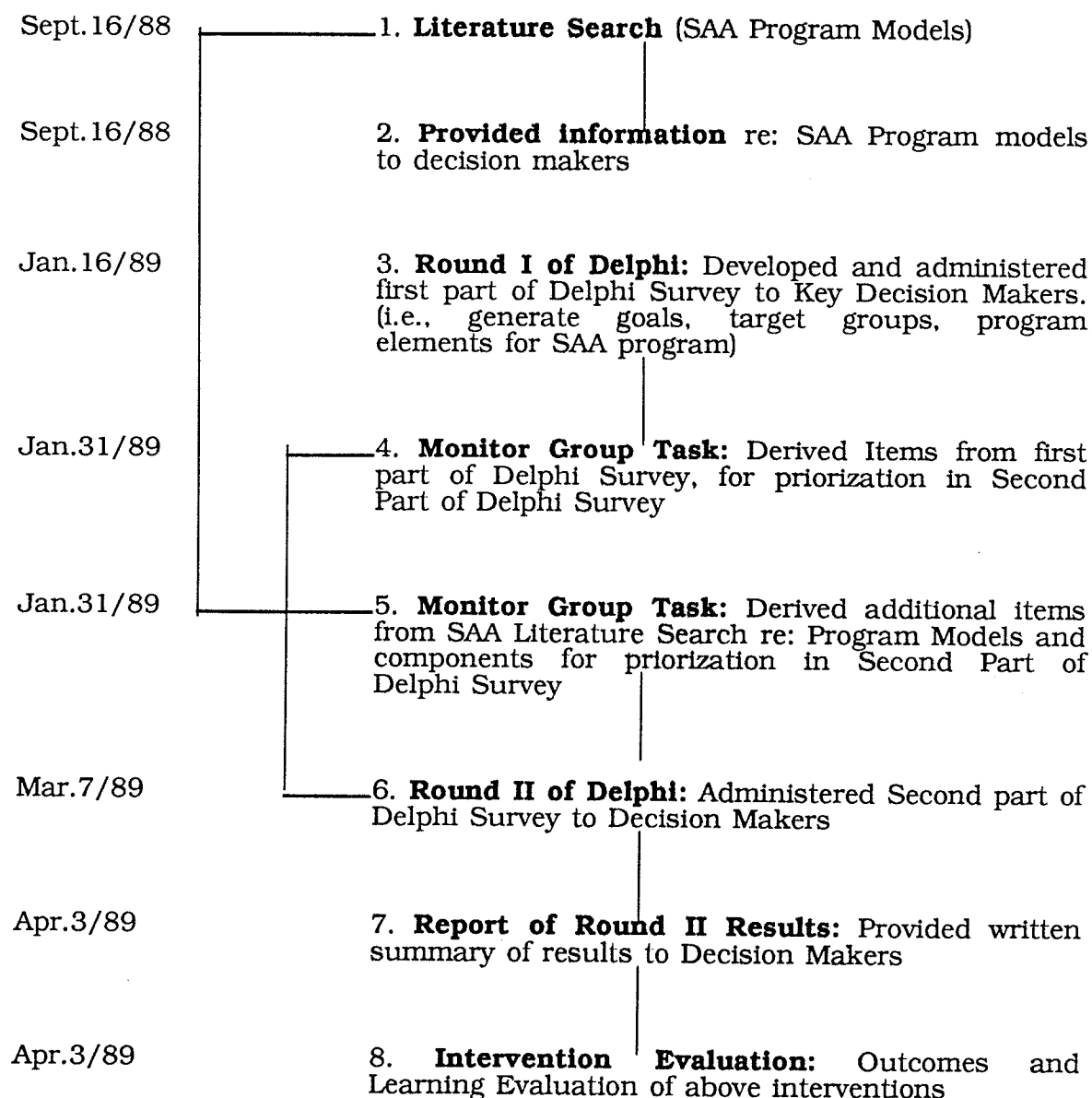


FIGURE 4. Research Design: Major Components Flow Chart

Each one of the Research Design Components are elaborated on below:

1. **Literature Search** of SAA program models. A Complete Literature Search was performed of the Social Work Research and Abstracts to obtain articles about SAA in graduate and undergraduate Social Work Education. The specific domain was from 1988 to the first edition of the Abstracts in 1965. The Abstracts were searched using the following terms: "affirmative action", "college students", "disabled", "discrimination", "education--higher", "equality", "ethnic groups", "handicapped", "indian", "minority groups", "natives", "schools of social work", "social work education", "social work students". In addition, the main holdings of the University Manitoba were examined by card catalogue and computer; the Dissertations Abstracts were inspected for Ph.d. Theses; University of Manitoba Master's Theses were likewise inspected; and an ERIC search was performed to obtain articles about SAA in Higher Education.

2. **Provide information** regarding SAA program models to decision makers. The SAA literature review was presented to the MSW Program Committee and the MSW Admissions Committee Chairpersons accompanied by an oral presentation at the September 16, 1988 MSW Admissions Committee meeting. Partial copies were provided to the MSW Admission Committee members present at that meeting.

3. **Round I of Delphi:** Developed and administered first part of Delphi Survey to School Council Members (i.e., generate goals, target groups and program components for SAA program).

Description: The implementation of the first round delphi questionnaire consisted of the following steps: a) approval by the School of Social Work

ethics committee (See Appendix "C" for the letter of approval and outline of procedures); b) construction of the questionnaire by the author; c) pretesting of the questionnaire by 5 former professors of the School of Social Work selected by the Practicum Advisor to be persons similar to those who would be surveyed; d) review of the questionnaire by all the members of the Practicum Committee; e) review of the questionnaire by the Chairpersons of the MSW Program Committee and MSW Admissions Committee; f) distribution of the questionnaire to 63 members of School Council of the School of Social Work; g) monitoring of response rate; h) a first reminder letter with survey reenclosed (1 week after survey first sent out); and i) a second reminder letter without survey (2 weeks after survey first sent out).

Ethics Approval: A central function and reason for choosing this particular research design was to ensure anonymity and thus provide a protected forum for respondents to express their honest opinions about the components of a SAA Program for the MSW Program. This ability to elicit honest responses due to anonymity is one of the greatest advantages of a mail survey as indicated by Dillman.²¹⁰ Thus, means for ensuring anonymity were built into the design from the beginning.

Questionnaire Construction: The Round I Delphi Questionnaire was modeled after Carol Lindeman's sample open-ended first round questionnaire²¹¹ and Michael Patton's Goals Clarification exercise.²¹² In order to generate goals, Patton's recommendations were followed regarding separating

²¹⁰ Don A. Dillman, Mail and Telephone Surveys: The Total Design Method (New York: John Wiley and Sons, 1978), 74-75.

²¹¹ Carol Lindeman, Priorities Within The Health Care System: A Delphi Survey (Kansas City, Missouri: American Nurses' Association, 1981), 4.

²¹² Michael Quinn Patton, Practical Evaluation (Beverly Hills, California: Sage Publications Inc., 1982), 102-110.

the generation of goals from specification of means for their measurement²¹³. The survey was divided into three sections of open-ended questions--Goals Generation, Target Group Generation, and Program Component Generation. In each section, the respondent was asked to produce five goals, five target groups and five program components for the Student Affirmative Action Program. (The Round I survey is enclosed as Appendix "A".) The limit of "five" responses per section was chosen because it seemed manageable for respondents and sufficient to generate survey items for Round II. However, in retrospect, fewer response spaces per section may have acted to increase response rate. Perhaps three response spaces per section would have sufficed and would have better met some of the criticisms of the instrument which were provided by pretesters as discussed below.

Pretesting: The pretesters were verbally instructed to review the survey from the perspective of respondents, identify problems with the instrument and make recommendations for improving it. The pretesters identified the following problems with the instrument: complexity; unclear goals and objectives section; unhelpful sample responses; awkward footnotes in cover letter; too time consuming; typestyle too small; lack of motivator in cover letter; confusing bold vs. light typeface; and lack of background information regarding survey importance and intended users of results.

The recommendations of the pretesters were as follows: include a definition of goals; use simple, clear examples to illustrate responses to each section of the survey; use larger typestyle; provide more space for responses; give background information about why the survey was important and who would use the results; underline phrases to be highlighted; and provide a motivator to the respondents. These recommendations were incorporated into the final survey. The subsection on Objectives was eliminated from the section

²¹³ Patton, 104.

on Goals and Objectives to reduce confusion cited by the pretesters.

Review and Approval: After completion of pre-testing the survey was edited and then reviewed by all members of the Practicum Committee. Comments from the pretesters were discussed with the Practicum Advisor and some suggestions were made by the Advisor for incorporating a motivator in the cover letter. The Practicum committee members approved the changes made to the survey. Finally, the survey was submitted to the MSW Program Committee Chairperson who gave final approval for the cover letter which indicated the nature of the use of the study results by the MSW Program Committee. (The cover letter is enclosed in Appendix "A".)

Study Sample: The initial mailing of the survey was distributed to 63 members of School Council of the School of Social Work. The group surveyed was comprised of all the members of School Council except support staff. This included: (a) all full-time and sessional faculty of the Fort Garry Campus School of Social Work (N=35), the Winnipeg Education Centre School of Social Work (N=9), the Thompson School of Social Work (N=6); (b) adjunct professors (N=3); (c) Child and Family Services Research Group (N=1); (d) BSW Student Council Members (N=4); (e) MSW Student Representative (N=1); and (f) University of Manitoba Administration (N=4). This respondent group was selected on the recommendation of the Practicum Committee because of the School Council's influential role for approving policy and programs of the School of Social Work. School Council was deemed by the Practicum Committee to be the committee upon which the ultimate livelihood of a Student Affirmative Action program in the MSW program would depend.

Implementation: The first round mailing was sent out on Friday December 2, 1988. It consisted of the following: a non-personalized cover letter; a copy of the survey; a self addressed stamped envelope (SASE) for off-campus respondents and a self addressed envelope for on-campus

respondents. (see Appendix "A") The package was enclosed in a regular size business envelope, which according to Dillman is less intimidating than a letter size manila envelope, and, thus more likely to encourage response.²¹⁴

Follow-up Reminders: Please see Appendices "E" and "F" for the reminder letters sent out for the Round I survey. Please note that "^^"codes in the addressee spaces on follow-up letters enclosed in the appendix are computer codes used to personalize the letters. Reminders were sent out at one and two weeks after the survey was first distributed. The first reminder included a copy of the survey and a SASE. The second reminder was comprised of a letter only. The procedure of sending out two reminders was modelled after the example described by Babbie in his text on Social Statistics in order to maximize response rates²¹⁵.

Literature reviewed indicated only insignificant increases in response rate between follow-up letters with or without survey reenclosed, but suggested reenclosing the survey if this could be afforded ²¹⁶.

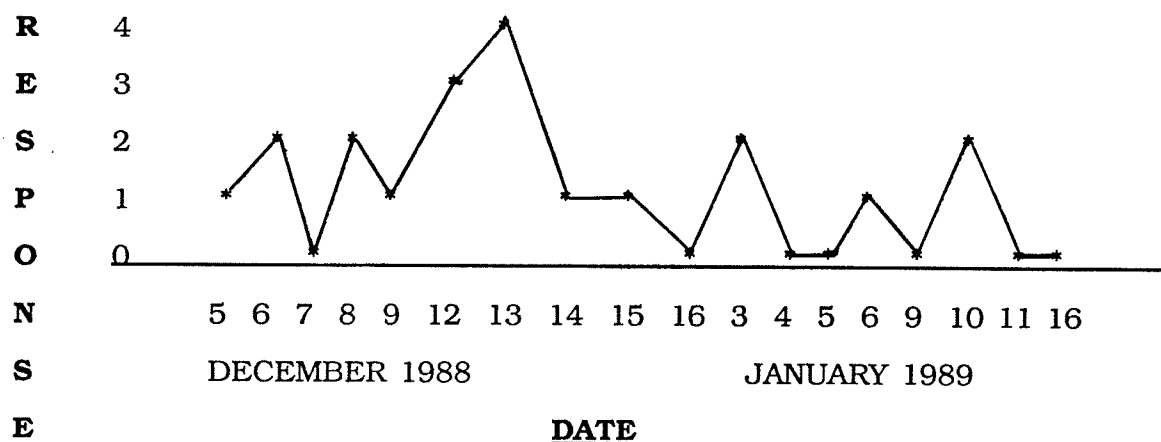
Monitoring of response rate: The Round I Survey was sent out on Friday December 2, 1988. Responses were received and monitored from Monday December 5, 1988 to January 16, 1989. Responses were received at the School of Social Work General Office as illustrated by Figure II below:

²¹⁴ Dillman, 122.

²¹⁵ Earl R. Babbie, The Practice of Social Research, 4th ed., (Belmont, California: Wadsworth Publishing Co., Inc., 1986), 220.

²¹⁶ Thomas A Heberin and Robert Baumgartner, "Is a questionnaire necessary in a second mailing?" Public Opinion Quarterly 45 (1981): 107.

TABLE 2. Round I Number Of Responses By Date



Total Round I Responses = 22/63 or 35%

Analysis: It appears that the response rate of 35% is poor. Even though literature regarding mail surveys of the general population claim a response rate of anywhere from 30% to 70% acceptable,²¹⁷ it must be noted that this study was not performed on the "general population".

The population under study in this case appears relatively homogeneous. It is comprised primarily of Social Work academics. This suggests that the response rate should be higher since Dillman indicates that the response for specialized homogeneous populations will tend to be higher than for the general population.²¹⁸

However, Dillman suggests two factors which may have contributed negatively to the response rate: (a) never send out a questionnaire during the

²¹⁷ John Goyder, "Face-to-Face Interviews and Mailed Questionnaires: The Net Difference in Response Rate," Public Opinion Quarterly 49, no. 2 (1985): 234-235.

²¹⁸ Dillman, 51.

Christmas period of December,²¹⁹ and (b) open-ended questions can be very demanding.²²⁰ Both factors apply directly to the first round of this study. Due to time constraints, the first round survey was sent out 1 December 1988. December is a particularly heavy month for academics due to first term exams and marking requirements. Additionally, the first round of a Delphi Study is, by convention, an open-ended questionnaire. Both factors seem very plausible determinants of the low response rate despite the relatively homogeneous, specialized nature of the population.

Nonetheless, a high response rate is not as critical in Round I as in Round II. The Round I generation of items, in fact, has been substituted by several researchers by generation of items through a literature search.²²¹ For the purpose of this study, the Round I survey was to generate as many items as possible which would be supplemented by the literature review, thus combining both methods.

Nonetheless, the responses were not without value, given their quality.

²¹⁹ Dillman, 180.

²²⁰ Dillman, 88.

²²¹ The following studies were found to have substituted or supplemented the first round open-ended questionnaire with a questionnaire comprised of items derived through a literature review:

Phillip R. Foster, Michael R. Kozak, and Gene R. Price, "Assessment of Industrial Arts Field Experiences" (Texas: North Texas State University, Denton Division of Industrial Technology, 30 June 1985), ERIC, ED 266 255.

Linda R. Glosson, Patricia Horridge, and Myrna B. Timmons, "Post-Secondary Analysis of Clothing/Textiles Technology Programs in Texas" (Lubbock, Texas: Texas Technological University, Home Economics Curriculum Center, 30 June 1985), ERIC, ED 266 261.

Patricia Jane Kramer and Loren E. Betz, "Effective Inservice Education in Texas Public Schools: Research Monograph" (Texas: East Texas School Study Council, Commerce, 1987), ERIC, ED 290 205.

Patrick L. Reilly, "Curriculum Revision Using Advisory Committees and a Modification of the Delphi Technique for Electronic Engineering Technology Programs," Practicum Paper, Nova University, April 1986, ERIC, ED 275 913.

Philip A. Streifer and Edward F. Ivanicki, "The Validation of Beginning Teacher Competencies in Connecticut," Paper presented at the Annual Meeting of the American Educational Research Association, 31 March to 4 April 1985, ERIC, ED 265 148.

Due to the length of time required to complete the Round I survey, its complexity, and the controversial nature of the subject material it was not entirely surprising to find a relatively low response rate. However, the responses were rich with information which could be used to produce a second round survey. This is the key in evaluating the first round survey--its purpose was to generate items for the second round survey and it fulfilled this purpose well. The level of response does not merit that the responses be considered representative of the group surveyed. However, representativeness is not the primary test of the first round survey. Rather sufficient quantity and quality of responses to construct a Second Round survey is more important. Representativeness becomes much more important in the second round survey in which the items are rated and mean scores used to prioritize the items. It is in this second round that it is very important for the response rate to be as high as possible in order for the data analysis to be as meaningful as possible.

4. **Monitor Group Task:** A monitor group consisting of myself and one member of my Practicum committee from outside the School of Social Work edited and derived items from those generated in the first Round Delphi Survey for inclusion in the Second Round Delphi survey.

O'Shea cites from Flanagan (1962) the following systematic process which was used for deriving survey items for Round II of the Delphi from statements generated in Round I:

- (1) sort statements into general topic areas; (2) formulate tentative headings of major categories within each topic area; (3) sort events into these major categories as necessary. During this stage time will be economized if all events which are similar are clipped together and treated as one unit regardless of changes in sub-category definitions; (4) after a substantial portion of the events have been classified, prepare new tentative definitions of major headings and generalized statements for the main categories of each major heading; (5) after all incidents have been classified, review definitions and revise where necessary. Synthesize subcategories into units; (6) utilize stated values (one most important and five least important) of events within each

unit to derive generalized statements of the unit; (7) record all unit statements from each topic area...into final list of statements.²²²

The above guidelines were used to sort and edit the Round I responses into a Round II Survey, which was then forwarded with the raw responses and categorized responses to the Practicum Committee Editor to check for bias and representativeness of the survey. The Editor's comments were then incorporated into the survey.

5. Monitor Group Task: In addition, items were independently derived from the SAA Literature Search which were not duplicated by the Round I responses for inclusion in the Round II Survey. The items were taken in large part from the summary of program components derived from the Student Affirmative Action Literature Search--see Figure 3.

6. Round II of Delphi: Administered Second part of Delphi Survey to Decision Makers. (Priorize Goals, Target Groups, and Program Components)

Description: The implementation of the second round delphi questionnaire consisted of the following steps: a) construction of the questionnaire by the author; b) checking of the accuracy of the process by a Practicum Committee Editor as described above; c) pretesting of the questionnaire by the 2 other members of the Practicum Committee--the survey was submitted for feedback twice, and reviewed intensively with the Practicum Advisor; d) notification to the Practicum Committee members of my intention to distribute the questionnaire as enclosed the day prior to doing so and requesting last minute revisions if deemed necessary; e) distribution of the questionnaire to 62 members of School Council (1 person from the First

²²² Lawrence J. O'Shea, "Comparing Predictions of Future Trends in Special Education: Final Performance Report" (Washington, D.C.: Pennsylvania State University, Special Education Programs, 24 December 1981), 15, ERIC, ED 245 515.

Round had asked not to be included)--the first mailing included the survey, computer answer form, a pencil to complete the answer form, a postcard, and a SASE; f) monitoring of response rate; g) a first reminder letter (1 week after survey first sent out); h) a second reminder letter with survey reenclosed (2 weeks after survey first sent out); i) a third reminder letter advising of phone call to follow (3 weeks after survey first sent out); and j) a follow-up phone call reminder to answer any questions.

Questionnaire Construction: The second run questionnaire consisted of a list of edited representative statements from the Round I responses. The respondents were asked to use a five point scale to rate the importance of each of the statements for the Student Affirmative Action Program. Respondents were again instructed to give all responses anonymously. For illustration, please see the Round II questionnaire in Appendix "B".

The end points of the five point scale were labelled "low importance" and "high importance" respectively. The middle range points of the five point scale were not labelled in accordance with the findings of Andrews. He asserted that response quality increased when middle range points on a scale were not labelled.²²³

The questionnaire was edited in accordance with guidelines described by Greg Mason et al. in their survey research manual in an effort to reduce resistance to questionnaire completion²²⁴. Items on the questionnaire were also

²²³ Frank M. Andrews, "Construct Validity and Error Components of Survey Measures: A Structural Modeling Approach," Public Opinion Quarterly 48 (1984): 432. I am indebted to Professor Nina Colwill, Faculty of Management, University of Manitoba for drawing my attention to the scale labelling issue and providing this reference.

²²⁴ Greg Mason, Brian Mcpherson, Derek Hum and Lance Roberts, Survey Research Methods, 2nd ed., (Winnipeg, Manitoba: Institute for Social and Economic Research, 1983), 72-83. I am indebted to Professor Paul Newman, School of Social Work, University of Manitoba for drawing my attention to this manual and providing me with this reference.

ordered in rough accordance with Mason's guidelines--i.e. with less difficult questions coming first²²⁵. The middle section of the questionnaire for rating Goals appeared most demanding and was placed immediately after target groups in order to be addressed at the peak of the respondent's ability, just after the warm up and yet before fatigue. The last section on program components was viewed to be less demanding than the section on Goals since it flowed logically from the section on goals. Therefore, it was placed last. However, a danger with the questionnaire was that it was quite long--160 items. This issue was discussed with the Advisor and the decision was made to proceed with making the items as concise as possible while retaining as many as possible as generated through the Round I Survey.

Pretesting: The survey was pretested through multiple review by the two members of the practicum committee not involved in the editing of the survey from the raw responses. These practicum committee members were both members of the School Council sample group to whom the survey would be distributed and, therefore, were able to assess the strengths and weaknesses of the instrument from the point of view of would be respondents as well as practicum advisors. While it is not optimal to use a portion of the respondents for pretesting, it was significantly less time consuming to do so. Furthermore, the pretesters were necessarily exposed to the instrument in their role as practicum advisers. Therefore, no additional exposure was made through the pretesting. The instrument was reviewed twice with both persons and feedback from both was incorporated into the instrument. An additional review was conducted with the Practicum advisor two days prior to the target distribution date for the survey. Again, review remarks were incorporated into the instrument and approval was given by the practicum advisor to proceed with the survey distribution pending the consent of the other practicum

²²⁵ Mason et al., 82.

committee members.

Finally, the instrument was distributed to all three practicum committee members the day before the distribution date with a letter explaining the researcher's intention to distribute the questionnaire the following day and requesting contact that evening at any of several phone numbers to advise of any additional changes to the instrument. The instrument was distributed the following day.

Survey Sample: The questionnaire was distributed to 62 members of School Council--the same sample as in round I excluding one person who had asked not to be included in the study. In addition, during the final follow-up phone reminders, it was discovered that one of the respondents was seriously ill and had been for some time. The respondent, therefore, was dropped from the study. One support person, who had been very involved in the subject, was added, thus yielding a final sample of 62.

Implementation of the Mailing: The first mailing was sent out February 1, 1989. It consisted of a cover letter, the survey, the computer response form, a pencil, a postcard and a Self Addressed Stamped Envelope (SASE) or Self Addressed Envelope. (see Appendix "B") In many instances, the persons surveyed would receive the survey within one of the School of Social Work sites where postage would not be required and, therefore, was not supplied. Where surveys were sent to home addresses, a SASE was enclosed. The postcards were enclosed, in accordance with the survey design example described by Babbie²²⁶, as a means to identify those respondents who had returned completed surveys while protecting their anonymity. It was also used as a means to reduce the frustration that some respondents might experience from receiving follow-up mailings after they had returned their survey; some respondents reported such frustration with the first round survey. The

²²⁶ Babbie, 222.

"postcards" were 3" X 5" index cards with the respondent's mailing label in the upper left hand corner and a return address label in the centre.

Follow-up Reminders: Four follow-up contacts were made at approximately one week intervals. The first three contacts were made by mail and the fourth contact was made by telephone. One week after the initial mailing of the survey, a reminder letter was sent out to each respondent who had not returned a completed survey as indicated by the postcards received. (see Appendix "F") This one week period was followed in accordance with the constraints of time facing the author to complete the practicum. Nonetheless, it also finds theoretical support in the Total Design Method as described by Dillman²²⁷. The total design method is recommended by Babbie in the latest edition of his Social Research Text.²²⁸ Dillman indicates that it is a good idea to send out a postcard one week after the original survey has been sent out, but not to reenclose the survey at this time.²²⁹

The survey is to be reenclosed with the third mailing which is to be sent out three weeks after the first mailing, according to Dillman.²³⁰ However, again in an effort to meet the established time deadlines the third mailing with survey reenclosed was sent out two weeks after the first mailing. This mailing consisted of the same items as the first mailing. However, the cover letter was revised and modeled after the second reminder cover letter illustrated by Dillman.²³¹ Please see Appendix "G" for a copy of the second reminder cover letter.

²²⁷ Don A. Dillman, Mail and Telephone Surveys: The Total Design Method (New York: John Wiley and Sons, 1978), 163.

²²⁸ Babbie, 221.

²²⁹ Dillman, 183.

²³⁰ Dillman, 183.

²³¹ Dillman, 187.

Lastly, in accordance with the total design method, a fourth mailing seven weeks after the first mailing is to be made in which the survey is again reenclosed but sent by registered mail. As this would be impractical in this case due to the cost and the fact that many of the surveys are distributed by hand to faculty mailboxes, a "reasonable facsimile" to the registered mail approach was attempted. In this case, a letter on University of Manitoba letterhead with Practicum Advisor endorsement and further assurance of confidentiality was used three weeks after the first mailing was sent out. The letter mentioned that a phone call would follow to offer assistance with the survey. Please see Appendix "H" for a copy of the third reminder letter.

The third reminder letter had been distributed on a Wednesday and the phone calls were initiated the following Monday, February 27, 1989. The format of the phone calls was loosely guided by reference to Dillman's outline of social exchange theory as applied to survey design. The following figure illustrates the points which guided the phone contact:

Reward Respondent

- * emphasize desire to consult
- * offer help with any concerns or questions
- * emphasize importance of response re: representativeness for School's use
- * emphasize importance of study for application by developers of voluntary Affirmative Action Programs

Reduce Costs to Respondent

- * assure complete anonymity
- * assure need not be expert
- * inform want just your opinion
- * advise respond to as many items as possible
- * inform need not have filled out first round questionnaire

Establish Trust

- * Inform that Study has been reviewed and approved by MSW Program Committee
- * Inform that Study has been reviewed and approved by School of Social Work Ethics Committee
- * Inform that Study has been reviewed and approved by Practicum Committee

FIGURE 5. Round II, Reminder 4 Telephone Reference Notes. Derived from Don A. Dillman, Mail and Telephone Surveys: The Total Design Method (New York: John Wiley and Sons, 1978), 18.

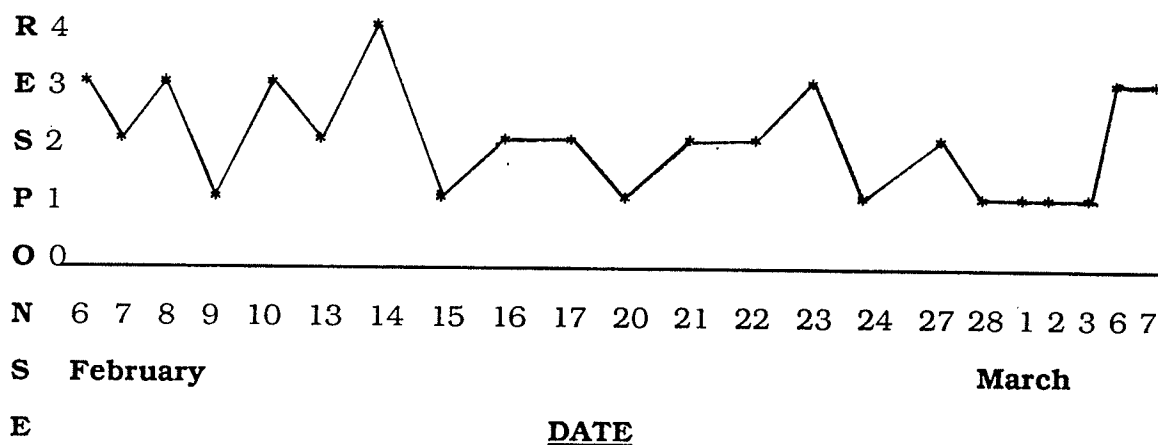
Throughout the follow-up mailing process the Total Design method of increasing the intensity of the request to complete the survey was used to build to the strongest final request in the last follow-up letter.²³²

In addition to the follow-up efforts of the researcher, the practicum advisor reminded colleagues of the importance of their response to the study. On two occasions the advisor made verbal reminders to meetings of the School Council. The advisor reminded respondents individually and mentioned the importance of response to the study in a telephone call to field instructors.

Monitoring of response rate: The Round II Survey was sent out on Wednesday February 1, 1989. Responses were received and monitored from Monday February 6, 1989 to Tuesday March 7, 1989. Responses were received at the School of Social Work General Office as illustrated below:

²³² Dillman, 182.

TABLE 3. Round II Number Of Responses By Date



Total Round II Responses = 44/62 or 71%

This overall response rate is very good considering that Dillman indicates that with surveys over 125 items the best response rates found with the Total Design Method were approximately 65% even with specialized groups.²³³ The second round survey was comprised of 160 items (all close-ended) which well exceeds the 125 point of diminishing returns that Dillman indicates.²³⁴ Hindsight recommends that the survey may have received a higher response if it had included fewer items. Nonetheless, the response rate achieved provides a representative picture of the perspective of the large majority (71%) of School Council Members towards the elements of a Student Affirmative Action Program.

The SAA literature review presented at the beginning of this report described an article by Matsushima which is of particular relevance to an

²³³ Dillman, 55-56.

²³⁴ Dillman, 55.

analysis of the response rate received in this study. Matsushima surveyed social work faculty and students about an element of SAA--infusion of minority content regarding Blacks in the curriculum. He received a low response rate and went on to question colleagues about their resistance. He then deduced the following reasons for Faculty and Student resistance which are summarized in point form below:

Faculty: (1) Reasons for Survey resistance: (a) inundation of surveys, (b) objections regarding only certain target groups being in survey. (2) Reasons for Minority content resistance: (a) advocacy of "colour-blindness" argument, (b) infusion of minority content claimed to be contrived, and (c) sheer weight of potential content.²³⁵

Students: (1) White students reasons for SAA resistance: because SAA impinges on students' vital interests, e.g.--loans, scholarships, admissions criteria, employment opportunities. (2) Black students reasons for SAA resistance: because Blacks recognized covert resentment of whites, identity conflicts with other Black students, and resented being stereotyped as representing all Blacks.²³⁶

Due to the similarity of the populations studied, these reasons seem likely to apply to the resistance of some University of Manitoba School of Social Work faculty and students to the present study. Some faculty have mentioned to me informally that they are inundated with surveys. Several respondents seemed overwhelmed by the "sheer weight of the request": they pointed out that the subject matter required a great deal of thought. In addition, the Study was comprised of two rounds of surveys sent to the same respondents. This is quite a demanding process in addition to the difficulty of

²³⁵ Matsushima, 219.

²³⁶ Matsushima, 220-221.

the subject matter.

If one considers the demands of the particular two round Delphi design with a very demanding first round of completely open-ended questions, the demands of the second round questionnaire length, and the difficulty of the subject matter, then, the response rate achieved for the second round is fairly remarkable.

When the responses are broken down into specific categories, the following pattern emerges as illustrated by Table 4 below:

TABLE 4. Round II Response Rate By Respondent Location And Status

Location:	<u>Fort Garry Campus</u>			<u>WEC*</u>	<u>Thompson</u>	
Sample: (Total N=62)	N=47			N=9	N=6	
Status:	Other	FT	Sess.	FT	Sess.	FT
R (44)	8	17	7	4	2	6
NR(18)	5	4	6	2	1	0
Totals:	13	21	13	6	3	6

Legend: Other = 3 Adjunct Professors to the School of Social Work, 3 University of Manitoba Administration, 1 admissions support staff, 1 Child and Family Services Research Group Staff, 4 B.S.W. Student Council members and 1 M.S.W. Student Representative; FT = Full Time Faculty; Sess. = Sessional Faculty; R = Respondents; NR = Non-respondents.

* Winnipeg Education Centre

Of particular importance is the completion of the Second Round Survey by 17/21 or 81% of full-time Fort Garry Faculty. These individuals would seem to be the members of School Council who are most involved with the M.S.W. program. Therefore, their response was quite important to the study.

7. Report of Results of Round II Survey: Provide written summary of results to Decision makers

Data Entry: Data was collected from the Second Round Delphi Survey using computer forms as respondent answer sheets. These forms are the type regularly used for multiple choice exams at the University of Manitoba. (See end of Appendix "B") The completed forms were to be submitted to Data Services at the Administration Building where a form reader would create a data set on the University's main frame computer, thus saving data entry time and error. This data set would be "downloaded" to a microcomputer for

descriptive statistical analysis. However, the slow rate of response to the survey allowed the researcher to enter the data manually into the personal computer. Each response was entered and numbered. Then, the data set was printed and each record was checked against the response sheets for accuracy. The check was performed for each entry in each record. This check ensured 100% accuracy between the response sheets and the data set.

Statistical Analysis: This section will be presented in two parts. Statistics used to create lists of target groups, goals and program components sorted in order of importance will be discussed first. Then, statistics used to examine the relationships between variables will be analyzed. STATSPAC²³⁷ was used to produce all the statistics for this study. Lutz was consulted to choose and interpret the most important statistics to derive in order to correctly represent the meaning of the data.²³⁸

Statistical Analysis I--The Most Important Items: The ten items in each section (Target Group, Program Goals, Program Components) which were rated to have highest importance by the respondents for a Student Affirmative Action Program in the Master of Social Work Program are presented in Table 5, Table 6 and Table 7 below:

²³⁷ STATSPAC: Statistical Analysis Program, version 6.0, David S. Walonick, 1986.

²³⁸ Gene M. Lutz, Understanding Social Statistics (New York, New York: MacMillan Publishing Co., Inc., 1983).

TABLE 5. Top Ten Target Groups In Descending Order Of Importance By Mean Score With Descriptive Statistics

<u>Variables in order of importance</u>	<u>Cases</u>	<u>Mean</u>	<u>SD</u>	<u>Med.</u>	<u>Mode</u>	<u>Skew</u>	<u>Kurtosis</u>
1. (v4) Native persons with BSW	43	4.698	0.877	5	5	-3.511	14.760
2. (v5) Native persons with BSW or equivalent	43	4.558	0.897	5	5	-2.494	8.905
3. (v27) Disabled persons with BSW	42	4.476	1.006	5	5	-2.323	7.846
4. (v21) Refugees with BSW	43	4.465	0.973	5	5	-1.948	6.091
5. (v13) Immigrants with BSW	43	4.372	1.162	5	5	-1.913	5.551
6. (v44) Thompson B.S.W. graduates	44	4.273	1.213	5	5	-1.603	4.371
7. (v43) Winnipeg Education Centre B.S.W. graduates	44	4.273	1.213	5	5	-1.603	4.371
8. (v40) Visible minorities who have a BSW	42	4.214	1.186	5	5	-1.533	4.389
9. (v1) Native People (Status Indians, Non-Status Indians, Metis or Inuit) regardless of residence at point of application	42	4.119	1.238	5	5	-1.129	2.981
10. (v33) Aboriginal Women	42	4.119	1.219	5	5	-1.017	2.572

Legend: Cases = Number of valid responses; SD = Standard Deviation; Med. = Median

TABLE 6. Top Ten Program Goals In Descending Order Of Importance By Mean Score With Descriptive Statistics

<u>Variables in order of importance</u>	<u>Cases</u>	<u>Mean</u>	<u>SD</u>	<u>Med.</u>	<u>Mode</u>	<u>Skew</u>	<u>Kurtosis</u>
1. (v79) The school should be physically accessible to the physically disabled; classroom access, washroom access, facility access, etc.	44	4.818	0.534	5	5	-3.716	18.272
2. (v68) Ensure course standards continue to be met by all students	42	4.786	0.513	5	5	-2.370	7.646
3. (v80) Identify barriers for target groups in accessing and participating in the MSW program	43	4.628	0.648	5	5	-1.509	3.952
4. (v108) The School of Social Work must ensure that Human Rights are being honoured	43	4.628	0.683	5	5	-1.564	3.923
5. (v73) Offer Field work opportunities for developing intervention skills in target group issues	43	4.581	0.690	5	5	-1.781	6.064
6. (v81) Develop a plan to eliminate barriers and accommodate special needs	43	4.581	0.785	5	5	-2.582	10.995
7. (v69) Enrich the curriculum with content relevant to target group students	44	4.523	0.839	5	5	-2.380	9.275
8. (v90) That the MSW program explore, with the professional association, the development of bursaries and scholarships for target group students	44	4.477	0.892	5	5	-1.855	6.380
9. (v72) Educate all graduates regarding barriers to service for target groups	43	4.465	0.924	5	5	-1.933	6.459
10. (v91) The school will use University wide resources to maximize financial supports for successful applicants	44	4.455	1.097	5	5	-2.004	5.878

Legend: Cases = Number of valid responses; SD = Standard Deviation; Med. = Median

TABLE 7. Top Ten Program Components In Descending Order Of Importance By Mean Score With Descriptive Statistics

<u>Variables in order of importance</u>	<u>Cases</u>	<u>Mean</u>	<u>SD</u>	<u>Med.</u>	<u>Mode</u>	<u>Skew</u>	<u>Kurtosis</u>
1. (v160)* An evaluation of the SAA program	44	4.727	0.750	5	5	-3.392	15.265
2. (v115) Course content on sexism, racism, and other forms of discrimination	44	4.477	0.988	5	5	-1.915	5.794
3. (v158) Policies governing the operation and monitoring of the SAA Program	44	4.432	0.914	5	5	-1.849	6.297
4. (v154) A public statement regarding the SAA Program disseminated everywhere potential target applicants might be reached	44	4.341	0.928	5	5	-1.749	6.003
5. (v116) Course material which deals sensitively with disability in class	44	4.295	1.057	5	5	-1.419	4.042
6. (v156)* Involvement of target group students, faculty, and community representatives on the committee(s) responsible for directing the SAA program	44	4.295	1.013	5	5	-1.665	5.589
7. (v146) A commitment from School Council to facilitate the interaction between the SAA and the mainstream students, such that both groups are enriched	44	4.250	0.980	5	5	-1.386	4.495
8. (v150) Tables set at levels appropriate for wheelchairs	44	4.250	0.908	4.5	5	-1.242	4.624
9. (v155)* A committee responsible for directing the SAA Program	44	4.227	1.165	5	5	-1.570	4.572
10. (v145) Additional academic tutorials to develop areas which might be weak or missing from target group students' backgrounds	44	4.205	0.842	4	5	-0.858	3.059

Legend: * = items derived through the literature search; Cases = Number of valid responses; SD = Standard Deviation; Med. = Median

The complete rank ordered data for all items by section is presented in appendices "I", "J" and "K".

Interpretation of the results: The above tables present the descriptive statistics for the top ten items in each of the Round II questionnaire categories of Target Group, Program Goals and Program Components. To interpret the results, key terms will be described, then a discussion will be presented that applies to all the categories, and finally the results for each category will be discussed individually.

In addition to the mean you will note that SD, Med., Mode, Skew, and Kurtosis are reported above. These terms are described below for assistance in interpretation of the tables:

MEAN: The centre of the deviations.²³⁹ The mean scores were calculated on the basis of the number of valid cases only.

STANDARD DEVIATION (SD): This is a measure of the variance of the responses in relation to the mean; the lower the standard deviation score, the more homogeneous the responses are around the mean. Standard deviations can only be compared to each other with variables that have the same or very similar mean scores.²⁴⁰

MEDIAN (MED.): The point below which 50% of the scores fall.²⁴¹

MODE: The most frequently occurring score.²⁴²

SKEWNESS: This refers to the shape of the distribution of scores--in particular the symmetry of the distribution. Skewed distributions "tail

²³⁹ Lutz, 83.

²⁴⁰ Lutz, 120.

²⁴¹ Lutz, 79.

²⁴² Lutz, 78.

off" from a normal bell shaped curve either in a positive or negative direction. The "tail" contains a low number of extreme scores which "pull" the mean score towards them. For example, for the results reported in this study, a negative skew means that the response for the particular variable "tails off" towards the low importance (scored as a "1") end of the scale. A positive skew would mean the opposite--that the response for the particular variable "tails off" toward the high importance (scored as "5") end of the scale. One can also see the direction of the skew of the distribution by examining the relationship between the mean, median and mode. In general, if the mean is lower than the median and mode the distribution has a negative skew; if the mean is higher than the median and mode the distribution has a positive skew.²⁴³

KURTOSIS: This also describes the nature of the distribution of the responses, but focuses on the extent of the "peaking" or "flatness" of the distribution rather than the extent of its symmetry. Lutz states that,

A normal mesokurtic distribution yields a KU value of 3.0. Distributions that are flatter than normal have values less than 3.0. Those that are more peaked than normal have values greater than 3.0. The further the value is from 3.0, the more extreme is the kurtosis.²⁴⁴

Across all categories the data has been arranged in the above tables in order of the importance assigned the items by the respondents. The measure of that importance is the mean score. The closer the mean is to a score of 5 then the higher the importance of the item. Conversely, the closer the mean is

²⁴³ Lutz, 94-95.

²⁴⁴ Lutz, 74.

to a score of 1 then the lower the importance of the item. However, the difference between mean scores may be very slight in some instances. Thus, the difference in importance between items may be very slight. Nonetheless, the items are arranged relative to each other in descending order of importance. In some instances, items obtained the same mean score. In such cases, the items have the same level of importance despite their ranking in the list.

The mean has been used as the prime measure of central tendency since its calculation takes into account all responses. In addition, for the sake of making comparisons, it is not confined to a whole number response category and is calculated in finer detail than the median to three decimal places. This allows finer distinctions to be made between variables. Its use requires, however, that the data be considered at least interval level. As Lutz indicates, there is debate about whether the data derived from responses to a Likert scale such as that used in this study may be considered interval level data.²⁴⁵ Lutz states, however, that some research indicates that little harm is done in general by pushing the data up one such level of measurement.²⁴⁶ In addition, in the construction of the scale on the questionnaire, care was taken to not label the scale midpoints. This is hoped to produce a perception by respondents that the scale items have equal intervals between them, thus, raising the data to an interval level. Support for this concept is derived from Andrews.²⁴⁷

Having discussed the measures reported, we will now turn to an analysis of the results for each of the Round II Questionnaire Categories.

²⁴⁵ Lutz, 15.

²⁴⁶ Lutz, 16.

²⁴⁷ Andrews, 432.

Firstly, we will consider the Target Groups Section.

Target Groups: It seems clear from Table 5. above that the respondents rated the possession of a BSW as a highly important factor for Target Group definition. This seems an obvious choice since a BSW or a pre-MSW is presently a prerequisite for entry to the MSW program. It is also clear that Native persons were given the highest importance as a Target Group which a SAA should be designed to benefit; Native Persons held four out of the top ten rankings of target groups. They were ranked as the first, second, ninth, and tenth most important target groups. This high ranking may be due to the fact that social workers are intensely aware of the plight of native persons in our society due to their over representation in our social service systems.²⁴⁸ However, there were limits to the extent that Native Persons were given high importance as Target Groups. For instance, the item which stated "Native Persons regardless of GPA" was ranked last in importance of the 60 Target Group variables--see Appendix "I".

In addition, there is an interesting problem in the 9th place ranking of "Native People (Status Indians, Non-Status Indians, Metis or Inuit) regardless of residence at point of application" vs. the 25th place ranking of "Natives with at least 2 years of social service experience". The problem lies in the inconsistency between the very high ranking of "Native persons with B.S.W." and the ranking of the aforementioned variables. The high ranking of Native Persons, Disabled Persons, Refugees and Immigrants with B.S.W. suggests that the possession of Social Work qualifications and experience are prime concerns of the respondents for ranking target groups high in importance. Therefore, one would expect that "Natives with at least 2 years of social service experience" would outrank "Natives...regardless of residence at point of

²⁴⁸ I am indebted to Professor Greg Selinger, School of Social Work, Winnipeg Education Centre, University of Manitoba, for pointing this out to me.

application". A possible reason for the inconsistency may have been the order of the items in the questionnaire. The item regarding "Natives...regardless of residence at point of application" was the first statement to be rated on the questionnaire. Respondents would have rated it before having an opportunity to make finer distinctions between the various descriptions of Native Persons presented in the statements that followed it. On the other hand, the item regarding "Natives with at least 2 years of social service experience" was the seventh statement on the questionnaire and was likely rated relative to the items which preceded it.

The other highly ranked target groups included groups traditionally included in Affirmative Action Programs--Disabled Persons and Visible Minorities, albeit with the caveat of possession of a BSW. Women are also a traditionally included target group which were ranked relatively important in the tenth, and twelfth items which refer to aboriginal women and economically disadvantaged women respectively--see Appendix "T".

It is interesting to note an apparent contradiction between the moderately high ranking of "Non-white Immigrants and Refugees where underrepresented" (see rankings 17 and 18 in Appendix "T") and the low ranking of specific populations such as Africans, Filipinos, Vietnamese, and Hong Kong Chinese who are likely to be included in non-white Immigrant and Refugee groups (see rankings 48 to 50 and 57 in Appendix "T"). The most distinguishing difference between the two sets of statements is the inclusion of the phrase--"where underrepresented"--in the higher ranked statements. This implies that the respondents did not necessarily believe that the specific populations which they ranked lower in importance were under represented in the School of Social Work.

Program Goals: Next, if one looks at Table 6, we will consider the Program Goals Section. What is remarkable is not so much what is included

in the top ten program goals so much as what is missing. What is missing is the inclusion of the goal of having a SAA Program at all! The item which represented this choice was ranked well down in the list as "19th" in importance. (However, the goal of having a SAA program was still rated towards the high end of the scale in importance with a mean score of 4.302.) This is very interesting since within the top ten program goals are items which may be considered components of a SAA Program, but the broader goal of having a SAA Program was not ranked as highly in importance.

Perhaps the label Affirmative Action has a negative connotation such that respondents rated it relatively lower in importance than some of its more innocuously labelled components. The label has been noted to carry strong negative connotations by Judge Rosalie Silberman Abella in her Royal Commission report in which she substitutes the term "Employment Equity".²⁴⁹ Another speculative reason may be that the respondents thought the question too obvious. The entire questionnaire is devoted to the issue of rating elements of such a program, therefore, it might be seen as redundant to rate the importance of having such a program. Perhaps respondents perceived that they must consider having such a program important or they would not bother answering the questions about which elements to include in it.

It is of significance that the goal rated most important by the respondents was that of physical access to the school by persons who have physical disabilities. This is significant because the school is presently, in many ways, not accessible to disabled persons. For example, there are no wheel chair accessible washrooms on the fourth and fifth floors of Tier building where the school of social work is housed. In addition, the only elevator access to the fifth floor and the general office requires a key. While

²⁴⁹ Judge Rosalie Silberman Abella, Equality in Employment: A Royal Commission Report (Ottawa, Canada: Minister of Supply and Services Canada, 1984), 7.

this is not an overwhelming barrier, it is an encumbrance. Finally, faculty offices located on the sixth floor are completely inaccessible for wheelchair users.

The second highest ranked goal--"Ensure course standards continue to be met by all students"--suggests that the respondents strongly held the commonly cited fear that an affirmative action program may erode performance quality and standards.

It was not entirely surprising to find that the item regarding the increase of representation of target groups within Faculty was not rated highly (see ranking 31 in Appendix "J"). The majority of respondents were faculty (38/44 or 86%). Matsushima points out, as discussed earlier, that Faculty are likely to be resistant to measures which may "impinge on their vital interests" and jeopardize their position or opportunities.²⁵⁰

However, respondents were not entirely motivated by fear of course standards being eroded or of their positions being jeopardized. The top ten goals are a mixture of access, curriculum and support goals. While rating the maintenance of course standards very high in importance, the respondents have also rated goals for eliminating barriers and providing financial support quite highly (see rankings 3, 6, 8, and 10 in appendix "J"). It was also encouraging to note that the respondents were not completely opposed to using School of Social Work Budget funds to establish the SAA program. They indicated this by giving a low ranking to the statement--"Establish a SAA program within the MSW program without using funds from the current School of Social Work Budget" (see ranking 47 appendix "J").

Program Components: It is only within the category of Program Components that items from the literature search (i.e., not generated by the respondents in the first round Delphi survey) appeared within the ten most

²⁵⁰ Matsushima, 220-221.

highly ranked items. Items from the literature search are marked with an asterisk (*). In the sections for Target Groups and Program Goals, only items generated by the respondents through the first round Delphi were rated within the ten most important items. The Top Ten Program Components are generally consistent with the Top Ten Program Goals in that components that would improve access to the School for Disabled persons were rated highly, and curriculum and support components were rated highly. It is interesting to note, however, that explicit statements of financial aid components were not ranked within the top ten, but in fact some such items rated relatively low in importance--for example see the 48th ranked item in Appendix "K".

It was surprising to find traditional components of an Affirmative Action Program, for analyzing the composition of internal and external populations by target group, rated further down in importance--see for example the 30th, 38th, 40th, and 41st ranked items in Appendix "K". In addition it was interesting, though not surprising, to find the item regarding the use of admissions quotas ranked last in importance as the 52nd ranked item in Appendix "K". This was not entirely surprising since quotas have been viewed as one of the most controversial and negative aspects of Affirmative Action Programs.

It appears, on the other hand, that to some extent, less controversial and demanding program components were rated more highly. For example, curriculum components such as increasing "Course content on sexism, racism, and other forms of discrimination", which was rated very high in importance, are much easier to implement in terms of finances, effort and faculty resistance, than are program components such as "Assignment of a Faculty Mentor to each target group student" which was rated relatively lower in importance (see rankings 2 and 34 respectively).

It was also surprising to find that the most highly ranked Program Component was an Evaluation of the SAA Program. However, perhaps its high ranking may be attributed to the very controversial nature of the topic of Affirmative Action in addition to the novelty of the topic for Canadian Universities. These factors may have tended to make respondents feel cautious about the implementation of such a program and, therefore, to rate evaluation very highly as a means of protecting the School from external criticism. On the other hand, evaluation may have been rated highly simply because it is highly valued by academics.²⁵¹ A similar rationale may explain the high ranking of the importance of "Policies governing the operation and monitoring of the SAA Program" (see ranking 3 appendix "K").

An additional factor which may have contributed to the high rating of evaluation and policies is the phenomenon of "straight lining". Straight lining is a phenomenon that has been noted to occur in the later stages of questionnaire responses as a respondent becomes fatigued and essentially begins to supply the same response to all items.²⁵² The items regarding evaluation and policies were the last and second last items, respectively, on the questionnaire and, therefore, highly subject to the possibility of straight lining. Thus, they might have been rated highly simply because the items preceding them were rated highly.

The possibility of "straight lining" raises the question of response quality. If straight lining did indeed occur in the latter stages of the questionnaire, then response quality would have decreased for the last section regarding Program Components. The ranking of later items may have been

²⁵¹ I am indebted to Professor Paul Newman, School of Social Work, University of Manitoba, for pointing this out to me.

²⁵² A. Regula Herzog and Jerald G. Bachman, "Effects of Questionnaire Length on Response Quality" Public Opinion Quarterly, 45 (1981): 550-551.

affected by fatigue.

One might note that throughout the discussion of the results for each of the categories, no reference has been made to the statistics provided in the tables. This has been done for two reasons: 1) because readers may inspect the tables and draw their own conclusions using the descriptions of key terms provided, and 2) providing a statistical description of each variable makes for tedious reading that does not necessarily provide information that is useful for decision makers. The ranking of the variables by importance is considered in itself useful for decision makers. The ranking identifies the relative importance given to elements of a SAA program by the Members of School Council, thus forming a prioritized list for action.

Nonetheless, I would like to provide some summative statements about the statistics provided in the tables of top ten items:

Cases: No less than 42 valid responses out of 44 possible responses were obtained for each variable.

Mean: In all cases the mean score was higher than 4.0.

Standard Deviation: Items appear to have fairly homogeneous deviation from the mean and never exceeded a SD score of 1.25.

Median: In only two instances was the median lower than 5 (high importance) at 4 and 4.5.

Mode: In all instances it was equal to 5 (high importance).

Skew: In all instances there were some responses which rated the variable towards the low importance end of the scale, thus creating a negative skew.

Kurtosis: In all but two cases the distribution could be considered Leptokurtic or to have a higher than normal "peakedness"--i.e. greater than 3.0. In the case of the highest rated items one can see very high KU scores of from 14.760 to 18.272 which greatly exceed the normal peakedness of

3.0. This high kurtosis combined with low standard deviations seems to indicate a high degree of agreement about the importance of the most highly rated variables and other variables with high kurtosis.

We have now discussed the ten most highly ranked variables. The remainder of the variables are presented in the appendices as indicated above. They will not be discussed in detail herein but are provided for your inspection.

Statistical Analysis II--Relationships Between the Items: In this section, the data will be analyzed in terms of "significance" and "correlation", respectively.

Significance: Having examined the lists of the most important items in each of the areas of target groups, goals and components for a SAA program in the MSW program one may well ask if the differences between the mean scores used to rank the items are significant. This question may often be addressed using one or both of two statistical techniques known as T-tests and Analysis of Variance, respectively. However, neither technique could be used to produce meaningful statistics to test the significance of the difference in mean scores between variables in this study. This is because T-tests and ANOVA are designed to test the significance of the difference in mean scores on response to the same item as responded to by two or more different population groupings. For example, let us consider a hypothetical survey of doctors and nurses about their attitudes towards treating aids patients. If both populations had been asked to respond to the same questions on a likert scale, then one could analyze the significance of the difference in mean scores between the two groups in relation to the same items to determine whether or not the difference in response were due to differences in attitude, or to chance.

In the present study, no data was collected which could be used to separate the respondents into population groupings in order to later test for significant differences between their responses. The primary reason that this data was not collected is that the study was designed from its inception to overcome fear and resistance to expressing honest opinions about the elements of a Student Affirmative Program due to the volatility of this subject as discussed in section 3.12 of this report. The reduction of face to face conflict and the enhancement of frank response are key features of the Delphi Technique and significant reasons for its use which are discussed in sections 3.33 and 3.34 of this report. Therefore, complete respondent anonymity was assured and maintained throughout the study. The collection of data about personal characteristics would have reduced respondent confidence of their anonymity and increased their resistance to responding to the survey or to responding frankly to the survey. In many cases this reduced confidence would have been justified because the population sub-groupings were very small, enabling personal identification of the respondents within those groupings.

As a result, it was not possible to use T-Tests and ANOVA to analyze the significance of the difference of responses by population subgroups regarding each variable. It was possible, however, to determine whether the responses to the questionnaire were "significant" in the sense that they deviate significantly from the "mean of means" of all the responses to each section of the questionnaire (Target Groups, Goals, and Components).²⁵³

In order to proceed with this discussion it is first necessary to define key concepts which were assembled by Professor Leonard Spearman to devise a solution to the problem of testing the significance of the responses received

²⁵³ I am very greatly indebted to Dr. Leonard Spearman, School of Social Work, University of Manitoba for generating the concept of a "mean of means" to test for the significance of the responses received in this study.

in this study given that T-Tests and ANOVA could not meaningfully be used:

Mean of Means: The mean score of a new variable where the new variable represents the sum of all the responses to a given set of other variables, in this case all the variables in one section of the questionnaire, divided by the number of variables within the given set of other variables.

Significant Deviation: This means, for example, that the difference between the mean score for a given target group variable and the "mean of means" of all the responses to the target group section of the questionnaire is greater than one standard deviation. This concept is based on the knowledge that in a normal bell-shaped distribution, which has a kurtosis of 3.0, 68% of all responses fall within plus or minus one standard deviation from the mean, and 95% of all responses fall within plus or minus two standard deviations from the mean.²⁵⁴

The following procedure was used to create a "mean of means" for each of the three survey sections (Target Groups, Program Goals, and Program Components) :

Step 1. Missing data was compensated for by substituting the median score on given variables for missing cases in each data record regarding those given variables. For example, if in record #1, no response was given to question #1, then the median score for variable #1 was substituted for the blank response. It was necessary to substitute the median for missing responses because the formula for creating the new variables could not tolerate missing information. The substitution of a measure of central tendency compensated for these missing cases.

²⁵⁴ Lutz, 128-129.

However, such substitution assumes that a) the missing responses would have been similar to the median, and/or b) the missing responses were relatively few and, thus, would not drastically affect later calculation of the mean. The median was used rather than the mean because the data set was constructed to accept only one character per each variable in each record.

- Step 2. Three new variables were created to represent: 1) The mean of the sum of all the variables for the Target Group section of the questionnaire; 2) The mean of the sum of all the variables for the Program Goals section of the questionnaire; and 3) The mean of the sum of all the variables for the Program Components section of the questionnaire. The formula used to create the new variables was: New Variable = The sum of the variables in the section divided by the number of variables in the section.
- Step 3. Descriptive Statistics were run for each of the three new variables to produce the "mean of means", standard deviation, and kurtosis for each new variable.
- Step 4. The "mean of means" for each section of the questionnaire was compared to the means of each variable in its section using the standard deviation of the section's "mean of means" to determine whether the means of the variables in the section deviated significantly from the "mean of means" for that section.

The following table presents the results of Step 3--descriptive statistics regarding the "mean of means" for each questionnaire section:

TABLE 8. The "Mean of Means" with Descriptive Statistics by Target Groups, Program Goals and Program Components Respectively

<u>Questionnaire Section</u>	<u>Mean</u>	<u>SD</u>	<u>Skew</u>	<u>Kurtos</u>
1. Target Groups	3.559	0.688	-0.416	2.174
2. Program Goals	4.160	0.520	-1.428	5.869
3. Program Components	3.842	0.643	-1.067	4.188

Legend: SD = Standard Deviation, Kurtos = Kurtosis

The kurtosis figures from the above table indicate that the distribution of the Target Groups composite variable is slightly flatter than normal, and the distributions for the Program Goals and Program Components composite variables are slightly more peaked than normal. The slight negative skews indicate that the distributions are not perfectly symmetrical, but include some extreme scores towards the "low importance" end of the scale. Nonetheless, the distributions are fairly similar to a normal bell-shaped distribution which would have a kurtosis of 3.0 and a perfectly symmetrical (non-skewed) shape.

The standard deviations for the composite variables provide the information necessary to now compare the Composite variables for each section with the other variables in their section to determine whether the mean scores for the other variables are significant. In colloquial terms, the mean and standard deviation scores for the composite variables for each section act as "touchstones" or "bench marks" to compare with the variables within their sections.

Target Groups: The mean score for the Target Group composite variable plus or minus one standard deviation (3.559 ± 0.688) produces the bench mark means of 4.247 and 2.871 beyond which means for the Target Group section variables may be considered to deviate significantly since they occur

outside of the range within which approximately 68% of responses fall. In this case, due to the flatter than normal distribution of the Target Group Composite Variable, slightly less than 68% of the responses would fall within 1 standard deviation of its mean. Using this bench mark, one can see by referring to appendix "I" that the top seven target groups (with means ranging from a low of 4.273 to a high of 4.698) and the target groups ranked in the bottom 56th to 60th positions (with means ranging from 2.854 to 2.238) deviate significantly from the mean of the Target Group composite variable.

Program Goals: The mean score for the Program Goals composite variable plus or minus one standard deviation (4.160 ± 0.520) produces the bench mark means of 4.680 and 3.640 beyond which means for the Program Goals section variables may be considered to deviate significantly since they occur outside of the range within which approximately 68% of responses fall. In this case, due to the more peaked than normal distribution of the Program Goals Composite Variable, somewhat more than 68% of the responses would fall within 1 standard deviation of its mean. Using this bench mark, one can see by referring to appendix "J" that only the top two program goals (with means of 4.786 and 4.818) and the goals ranked in the bottom 41st to 48th positions (with means from 3.548 to 2.884) deviate significantly from the mean of the Program Goals composite variable.

Program Components: The mean score for the Program Components composite variable plus or minus one standard deviation (3.842 ± 0.643) produces the bench mark means of 4.485 and 3.199 beyond which means for the Program Components section variables may be considered to deviate significantly since they occur outside of the range within which approximately 68% of responses fall. In this case, due to the more peaked than normal distribution of the Program Goals Composite Variable, somewhat more than 68% of the responses would fall within 1 standard deviation of its mean.

Using this bench mark, one can see by referring to appendix "K" that only the first ranked program component (with a mean of 4.727) and the components ranked in the bottom 47th to 52nd positions (with means from 3.163 to 2.902) deviate significantly from the mean of the Program Components composite variable.

The above discussion of the "significance" of the results of the study centres upon the concept of "significant deviation" as a means of analyzing the results and estimating their "significance". This refers only, however, to the very specific meaning of the term "significance" as defined above for the term "significant deviation". The concept of "significant deviation" does not address the issue of whether the results are "significant" in the sense of being "real", "important", "meaningful" or "accurate". The results are all of these things. While differences between means may be small, they are real differences. This is because we are only speaking of the scores in relation to this population which is not herein considered a sample being compared with other samples. Therefore, the results are accurate--there are no false rankings due simply to chance or error. The rankings accurately reflect the responses received.

However, while the responses are accurately reflected by the descriptive statistics produced, one may question whether the responses received accurately reflect the attitudes of the respondents. It has been argued that respondents may provide answers which they perceive they are expected to provide. For instance, Social Workers may be expected to be champions of the disadvantaged. Therefore, they may feel compelled to support an affirmative action program in order to conform to the expectations they perceive despite personal reservations. In the words of John Hogarth, they may be presenting their "idealized selves" rather than their "real selves" in their responses to the

questionnaire.²⁵⁵

On the other hand one may argue that the Delphi questionnaire structure was a completely anonymous and confidential means of expressing opinions (as discussed in sections 3.33 and 3.34 of the report) and that, therefore, the responses do represent the respondents "real selves". At the very least, the responses to the Delphi would be much more frank than those provided in group meetings where no anonymity and high social expectations prevail. Thus, while some social expectations may have been at play in shaping the responses of those surveyed, they would have been a much less influential force than they would be in a group meeting of professional peers. To summarize, while the Delphi Technique may not have performed perfectly in reducing the effect of professional expectations on responses it would have performed better in this manner than group meetings. Furthermore, it may be unlikely that any survey technique could completely overcome the effect of social expectations on responses since social expectations may become internalized norms and not just situational pressures in group settings. More research is needed to determine the validity of the above arguments through comparison of the Delphi Technique with group exchange regarding the effect of both techniques on the influence of social expectations.

Correlation: The type of correlation that will be discussed in this section will revolve around a statistic known as "Pearson's Product Moment Correlation Coefficient" or "Pearson's r". Before proceeding this term will be explained.

²⁵⁵ John Hogarth, Sentencing As a Human Process (Toronto: University of Toronto Press, 1971), 69. I am indebted to Professor Marek Debicki, Department of Political Studies, University of Manitoba, for referring me to this source.

Pearson's Product Moment Correlation Coefficient: This statistic is used to examine the direction and strength of relationship between two or more interval or ratio level variables. It produces a value between -1 and +1 where -1 represents a perfect negative relationship, +1 represents a perfect positive relationship, and 0 represents no relationship. The statistic has a PRE interpretation when squared. That is, if the Pearson's Correlation between variables X and Y is 0.600, then 36% (0.600 squared) of the variance of Y can be predicted by X.²⁵⁶

The first application of this statistic for this study was to examine the relationship between variable 61--"Establish a SAA Program in the MSW Program"--and all other variables on the Round II Survey. STATSPAC was used to produce scattergrams with Pearson's r and T-statistics for the relationships between variable 61 and each of the other 159 variables on the survey. Then, each of the 159 relationships was examined for moderate strength relationships at a 0.40 cutoff point in accordance with the interpretation for Pearson's r provided by Lutz.²⁵⁷ The relationships which met this criterion are presented below:

²⁵⁶ Lutz, 207-208.

²⁵⁷ Lutz, 207.

**TABLE 9. Moderate to Strong Pearson's Correlations* between V.61--
"Establish a SAA Program in the MSW Program"--and Other Variables**

	V.61 Establish a SAA Program in the MSW Program
V. 79 Make the school physically accessible for disabled persons	0.429
V. 81 Develop a plan to eliminate barriers	0.455
V. 87 Annually assist target group students to apply	0.539
V. 88 Accommodate target groups to complete M.S.W.	0.424
V. 91 Use University wide financial support	0.402
V. 95 Assist target group students to enrol target group students	0.430
V. 107 Add to Social Work Knowledge base	0.400
V. 125 Analysis by target group of student composition	0.411
V. 126 Analysis by target group of faculty composition	0.421
V. 129 Admissions Appeals procedures	0.458
V. 155 A Committee responsible for SAA	0.479
V. 156 Target Group, Faculty, and community representatives	0.488
V. 160 An Evaluation of the SAA Program	0.488

* moderate to strong is defined as those correlations greater than or equal to 0.40 which thus have a PRE interpretation of predicting greater than 16% (0.40 squared) of the variance of variable 61. All correlations were statistically significant to the 0.008 level or less.

A few patterns appear to emerge in the above relationships. Firstly, it appears that those respondents who rated program components "specific" to SAA highly, rated the establishment of a SAA program highly. This seems to be a logical and consistent relationship. The key is that the relationship is between the establishment of a SAA program and components specific to SAA programs. That is, the specific components may be likened to signature

components which are unique to affirmative action, and thus differentiate affirmative action from other programs. Such "signature" components would include especially variables 125 and 126 above, and to a lesser extent variables 79, 81, 87, 88, and 95. Variables 125 (An analysis by target group of the student body) and 126 (An analysis by target group of the faculty) are "especially" Affirmative Action signature components since they are designed to facilitate the establishment of goals or quotas for increasing the proportional representation of under represented groups. This feature distinguishes affirmative action from Equal Opportunity Measures aimed only at giving everyone an equal "opportunity" to, for example, apply for admission to the School of Social Work. Equal Opportunity goals may be fulfilled by ensuring such "equality of process". The distinguishing feature of Affirmative Action is that its goals are not fulfilled until "equality of results" is attained. The program components which correlated highly with the goal of establishing a SAA program were components which were consistent with fulfilling the "equality of results" goal.

It is interesting that the strongest correlation was with variable 87-- Assist Target Group Students to apply. This variable predicts 29% (0.539 squared) of the variance in variable 61. This means that persons who highly rated efforts to assist target groups to apply also highly rated the establishment of a SAA program. This variable and variable 129 are somewhat in conflict with the "equality of results" theory presented above since "V. 87 Assisting Target Groups to Apply" and "V. 129 Admissions Appeals" are not signature features of affirmative action, but are also common to Equality of Opportunity Programs. However, it is unlikely that the distinguishing features of Affirmative Action versus Equal Opportunity programs were entirely clear to the majority of respondent, thus resulting in some inconsistency in their ratings of some variables on the value dimension of "equality of results" vs.

"equality of opportunity".

Variables 155, 156 and 160 may be explained as having moderate correlations with the goal of Establishing a Student Affirmative Action program since they represent subordinate program components, which, to be rated highly may necessitate high rating of the prerequisite goal of establishing a SAA program.

The moderate relationship to variable 107--"Use University wide dollars" is explainable through the recognition that those who rated highly the establishment of a SAA program recognized strongly the need for University financial support to make the program feasible. Those who rated the establishment of a SAA program highly would seem more likely to take the next step in the establishing the program, which would be to marshall resources to operate the program, whereas those who did not rate the establishment of the program highly would not be likely to rate the marshalling of funds very highly.

The second application of Pearson's r for this study was to examine the relationships between all variables. To indicate the magnitude of this task, the reader should be informed that there are 12,720 unique relationships between 160 variables. The method for determining the number of unique relationships can be illustrated by examining the number of unique relationships between 10 variables as shown in the following figure:

9 10
 8 9 10
 7 8 9 10
 6 7 8 9 10
 5 6 7 8 9 10
 4 5 6 7 8 9 10
 3 4 5 6 7 8 9 10
 2 3 4 5 6 7 8 9 10
 1 2 3 4 5 6 7 8 9 10

FIGURE 6. The Number of Unique Relationships Between Ten Variables

By physically counting the number of unique relationships illustrated in the above figure, one identifies 45 such relationships. Through the process of counting, the following method may have become apparent. The number of unique relationships (NUR) between greater than ten variables (nv), can be determined through the formula, $NUR = (nv - 1) + (nv - 2) + (nv - 3) + (nv - 4) + (nv - 5) + (nv - 6) + (nv - 7) + (nv - 8) + (nv - 9) + \dots (nv - (nv - 1))$. In the case of ten variables this means, $NUR = 9 + 8 + 7 + 6 + 5 + 4 + 3 + 2 + 1$, which produces a sum of 45 unique relationships between the 10 variables.

All 12,720 correlation coefficients were produced using STATSPAC to run a technique known as a "Simple Correlational Matrix". A Factor Analysis was attempted, however, STATSPAC may only perform such an analysis with a maximum of 30 variables. Thus, it was not capable of deriving factors for the overall questionnaire or for any complete section in the questionnaire since the questionnaire is comprised of 160 variables and three sections each comprised of approximately 50 to 60 variables. While it was possible to perform a factor analysis for up to 30 variables at once, this would not

produce meaningful "factors". In addition, Factor Analysis requires that the number of respondents exceeds the number of variables such that there is at least one more respondent than there are variables.²⁵⁸ In this study the inverse is true--the number of variables far exceeds the number of respondents.

The 12,720 unique relationships produced through the use of "Simple Correlational Matrices" were examined for moderate to strong correlations using a cutoff point of 0.40 in accordance with the interpretation for Pearson's r provided by Lutz.²⁵⁹ However, this cutoff point yielded several hundred relationships--too many to discuss meaningfully. Thus, the cutoff point was raised to 0.60. This cutoff point also yielded hundreds of relationships--approximately 393. Finally, the cutoff point was raised to 0.80 in order to produce a manageable number of relationships regarding the most strongly correlated variables around which to focus discussion. The 54 relationships identified to have a Pearson's correlation of 0.80 or greater are presented in the following tables:

²⁵⁸ I am indebted to Professors Paul Newman and Harvy Frankel, School of Social Work, University of Manitoba, for pointing this out to me.

²⁵⁹ Lutz, 207.

**TABLE 10. Simple Correlation Matrix for Correlations Greater than 0.900
Amongst Round II Survey Variables**

[illegible]

TABLE 11. Simple Correlation Matrix for Correlations Greater than 0.800 and less than 0.900 Amongst Round II Survey Variables

	v10	v11	v12	v14	v15	v16	v17	v18	v21	v24	v25	v27	v28	v29	v36	v38
v18							.858									
v19	.816	.806					.856	.847								
v20			.866													
v22				.826												
v23					.888											
v26											.888					
v29						.842				.850						
v36				.841												
v37			.856													
v38			.844													
v39															.855	.886
v40									.808			.891				
v41													.826			
v42						.803				.810				.822		

TABLE 12. Simple Correlation Matrix Continued for Correlations Greater than 0.800 and less than 0.900 Amongst Round II Survey Variables

[illegible]

In the preceding Tables 10 to 12, please note that the row of numbers across the top of the table and the column of numbers along the left side of the tables indicate variable numbers expressed, where space permitted, by the letter "v". The Round II Questionnaire statement which corresponds to the variable numbers may be identified through reference to Appendix "B".

The correlations and their interpretation will first be discussed in general and then individual correlations for the variables in Table 10 will be examined, especially regarding correlations between highly ranked variables. First, then, the level of correlations presented in Tables 10 to 12 is very high. Correlations greater than or equal to 0.657 are deemed by Lutz to represent strong relationships.²⁶⁰ The correlations presented may thus be considered very strong. In one case a perfect relationship of 1.0 occurred--see Table 10, variables 100 and 101. The correlations presented are all positive in direction. The correlations presented have a PRE interpretation of 64% or greater. This means that 64% of the total variation for each variable in a pair of relationships may be explained by its partner variable.²⁶¹ Finally, all correlations presented in Tables 10-12 are statistically significant to the 0.000 level.

The correlations presented in Table 10 will be discussed first. The correlations between variables 13 and 21 ($r = .930$, r squared = 86%) and between variables 16 and 24 ($r = .933$, r squared = 87%) suggest that respondents did not differentiate between refugee and immigrant target populations. Variables 13, 21, 16, and 24, respectively, are represented by the following statements which may be found in Appendix "I": "Immigrants with BSW" (ranked 5th), "Refugees with BSW" (ranked 4th), "Immigrants with at

²⁶⁰ Lutz, 207.

²⁶¹ Lutz, 208.

least 2 years of social service experience in any country" (ranked 34th), "Refugees with at least 2 years of social service experience in any country" (ranked 33rd).

The correlations between variables 35, 36, 37, 38 and 39 indicate that the respondents did not differentiate greatly between subgroups of visible minorities. Variables 35, 36, 37, 38 and 39, respectively, are represented by the following statements which may be found in Appendix "I": "Asians" (ranked 39th), "Africans" (ranked 48th), "Filipinos" (ranked 49th), "Vietnamese" (ranked 50th), "Hong Kong Chinese" (ranked 57th).

The correlation between variables 46 and 47 demonstrate that the respondents made little distinction between "Economically disadvantaged groups" and "Recipients/consumers of social welfare system", ranked 29th and 23rd respectively in Appendix "I".

The correlation between variables 62 and 63 establishes that the respondents differentiated very little between types of external funding sources to the School of Social Work as to their importance for funding a SAA program. Variables 62 and 63 are represented respectively in Appendix "J" by the statements, "Establish a SAA program within the MSW program only if special funding is provided by the University of Manitoba" (ranked 46th) and "Establish a SAA program within the MSW program only if government funding is provided" (ranked 45th).

The correlation between variables 122 and 123 indicates that individual respondents made little distinction by the target groups of Women vs. Natives between BSW courses that should be retained. Variables 122 and 123 are represented respectively in Appendix "K" by the statements, "Retain BSW courses focusing on women" (ranked 18th) and "Retain BSW courses focusing on native peoples" (ranked 13th).

The correlation between variables 137 and 138 indicates that respondents paired "Transportation Services for Disabled Students" (ranked 36th in Appendix "K") and "Housing Services for Disabled Students" (ranked 37th in Appendix "K") when rating them in importance. Pearson's r squared (.951 squared) indicates that 90% of the variance for one of the variables could be explained by the other. What this means for this pair of variables, and for the other pairs and groups of variables discussed above, is that they seem to have been rated in concert by individual respondents. As respondents rated one variable highly so too did they rate another variable highly.

The fact that little differentiation was made between paired variables, that they were rated in concert, does not contradict the ranking which the variables received by mean scores. A very strong positive relationship between variables x and y , of the types discussed above, means that as variable x was rated low so too was variable y rated low. The positive correlation between the two variables simply means that they were rated in concert to each other. A metaphor which may clarify this point is the image of two fish swimming side by side surfacing and plunging in the water. So too do variables which are highly positively correlated rise and fall together. If, on the other hand, the pairs of variables were negatively correlated one variable would fall as the other rose--the variables would act in opposition.

The highest correlation in the study is the correlation in Table 10 between variables 100 and 101--a perfect correlation of 1.00. This means that 100% of the variation in either variable can be explained by either variable. Variables 100 and 101, respectively, are the following program goals statements: "The MSW program will actively recruit candidates from eligible graduates of the Winnipeg Education Centre" and "The MSW program will actively recruit candidates from eligible graduates of the Northern BSW program". One can readily see that there is no difference between the wording

of the two statements except for the distinction between the Winnipeg Education Centre and the Northern BSW program. Similarly with the preceding discussions of correlations, often only small differences in phrasing distinguished the statements. Both statements were also rated identically by respondents--they produced identical mean scores of 4.318 and were ranked in the 16th and 17th positions in the Program Goals section (see appendix "J").

The identical ranking of these two variables and the perfect correlation between them is somewhat surprising if one expects that the different groups surveyed would pursue their interests. For example, one might expect that respondents from the Winnipeg Education Centre (WEC) would rate recruitment of students from the WEC more highly (even just slightly more highly) than they would rate recruitment of students from the Northern Program. The reasons for not rating the recruitment of students from the WEC or the Northern Program more highly may be rooted in social expectations perceived by the respondents. Hogarth states, in regards to his study of magistrates, that,

Perhaps the greatest social influence in the environment of magistrates is their relationship with each other. Magistrates interact in a variety of ways. Some share offices, others meet regularly through committee and other work, and still others belong to the same social organizations. Reciprocal relationships which result out of this interaction are likely to produce a tendency towards consensus in outlook.²⁶²

Certainly all of this applies to Social Work Faculty. Thus, to rank the two variables differently, when the only difference between them was in the distinction between two extension programs of the School of Social Work, would be unfair and perhaps even deviant from the "socially expected" ranking. In addition, it might not only be considered unfair, but perhaps

²⁶² Hogarth, 180.

unwise if respondents perceived that they "should" rank the two variables identically. It might be considered unwise if there was the perception by respondents that even the slightest chance existed that their responses would be identified with them. The danger of such identification for straining or damaging peer relationships may have far exceeded any perceived benefits of responding frankly. This same perception is likely to have played a strong role in all the responses to the study and especially to the responses to the strongly correlated variables discussed in this section of the report. In the final analysis, respondents may very well have acted consistently with the premise of pursuing their best interests by conforming to social expectations rather than risking damage to professional relationships in the event that their responses were identified with them.

(4.3) Conclusions and Recommendations:

Conclusions: The function of this study for the M.S.W. Program Committee and M.S.W. Admissions Committee has been to identify the attitudes of the "powerful majority"--71% of the members of School Council including 81% of the Full time Faculty of the School of Social Work, Winnipeg Education Centre and Northern Program--towards a Student Affirmative Action Program for the M.S.W. Program. It might be argued that the will of the majority should not determine the plight of the minority and, therefore, that the findings of this study are not very useful. However, knowledge of the attitudes of the majority can identify areas of likely resistance for those wishing to improve the situation of the minority. That is, the prime utility of this study for the M.S.W. Program and Admissions Committees is that it identifies which program elements are most likely to be endorsed by School Council and which program elements are most likely to face resistance from School Council. It thus informs strategy for

implementation of a Student Affirmative Action Program.

The study acknowledges the power of the majority and derives a means to inform strategy for implementing SAA in the face of this power. Therefore, its purpose was not to identify the will of the majority and resign the plight of the minority to it, but to identify the will of the majority and thus identify obstacles and resources for improving the situation of the minority. By identifying obstacles it identifies specific targets of resistance to develop strategies towards overcoming. By identifying resources it identifies specific program elements that can be included in the beginning implementation of the program. These program elements are both in the favour of the minority and most likely to be accepted by the majority so that the program can "get off the ground".

The results of the study mean that the members of School Council see the possession of the B.S.W. as the most important requirement for admission to the M.S.W. Program; a requirement which they appear unwilling to compromise. They also seem to favour what may more accurately be termed "Equal Opportunity" rather than "Equality of Results" measures. To illustrate, this means that they seem willing to let everyone apply to the M.S.W. Program who wants to apply, to "identify and eliminate barriers" to participation, but not to give disadvantaged groups some degree of favour in admissions strictly on the basis of their membership in a given under represented target group. Furthermore, they are decidedly opposed to any type of quotas or goals or other measures, such as analysis of student body composition by target group, which are overtly designed to increase the representation of target group students within the M.S.W. student body.

The School Council members are very committed to maintaining the "quality" of the M.S.W. . Thus, they have rated the maintenance of course standards as one of the most important components for the SAA Program.

This, combined with the strong insistence on the possession of a B.S.W. for entrance to the M.S.W. Program, strongly suggests that the Members of School Council feared that a SAA Program would erode program standards. For them, there is a clash between the values of "quality" and "equality" with "quality" winning out as the prime value while a version of "equality" limited to "equality of opportunity" comes in a close second.

Recommendations: The general recommendations of this study to the M.S.W. Program and Admissions Committees is to begin the implementation of Student Affirmative Action in the areas of most agreement and least resistance, and move towards areas of less agreement and more resistance. Resistance to SAA Program measures may be hypothesized to decrease as the number of SAA Program elements implemented increases.

This means that the M.S.W. Program Committee and Admissions Committee would be more successful in implementing SAA if they were to begin by implementing the most highly rated program goals and program components for the most highly rated target groups. That is, this study recommends that the M.S.W. Program Committee begin implementation of the SAA Program with the top ten Program Goals and Program Components for the top ten Target Groups previously presented with descriptive statistics in Tables 5, 6 and 7. The top ten Program Goals, Program Components and Target Groups are presented below without statistics:

Recommended SAA Program Goals

1. The School should be physically accessible to the physically disabled; classroom access, washroom access, etc.
2. Ensure course standards continue to be met by all students.
3. Identify barriers for target groups in accessing and participating in the MSW program.
4. Ensure that Human Rights are being honoured.
5. Offer Field work opportunities for developing intervention skills in target group issues.
6. Develop a plan to eliminate barriers and accommodate special needs.
7. Enrich the curriculum with content relevant to target group students.
8. Explore with the professional association, the development of bursaries and scholarships for target group students.
9. Educate all graduates regarding barriers to service for target groups.
10. Use University wide resources to maximize financial supports for successful target group applicants.

Recommended SAA Program Components

1. An evaluation of the SAA program.
2. Course content on sexism, racism, and other forms of discrimination.
3. Policies governing the operation and monitoring of the SAA program.
4. A public statement regarding the SAA Program disseminated everywhere potential target applicants might be reached.
5. Course material which deals sensitively with disability in class.
6. Involvement of target group students, faculty, and community representatives on the committee(s) responsible for directing the SAA program.
7. A commitment from School Council to facilitate the interaction between the SAA and the mainstream students such that both groups are enriched.
8. Tables set at levels appropriate for wheelchairs.
9. A committee responsible for directing the SAA program.
10. Additional academic tutorials to develop areas which might be weak or missing from target group students' backgrounds.

Recommended Target Groups

1. Native persons with B.S.W. or equivalent.
2. Disabled persons with B.S.W.
3. Refugees with B.S.W.
4. Immigrants with B.S.W.
5. Thompson B.S.W. graduates
6. Winnipeg Education Centre B.S.W. Graduates
7. Visible Minorities who have a B.S.W.
8. Native People (Status Indians, Non-Status Indians, Metis or Inuit) regardless of residence at point of application.
9. Aboriginal Women.
10. Refugees with B.S.W. from any university.

The author does not recommend that the M.S.W. Program Committee and M.S.W. Admissions Committee restrict the total implementation of the

SAA Program to the top ten items identified above. However, it is recommended that implementation begin with these elements and proceed towards the implementation of "signature" SAA program elements. Examples of "signature" SAA Program elements are:

1. An analysis by target group of the student composition of the M.S.W. Program.
2. An analysis by target group of the external "pool" of potential M.S.W. students.
3. The implementation of numeric admissions goals (not mandatory quotas) to increase the representation of under represented target groups within the M.S.W. student body.
4. An analysis by target group of faculty composition of the School of Social Work.
5. An analysis by target group of the external "pool" of potential Social Work faculty.
6. The implementation of numeric hiring goals (not mandatory quotas) to increase the representation of under represented target groups within the Social Work Faculty.

A report by Galligani reviewed for this study suggests that SAA program implementation may be most successful if implemented on a comprehensive, university wide basis (please see the previous SAA Literature Review). This does not preclude the School of Social Work from beginning by initiating its own SAA Program, but suggests that the School not restrict its efforts to the confines of its own halls. The School of Social Work is in a unique position as a representative of a profession which is expressly committed to the improvement of conditions for disadvantaged groups in society. Student Affirmative Action is an opportunity for the School to adhere to this professional commitment within the University structure.

(4.4) Evaluation:

Intervention Methodology: The weaknesses of this particular implementation of the Delphi Method for meeting the purposes of this study were as follows: (1) Large time demands on respondents due to two rounds of questionnaires, the specificity of the open-ended nature of questions on the

first round questionnaire, and the excessive number of items on the second round questionnaire (these time demands would have been even greater if the traditional three round procedure would have been implemented); (2) The possibility that respondents expressed their "idealized" rather than "real" selves due to professional social expectations; and (3) No questions were asked regarding general respondent characteristics so that responses could be compared on this variable.

In future applications, the large time demands for respondents could be addressed by making the first round questionnaire more general. For example, the respondents could be asked simply to list the goals and target groups they believe are most important for the program. Several respondents indicated confusion with the distinction between program goals and program components, thus, the program components section might be eliminated. In addition the second round questionnaire could be limited to a maximum of 125 items (please see previous discussion following Table 3).

The possibility that respondents presented their "idealized" selves rather than their "real" selves in their questionnaire responses is more difficult to address. In this study, respondents were assured of the anonymity and confidentiality of their responses, however, the researcher was known to many of them. Perhaps if the study had been performed by a reputable, independent, third party the respondents would have had greater confidence in the anonymity and confidentiality of their responses.

Questions regarding respondent characteristics could be asked in the second round questionnaire provided that the characteristics would divide the respondents into fairly large sub-groupings such as those identified previously in Table 4. If the study was performed by a third party they may be able to request general identifying information in the last section of the second round questionnaire without eroding the confidence of the respondents.

The strengths of this particular implementation of the Delphi Method for meeting the purposes of this study were as follows: (1) It enabled a much greater number of School Council Members to express their opinion on this matter than would be the case at a School Council Meeting; (2) It allowed School Council Members to present their opinions more frankly and completely than would be likely in a group meeting; (3) It allowed School Council Members to focus exclusively on the topic of Student Affirmative Action in greater depth than would be possible in a School Council Meeting; and (4) By use of an open-ended first round, it enabled School Council Members to equally put forth "proposals" which were considered and rated by all respondents.

These strengths of the Delphi Method were particularly advantageous for this study due to the controversial nature of the topic of Affirmative Action, the geographical dispersion of the members of School Council, and the unfamiliarity of the topic of Affirmative Action to many of them. The less threatening forum of a survey, as opposed to a group meeting, allowed persons who may have felt they were not expert enough regarding the subject to privately formulate and express an opinion about it. Thus, the study did not only gather opinion from a geographically dispersed group. It distributed information about Affirmative Action to the members of the group and facilitated a critical analysis of it.

Program Outcomes: The service provision goals of the practicum, as stated at the outset, were to provide key decision makers with: (1) information about SAA program designs and components, and (2) a **clear, representative, and prioritized** statement regarding: (a) goals to be accomplished, (b) target groups to be served, and (c) program components to be included in a Student Affirmative Action program in the Master of Social Work Program.

These goals appear to have, in large part, been met: The SAA literature review meets the goal of providing key decision makers with information about SAA program designs and components. Tables 5., 6., 7. and Appendices "T", "J" and "K" provide the lists of statements prioritized by importance. The statements are clear. The statements are not representative of the perceptions of all the members of School Council. However, they do represent the opinions of the large majority (71%) of School Council, and the opinions of the vast majority (81%) of the full-time faculty at the Fort Garry Campus of the School of Social Work. Thus, the goal of providing a **clear, representative, and prioritized** statement of elements for a SAA program has also been accomplished.

Learning Outcomes: My personal, completely subjective evaluation of whether or not the practicum experience has met the stated learning objectives is a resounding "yes"! I believe I have become highly knowledgeable about Student Affirmative Action program models and components and the operation of SAA programs, and I believe I have become competent in using the Delphi Method for program planning. I have become "competent" in that I am able to use the process to obtain results. I have not perfected my level of use of it, nor was this practicum application implemented without error. Nonetheless, I was able to learn the procedures necessary for implementing it and to implement the procedure with a satisfactory outcome in terms of response rates and production of what I believe to be useful information for decision making.

I also believe that the goal of becoming highly knowledgeable about Student Affirmative Action programs was in large part met. I have become highly knowledgeable about a specific aspect of SAA--its application in Schools of Social Work. In fact, to my knowledge, no other literature search of this specific area has been performed. My underlying motive was to learn

more about all Affirmative Action Program models. While I have focused quite narrowly, primarily on Social Work SAA, I have delved deeply into the details of such programs. Thus, I believe I have unearthed detailed knowledge about SAA. I believe that this knowledge may be generalized in large measure to other types of Affirmative Action Programs. However, only the test of experience will allow me to subjectively bear out the validity of this belief.

APPENDIX A: ROUND 1 QUESTIONNAIRE

Gerard Bremault, MSW (cand.)
 School of Social Work
 5th Floor Tier Building
 University of Manitoba
 December 1, 1988

Dear School of Social Work School Council Member:

I am performing a delphi study as a practicum to identify what goals, target groups and program components you perceive to be most important for a Student Affirmative Action (SAA) Program in the MSW Program. Your response can be helpful in guiding the development of SAA in the MSW Program. Affirmative Action Programs are permitted under section 15(2) of the Canadian Charter of Rights and Freedoms²⁶³ and under section 9 of the Manitoba Human Rights Act²⁶⁴. Your anonymous participation, and that of all the members of School Council, is requested for a two to three round survey process. Anonymity will be additionally protected through the use of persons from outside the school of social work to review responses.

The surveys will be provided to you between now and February and the responses will be used to provide a profile of goals, objectives, target groups, and program components as prioritized by the mean scores of the respondents. Please return your responses by December 15, 1988 so that the second round survey may be derived for the beginning of January. The results of the study will be forwarded in April to the practicum site--the MSW Program Committee of the School of Social Work--and to the Social Work library of each of the campuses.

Since only the members of Student Council are being asked to participate, each response is critical for the study's validity. Thank you for your important contribution.

Sincerely,

Gerard Bremault, MSW (cand.)

²⁶³ Section 15 of the Canadian Charter of Rights and Freedoms reads as follows:

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination...(2) Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

²⁶⁴ Section 9 of the Manitoba Human Rights Act reads as follows:

9. ...the Commission may, upon such conditions or limitations and subject to revocation or suspension, approve in writing a special plan or program by the Crown, any agency thereof, or any person designed to promote the socio-economic welfare and equality in status of a disadvantaged class of persons defined by race, nationality, religion, colour, sex, marital status, physical or mental handicap, family status, age, source of income or ethnic or national origin of the members of that class of persons.

DELPHI STUDY: ROUND I QUESTIONNAIRE

INTRODUCTION:

In this questionnaire you are asked to generate: (a) 5 goals; (b) 5 target groups; and (c) 5 program components which in your opinion are most important for a Student Affirmative Action (SAA) Program for the Master of Social Work (MSW) Program. If you wish to list additional items in any of the categories, please feel free to do so on the back of the response forms or attach an additional sheet of paper. Please do not concern yourself with specifying measurement criteria. Sample Responses are provided at the beginning of each set of items.

Please provide your responses with the definitions of the following key terms in mind:

STUDENT AFFIRMATIVE ACTION: "Student Affirmative Action (SAA) is a policy designed to facilitate the recruitment and retention of under represented students on college campuses. SAA policy identifies various goals and objectives aimed at providing information regarding academic opportunities for prospective and current minority students. An overriding goal of Student Affirmative Action is to equalize higher education opportunities [and results] for majority and minority students."²⁶⁵

PROGRAM GOALS: Goals are outcomes statements. That is, a program goal statement specifies an outcome that the program should achieve. According to Patton: "(1) Each goal...should contain only one outcome...(2) With each statement one should be able to tell what is to be attained...(3) It should be possible to conceptualize the absence of the desired state or an alternative to it...(5) Nouns should be used to specify products. Verb forms should be stated in the future tense and, wherever possible, active verb forms should be used...(6) Adjectives where used, specify quality criteria and functioning level, which modify the nouns that are the focus of the goal."²⁶⁶

TARGET GROUPS: Target groups are the class or category of persons who are to be targeted for the receipt of the benefits/advantages of a program.

PROGRAM COMPONENTS: Program components are the operational elements of the SAA program which are to be implemented in order to achieve the goals of the program. In simple terms, they are the **means** for achieving the goals of the program and can be conceptualized in terms of **tasks** to be performed.

²⁶⁵ Joseph G. Ponterotto, Francine M. Martinez, and Davis C. Hayden, "Student Affirmative Action Programs: A Help or Hindrance to Development of Minority Graduate Students?" *Journal of College Student Personnel* 27, no. 4 (1986): 320.

²⁶⁶ Michael Quinn Patton, *Practical Evaluation* (Beverly Hills, California: Sage Publications Inc., 1982), 109-110.

SECTION I: PROGRAM GOALS GENERATION

An example of a goals statement modified from Michael Patton²⁶⁷ is presented for your assistance:

GOAL: Each year mental health educational programs will be provided by School Division #1.

Now, please write five goals which you believe to be most important for a Student Affirmative Action (SAA) program in the MSW program to achieve:

GOAL 1. _____

GOAL 2. _____

GOAL 3. _____

GOAL 4. _____

GOAL 5. _____

²⁶⁷ Patton, 108.

SECTION II: TARGET GROUP GENERATION

An example of a target group for Patton's goal example is presented for your assistance:

TARGET GROUP: Mental Health Providers who work with Students and Families in School Division #1 regardless of whether they are physically located in School Division #1's geographic region.

Now, please identify the five target groups which you believe to be most important for a SAA program in the MSW program to focus on:

TARGET GROUP 1. _____

TARGET GROUP 2. _____

TARGET GROUP 3. _____

TARGET GROUP 4. _____

TARGET GROUP 5. _____

SECTION III: PROGRAM COMPONENT GENERATION

An example of a program component for Patton's goal example is presented for your assistance:

PROGRAM COMPONENT: The program shall include three evening presentations by Mental Health Specialists on the subject of academic performance stressors and elementary, junior high, and high school students.

Now, please identify the five program components which you believe to be most important for a SAA program in the MSW program to focus on:

PROGRAM COMPONENT 1: _____

PROGRAM COMPONENT 2: _____

PROGRAM COMPONENT 3: _____

PROGRAM COMPONENT 4: _____

PROGRAM COMPONENT 5: _____

APPENDIX B: ROUND II QUESTIONNAIRE

Gerard Bremault, MSW (cand.)
c/o Helen Mann Library
School of Social Work
5th Flr., Tier Building
University of Manitoba
R3T 2N2
February 1, 1989

^F1^
^F2?^
^F3?^

Dear ^F4^:

In this final round of the Delphi study you are asked to rank the importance of the statements which you and the other members of School Council created in the first round of the Study. Some statements (marked with an asterisk *) were added through a comprehensive literature search. Every effort was made to retain the statements intact from the first round responses and to retain the meaning of the statements where they required editing. In some cases this may have resulted in items with great similarities and only slight, but significant differences. Please bear this in mind while rating the importance of the questionnaire statements.

Please return your responses by February 15, 1988 so that I may analyze the data and complete the practicum report. Return the enclosed "postcard" separately, but at the same time as you return your response. This will inform me that you have completed and returned the survey while maintaining the anonymity of your response. The results of the study will be forwarded to the practicum site--the MSW Program Committee of the School of Social Work--and to the Social Work library of each of the campuses.

Thank you for your continued participation. This final round of the study is its most valuable component as it will provide a ranking by importance of the goals, target groups, and program components that you believe should be included in a Student Affirmative Action Program for the Master of Social Work Program.

Yours Sincerely,

Gerard Bremault, MSW (cand.)

DELPHI STUDY: ROUND II QUESTIONNAIRE

INTRODUCTION:

In this questionnaire you are asked to rate the Importance of statements in three sections: I. Target Groups, II. Program Goals, and III. Program Components for a Student Affirmative Action (SAA) Program in the Master of Social Work (MSW) Program.

Please use the enclosed pencil to indicate your responses on the attached computer form. Do not fill in the personal information sections. For each statement below, shade in a response from A1 (low importance) to E5 (high importance) to rate the statements for a SAA program in the MSW Program.

For example, in the section on target groups you may find a statement such as:

"1. Native Canadians with social service experience"

You would then flip to the computer response form and go to item number 1. and rate the importance of the item. If you thought that it was of high importance that "Native Canadians with social service experience" be eligible for a Student Affirmative Action Program in the MSW program, then you would indicate your response by shading in the "bubble" under E5 as follows:

	(LOW IMPORTANCE)				(HIGH IMPORTANCE)
	A1	B2	C3	D4	E5
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

I. TARGET GROUPS

A. Native People:

1. Native People (Status Indians, Non-Status Indians, Metis or Inuit) regardless of residence at point of application
2. Candidates who self-identify as Native who would not be eligible for entry without consideration of SAA criteria
3. Native people regardless of their GPA
4. Native persons with BSW

5. Native persons with BSW or equivalent
6. Natives with other degrees
7. Natives with at least 2 years of social service experience

B. Immigrant People:

8. Immigrant people
9. People who are recent (5 years) immigrants, and for whom English is a 2nd language
10. Candidates who are recent immigrants associated with Manitoba ethnic communities
11. Disadvantaged Immigrant groups who come from 3rd world Countries
12. Non-white immigrants where under represented
13. Immigrants with BSW
14. Immigrants with BSW from any university
15. Immigrants with other degrees from any university
16. Immigrants with at least 2 years of social service experience in any country

C. Refugees:

17. Refugees
18. People who are refugees as defined in the Immigration Act
19. Candidates who are refugees associated with ethnic communities in Manitoba
20. Non-white refugees where under represented
21. Refugees with BSW
22. Refugees with BSW from any university
23. Refugees with other degrees from any university
24. Refugees with at least 2 years of social service experience in any country

D. Disabled People:

25. Disabled people
26. Disabled applicants who require special devices to attend classes
27. Disabled persons with BSW
28. Disabled persons with other degrees
29. Disabled persons with at least 2 years of social service experience

E. Women:

30. Women

- 31. Older Women
- 32. Women in Social Administration
- 33. Aboriginal Women
- 34. Economically Disadvantaged Women

F. Visible Minorities:

- 35. Asians
- 36. Africans
- 37. Filipinos
- 38. Vietnamese
- 39. Hong Kong Chinese
- 40. Visible minorities who have a BSW
- 41. Visible minorities with other degrees
- 42. Visible minorities with at least 2 years of social service experience

G. Other Target Groups:

- 43. Winnipeg Education Centre B.S.W. graduates
- 44. Thompson B.S.W. graduates
- 45. Gay, Lesbian social workers
- 46. Recipients/consumers of social welfare system
- 47. Economically disadvantaged groups
- 48. Applicants whose first language is not English
- 49. Francophones
- 50. Practitioners with proven contributions who do not have degrees
- 51. Any person belonging to a population under represented as social service providers
- 52. Single parents
- 53. Single parents with BSW
- 54. Single parents with other degrees
- 55. Single parents with at least 2 years of social service experience
- 56. Mature students
- 57. Students over 40 years of age who are planning to make a career change
- 58. Rural persons with BSW
- 59. Rural persons with other degrees
- 60. Rural persons with at least 2 years of social service experience

II. PROGRAM GOALS

A. Program Mandate and Funding Goals:

- 61.* Establish a SAA program within the MSW program at the U of M
- 62.* Establish a SAA program within the MSW program only if special funding is provided by the University of Manitoba
- 63.* Establish a SAA program within the MSW program only if government funding is provided
- 64.* Establish a SAA program within the MSW program without using funds from the current School of Social Work Budget
- 65.* Establish a SAA program within the MSW program only if the SAA program is given sanction by the University of Manitoba

B. Curriculum Goals:

- 66. Prepare target group students for exemplary practise
- 67. Prepare target group students for professional leadership roles
- 68. Ensure course standards continue to be met by all students
- 69. Enrich the curriculum with content relevant to target group students
- 70. That target group students have access to material in courses which models professional activities carried on by members of their group
- 71. All courses will include a social analysis of target group practice problems
- 72. Educate all graduates regarding barriers to service for target groups
- 73. Offer Field work opportunities for developing intervention skills in target group issues
- 74. Practica/Theses should be tailored to the areas of experience of the target groups
- 75. Offer Problems and Current Issues Seminars to deal with target group background and theory
- 76. Offer some courses in French out of St. Boniface College

C. Admissions/Access goals:

- 77. The MSW program consider a set of criteria, in addition to scholastic capability, which recognizes special contributions to community
- 78. Admit any target group applicants that qualify for admission into the MSW program
- 79. The school should be physically accessible to the physically disabled; classroom access, washroom access, facility access, etc.

- 80. Identify barriers for target groups in accessing and participating in the MSW program
- 81. Develop a plan to eliminate barriers and accommodate special needs
- 82. The Masters program committee will review applicants annually to ensure that it has not incorrectly rejected candidates

D. Representation Goals:

- 83. Set aside a minimum number of places for target group students in both the MSW clinical and administration streams; these will not constitute a maximum limit
- 84. Increase the representation of target group students in the MSW programme
- 85. Ensure that enrolment of target group students is comparable to the proportion of target group members in the general population
- 86. Increase the representation of target groups within the Faculty

E. Support Goals:

- 87. Annually assist students from target groups to apply to the MSW Program
- 88. Accommodate target group students to complete the MSW program
- 89. The school will use the existing advising structure to maximize academic supports for SAA students

F. Financial Support Goals:

- 90. That the MSW program explore, with the professional association, the development of bursaries and scholarships for target group students
- 91. The school will use University wide resources to maximize financial supports for successful applicants
- 92. The MSW program will provide subsidies to its economically disadvantaged students

G. Outreach and Recruitment Goals:

- 93. The school will establish links in target group communities to ensure the completion of thesis/practicum which are relevant to those communities
- 94. Establish community links to enhance the employability of SAA students
- 95. Assist target group students to locate suitable candidates for admission to the undergraduate program
- 96. The School of Social Work will work with the BSW program to provide target group students access to MSW application information

- 97. The School of Social Work will work with off campus programs to provide target group students access to MSW application information
- 98. An aggressive outreach program will encourage target group members to come out to the University and meet faculty and other graduate students in advance of application
- 99. Establish an employer liaison program to encourage employers to sponsor their target group employees to undertake the MSW program
- 100. The MSW program will actively recruit candidates from eligible graduates of the Winnipeg Education Centre
- 101. The MSW program will actively recruit candidates from eligible graduates of the Northern BSW program

H. Advertising Goals:

- 102. That the School advertise all its programs among target groups through government and selected community channels
- 103. Increase awareness in faculty about the SAA program

I. "Improve Situation for Target Groups" Goals:

- 104. Provide target group students the opportunity for career advancement
- 105. Provide encouragement through role models to community target group members

J. "Improve Social Work" Goals:

- 106. Increase the effectiveness of services to target groups
- 107. Add to the Social Work knowledge base re: working with a multi-cultural population
- 108. The School of Social Work must ensure that Human Rights are being honoured

III PROGRAM COMPONENTS

A. Curriculum Components:

- 109. MSW Course delivery in Thompson (some of the program--all if possible)
- 110. MSW Course delivery in the Inner City in the evenings
- 111. Target group culture awareness classes in the first term of each year for staff
- 112. Target group culture awareness classes in the first term of each year for students
- 113. A listing of potential practicum/theses topics relevant to target groups for study foci
- 114. Cross Cultural Service Administration Course content

- 115. Course content on sexism, racism, and other forms of discrimination
- 116. Course material which deals sensitively with disability in class
- 117. Instructors in each course provide 1/3 of all classroom illustrations using change efforts specific to the SAA target groups
- 118. Course on english composition for MSW entrants as required
- 119. Required reading which includes social/political content specific to target groups
- 120. Required reading which includes feminist content
- 121. Course content on barriers facing minorities
- 122. Retain BSW courses focusing on women
- 123. Retain BSW courses focusing on native peoples
- 124. The School will reexamine its overall generalist philosophy to determine whether it meets the needs of target groups

B. Admissions/Access Components:

- 125.* An analysis by target group of the student composition of the M.S.W. Program
- 126.* An analysis by target group of faculty composition of the School of Social Work
- 127.* An analysis by target group of the external "pool" of potential M.S.W. students
- 128.* An analysis by target group of the external "pool" of potential Social Work faculty
- 129.* Admissions appeals procedures
- 130.* Summer sampler practicum experiences for potential applicants who have no social work experience
- 131. An interview of all short listed candidates to review credentials and evaluate readiness to enter graduate studies
- 132. Quotas of 5 target group students each year for the first 5 years of operation, in addition to the annual quota for all students
- 133. An admissions review panel representative of target groups
- 134. Assistance to all MSW applicants to prevent reverse discrimination
- 135. A separate admission pool for target groups; one in which applicants compete only with others in the pool
- 136. Negotiations with Senate for flexibility in credential criterion, where necessary

C. Support Components:

- 137.* Transportation Services for Disabled Students
- 138.* Housing Services adapted for Disabled Students

- 139.* Emergency Medical Services for Disabled Students
- 140.* A Target Group Support Centre
- 141.* Assignment of a Faculty Mentor to each target group student
- 142. Decentralized learning centres
- 143. A list of program supports required to enhance academic success of SAA Students
- 144. A support staff to assist with financial, emotional, social stresses for target groups
- 145. Additional academic tutorials to develop areas which might be weak or missing from target group students' backgrounds
- 146. A commitment from School Council to facilitate the interaction between the SAA and the mainstream students, such that both groups are enriched
- 147. A pre-enrolment orientation program for target group students and their families to enable families to understand the likely effects of the study program on the student
- 148. Support Groups for target group students
- 149. Sound amplifying equipment for persons with hearing impairments
- 150. Tables set at levels appropriate for wheelchairs
- 151. Braille/tape versions of all texts

D. Financial Support Components:

- 152. Support for target group students at 40% of the average industrial wage
- 153. Special access to student aid

E. Advertising Components:

- 154. A public statement regarding the SAA Program disseminated everywhere potential target applicants might be reached

F. Standards Setting and Monitoring Components:

- 155.* A committee responsible for directing the SAA Program
- 156.* Involvement of target group students, faculty, and community representatives on the committee(s) responsible for directing the SAA program
- 157. A committee to deal with Human Rights concerns affecting all students
- 158. Policies governing the operation and monitoring of the SAA Program
- 159. An ethics committee to ensure that the SAA policies or programs do not detract from the quality of service that target group students will provide
- 160.* An evaluation of the SAA program

ROUND II RESPONSE FORM

O NOT FOLD

DO NOT FOLD

DO NOT FOLD

NO STRAY MARKS

MAKE NO MARKS PASSED

OLD

[illegible]

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0630-1 NEW-86

APPENDIX C: ETHICS COMMITTEE APPROVAL

SCHOOL OF SOCIAL WORK
UNIVERSITY OF MANITOBASCHOOL OF SOCIAL WORK COMMITTEE ON THE USE OF HUMAN SUBJECTS
IN RESEARCH

NAME: Mr. G. Bremault

DATE: November 15, 1988

YOUR PROJECT ENTITLED:

Student Affirmative Action and Graduate Social Work Education

HAS BEEN APPROVED BY THE COMMITTEE AT THEIR MEETING OF:

November 10, 1988

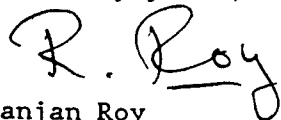
COMMITTEE PROVISOS OR LIMITATIONS:

Nil

You will be asked at intervals for a status report. Any significant changes of the protocol should be reported to the Chairman for the Committee's consideration, in advance of implementation of such changes.

** This approval is for the ethics of human use only. For the logistics of performing the study, approval should be sought from the relevant institution, if required.

Sincerely yours,



Ranjan Roy
Professor & Chairman,
School Committee on the Use of
Human Subjects in Research

RR/km

TELEPHONE ENQUIRIES:

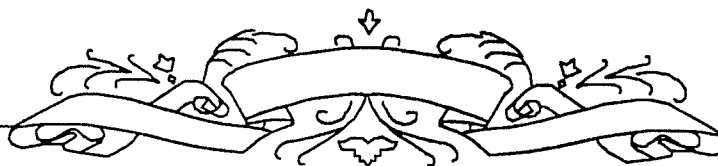
474-9838

APPENDIX D: ROUND 1, REMINDER 1

Gerard Bremault, MSW (cand.)
School of Social Work
5th Floor Tier Building
University of Manitoba
December 12, 1988

^F1^
^F2?^
^F3?^

Dear ^F4^:



Seasons Greetings! If you have had an opportunity to complete and return the Student Affirmative Action Survey I had forwarded to you on December 1, then I would like to thank you very much for your time and effort--THANK YOU! I know that this is an exceptionally busy time of year, so I am especially grateful.

If you have not yet had an opportunity to complete and return the Student Affirmative Action Survey I forwarded to you on December 1, then I would like to be able to be especially grateful to you in the future for your time and effort! Please, please, please fill it out! Since only the members of School Council are being asked to participate, each response--your response--is critical for the study's validity. Your response can be helpful in guiding the development of SAA in the MSW Program!



Sincerely,

Gerard Bremault, MSW (cand.)



SEASON'S GREETINGS!

(and Thank You!)

Gerard Bremault, MSW (cand.)
c/o Helen Mann Library
School of Social Work
5th Flr., Tier Building
University of Manitoba
R3T 2N2
December 19, 1988

^F1^
^F2?^
^F3?^

Dear ^F4^:

As you can see, I have stooped to a weak attempt to bribe you with a "present" in order to encourage you to complete the Student Affirmative Action Survey first sent to you on December 1st. If you have not yet had time to complete the survey, please do not give up. I will be accepting responses up until the first week of January.

The survey has been circulated to 63 members of School Council of the School of Social Work. So far, only a few responses have trickled in--I need yours!

Thank you again for your assistance.

Sincerely,

Gerard Bremault, MSW (cand.)

P.S. --Due to the perpetual fiscal crisis
of student life the cover sheet "present"
is all I could afford. Hope you like it!

APPENDIX F: ROUND II, REMINDER 1

Gerard Bremault, MSW (cand.)
c/o Helen Mann Library
School of Social Work
5th Flr., Tier Building
University of Manitoba
R3T 2N2
February 8, 1989

^F1^
^F2?^
^F3?^

Dear ^F4^:

My records indicate that, at present, you have not had an opportunity to respond to the Final Student Affirmative Action Survey which I forwarded to you on February 1st, 1989.

Your response is necessary to provide the MSW Program Committee with a representative picture of the items which School Council Members consider most important for a SAA Program in the MSW Program. You as a member of School Council have an important voice in the affairs of the School of Social Work. Let it be heard on this important issue.

Thank you for your continued assistance with the Student Affirmative Action Delphi Study for the MSW Program.

Yours Sincerely,

Gerard Bremault, MSW (cand.)

P.S. You need not consider yourself an expert
to provide your considered opinion
on this issue.

APPENDIX G: ROUND II, REMINDER 2

Gerard Bremault, M.S.W. (cand.)
 c/o Helen Mann Library
 School of Social Work
 5th Flr., Tier Building
 University of Manitoba
 R3T 2N2
 February 15, 1989

^F1^
 ^F2?^
 ^F3?^

Dear ^F4^:

Two weeks ago I wrote to you seeking your opinion on the importance of a series of goals, target groups and program components for a Student Affirmative Action Program in the M.S.W. Program. As of today, I have not yet received your completed questionnaire.

I have undertaken this study because of the belief that all members of School Council should be consulted in the design and development of such an important and sensitive program as Student Affirmative Action, and because of my belief that such consultation will produce a more viable program.

I am writing to you again because of the significance each questionnaire has to the usefulness of this study. You have been included in this study because you are a member of School Council, one of the highest decision making bodies of the School of Social Work. Thus, your opinion can greatly affect the development of a Student Affirmative Action Program. Only the 63 members of School Council have been asked to complete this questionnaire. In order for the results of this study to be truly representative of the opinions of all School Council Members it is essential that each person return their completed questionnaire.

In the event that your questionnaire has been misplaced, a replacement is enclosed.

Your cooperation is greatly appreciated.

Yours Sincerely,

Gerard Bremault, M.S.W. (cand.)

P.S. I will be happy to send you a copy of the results if you want one. Simply write, "copy of results requested" on the back of the return postcard. I expect to have the results ready in March.²⁶⁸

²⁶⁸ This reminder letter is derived heavily from Don A. Dillman, Mail and Telephone Surveys: The Total Design Method (New York: John Wiley and Sons, 1978), 187.

APPENDIX H: ROUND II, REMINDER 3

February 23, 1989

^F1^
^F2?^
^F3?^

Dear ^F4^:

We are writing to you about the Student Affirmative Action Study for the M.S.W. Program. We have not yet received your completed questionnaire for the final round of the study.

The number of questionnaires returned to date is encouraging. However, whether the results of the study will accurately represent how School Council Members feel about the elements of a Student Affirmative Action Program depends upon you and the others who have not yet responded. This is because the literature suggests that those of you who have not yet sent in your questionnaire may hold quite different preferences than those who have.

This is the first application of a Delphi Method for the planning of an Affirmative Action Program that, to our knowledge, has ever been done. Therefore, the results are of particular importance not only to the M.S.W. Program Committee practicum site, but to other developers of voluntary affirmative action programs. The usefulness of the results depends on how accurately they describe what the Members of School Council think.

May we urge you to complete and return the final questionnaire as quickly as possible. If you have any questions please phone Gerard at 474-9351 or leave a message at 474-9550. Gerard will also be phoning you shortly to address questions you may have.

We will be happy to send you a copy of the results if you want one. Simply write, "copy of results requested" on the return postcard. The results are expected to be ready in March.

Your contribution to the success of this study will be appreciated greatly.

Most Sincerely,

Gerard Bremault
M.S.W. candidate

Paul Newman
Faculty Advisor

P.S. Your response is strictly anonymous. No coding procedure has been used to identify response sheets with respondents. You are only identified as having completed the questionnaire through separate return of the postcard which was enclosed with it. Thus, it is not known which completed response sheet is yours.²⁶⁹

²⁶⁹ This reminder letter is derived heavily from a Third Follow-up sample letter by Don A. Dillman, Mail and Telephone Surveys: The Total Design Method (New York: John Wiley and Sons, 1978), 189.

APPENDIX I: ALL TARGET GROUPS IN DESCENDING ORDER OF IMPORTANCE BY MEAN SCORE WITH DESCRIPTIVE STATISTICS

<u>Variables in order of importance</u>	<u>Cases</u>	<u>Mean</u>	<u>SD</u>	<u>Med.</u>	<u>Mode</u>	<u>Skew</u>	<u>Kurtosis</u>
1. (v4) Native persons with BSW	43	4.698	0.877	5	5	-3.511	14.760
2. (v5) Native persons with BSW or equivalent	43	4.558	0.897	5	5	-2.494	8.905
3. (v27) Disabled persons with BSW	42	4.476	1.006	5	5	-2.323	7.846
4. (v21) Refugees with BSW	43	4.465	0.973	5	5	-1.948	6.091
5. (v13) Immigrants with BSW	43	4.372	1.162	5	5	-1.913	5.551
6. (v44) Thompson B.S.W. graduates	44	4.273	1.213	5	5	-1.603	4.371
7. (v43) Winnipeg Education Centre B.S.W. graduates	44	4.273	1.213	5	5	-1.603	4.371
8. (v40) Visible minorities who have a BSW	42	4.214	1.186	5	5	-1.533	4.389
9. (v1) Native People (Status Indians, Non-Status Indians, Metis or Inuit) regardless of residence at point of application	42	4.119	1.238	5	5	-1.129	2.981
10. (v33) Aboriginal Women	42	4.119	1.219	5	5	-1.017	2.572
11. (v22) Refugees with BSW from <u>any</u> university	43	4.000	1.078	4	4	-1.335	4.575
12. (v34) Economically Disadvantaged Women	43	3.953	1.140	4	5	-0.756	2.453
13. (v14) Immigrants with BSW from <u>any</u> university	43	3.930	1.149	4	4 & 5	-1.151	3.658
14. (v6) Natives with other degrees	42	3.738	1.135	4	4	-0.940	3.242
15. (v26) Disabled applicants who require special devices to attend classes	41	3.707	1.292	4	5	-0.800	2.531
16. (v2) Candidates who self-identify as Native who would not be eligible for entry without consideration of SAA criteria	42	3.690	1.354	4	5	-0.809	2.410
17. (v12) Non-white immigrants where under represented	42	3.690	1.300	4	5	-0.844	2.680
18. (v20) Non-white refugees where under represented	41	3.659	1.299	4	4	-0.750	2.403

19. (v53) Single parents with BSW	43	3.651	1.379	4	5	-0.795	2.377
20. (v25) Disabled people	43	3.651	1.379	4	5	-0.582	2.130
21. (v28) Disabled persons with other degrees	40	3.650	0.989	4	4	-0.808	3.635
22. (v29) Disabled persons with at least 2 years of social service experience	40	3.625	1.278	4	5	-0.638	2.424
23. (v47) Economically disadvantaged groups	42	3.595	1.346	4	5	-0.466	2.013
24. (v32) Women in Social Administration	42	3.595	1.381	4	5	-0.659	2.258
25. (v7) Natives with at least 2 years of social service experience	41	3.585	1.325	4	4	-0.719	2.359
26. (v58) Rural persons with BSW	43	3.581	1.334	4	5	-0.616	2.244
27. (v42) Visible minorities with at least 2 years of social service experience	42	3.452	1.295	4	Multi	-0.487	2.230
28. (v23) Refugees with other degrees from <u>any</u> university	42	3.429	1.137	4	4	-0.504	2.481
29. (v46) Recipients/consumers of social welfare system	43	3.419	1.334	4	5	-0.384	2.000
30. (v41) Visible minorities with other degrees	42	3.405	1.156	4	4	-0.554	2.626
31. (v50) Practitioners with proven contributions who do not have degrees	42	3.381	1.194	3	3	-0.263	2.172
32. (v19) Candidates who are refugees associated with ethnic communities in Manitoba	41	3.366	1.302	4	4	-0.501	2.246
33. (v24) Refugees with at least 2 years of social service experience in <u>any</u> country	42	3.357	1.360	3.5	5	-0.380	1.980
34. (v16) Immigrants with at least 2 years of social service experience in <u>any</u> country	42	3.357	1.360	3	3	-0.323	2.004
35. (v15) Immigrants with other degrees from <u>any</u> university	42	3.333	1.148	4	4	-0.392	2.247
36. (v11) Disadvantaged Immigrant groups who come from 3rd world Countries	42	3.286	1.296	3	3	-0.213	2.036

37. (v55) Single parents with at least 2 years of social service experience	42	3.238	1.324	3.5	4	-0.320	1.926
38. (v10) Candidates who are recent immigrants associated with Manitoba ethnic communities	40	3.225	1.294	3	3	-0.146	2.033
39. (v35) Asians	42	3.214	1.389	3	3	-0.173	1.874
40. (v17) Refugees	43	3.209	1.440	3	3	-0.276	1.825
41. (v60) Rural persons with at least 2 years of social service experience	42	3.190	1.295	3	3 & 4	-0.357	2.109
42. (v54) Single parents with other degrees	42	3.190	1.220	3	4	-0.446	2.241
43. (v45) Gay, Lesbian social workers	44	3.182	1.386	3	3	-0.276	1.974
44. (v18) People who are refugees as defined in the Immigration Act	41	3.171	1.430	3	3	-0.251	1.862
45. (v9) People who are recent (5 years) immigrants, and for whom English is a 2nd language	40	3.150	1.216	3	4	-0.122	2.030
46. (v51) Any person belonging to a population under represented as social service providers	42	3.143	1.440	3	5	-0.155	1.684
47. (v31) Older Women	43	3.140	1.488	3	5	-0.113	1.642
48. (v36) Africans	40	3.125	1.382	3	3	-0.168	1.939
49. (v37) Filipinos	40	3.125	1.382	3	3	-0.168	1.939
50. (v38) Vietnamese	40	3.125	1.400	3	3	-0.168	1.855
51. (v8) Immigrant people	41	3.122	1.468	3	3	-0.119	1.725
52. (v59) Rural persons with other degrees	42	3.071	1.121	3	4	-0.546	2.361
53. (v30) Women	39	3.000	1.450	3	3	0.000	1.728
54. (v56) Mature students	42	2.952	1.396	3	4	-0.020	1.706
55. (v52) Single parents	43	2.907	1.361	3	3	+0.002	1.899
56. (v48) Applicants whose first language is not English	41	2.854	1.260	3	3	-0.016	1.942
57. (v39) Hong Kong Chinese	40	2.775	1.423	3	3	+0.036	1.769

58. (v49) Francophones	42	2.762	1.269	3	3	+0.103	2.161
59. (v57) Students over 40 years of age who are planning to make a career change	42	2.643	1.192	3	3	-0.129	1.766
60. (v3) Native people regardless of their GPA	42	2.238	1.171	2	1	+0.597	2.453

APPENDIX J: ALL PROGRAM GOALS IN DESCENDING ORDER OF IMPORTANCE BY MEAN SCORE WITH DESCRIPTIVE STATISTICS

<u>Variables in order of importance</u>	<u>Cases</u>	<u>Mean</u>	<u>SD</u>	<u>Med.</u>	<u>Mode</u>	<u>Skew</u>	<u>Kurtosis</u>
1. (v79) The school should be physically accessible to the physically disabled; classroom access, washroom access, facility access, etc.	44	4.818	0.534	5	5	-3.716	18.272
2. (v68) Ensure course standards continue to be met by all students	42	4.786	0.513	5	5	-2.370	7.646
3. (v80) Identify barriers for target groups in accessing and participating in the MSW program	43	4.628	0.648	5	5	-1.509	3.952
4. (v108) The School of Social Work must ensure that Human Rights are being honoured	43	4.628	0.683	5	5	-1.564	3.923
5. (v73) Offer Field work opportunities for developing intervention skills in target group issues	43	4.581	0.690	5	5	-1.781	6.064
6. (v81) Develop a plan to eliminate barriers and accommodate special needs	43	4.581	0.785	5	5	-2.582	10.995
7. (v69) Enrich the curriculum with content relevant to target group students	44	4.523	0.839	5	5	-2.380	9.275
8. (v90) That the MSW program explore, with the professional association, the development of bursaries and scholarships for target group students	44	4.477	0.892	5	5	-1.855	6.380
9. (v72) Educate all graduates regarding barriers to service for target groups	43	4.465	0.924	5	5	-1.933	6.459
10. (v91) The school will use University wide resources to maximize financial supports for successful applicants	44	4.455	1.097	5	5	-2.004	5.878
11. (v107) Add to the Social Work knowledge base re: working with a multi-cultural population	44	4.455	0.782	5	5	-1.275	3.739
12. (v87) Annually assist students	44	4.432	0.809	5	5	-2.226	9.382

from target groups to apply
to the MSW Program

13. (v103) Increase awareness in faculty about the SAA program	44	4.409	0.834	5	5	-1.119	3.039
14. (v97) The School of Social Work will work with off campus programs to provide target group students access to MSW application information	44	4.386	0.775	5	5	-0.790	2.100
15. (v84) Increase the representation of target group students in the MSW programme	42	4.357	0.921	5	5	-1.495	5.130
16. (v100) The MSW program will actively recruit candidates from eligible graduates of the Winnipeg Education Centre	44	4.318	1.082	5	5	-1.517	4.172
17. (v101) The MSW program will actively recruit candidates from eligible graduates of the Northern BSW program	44	4.318	1.040	5	5	-1.513	4.396
18. (v67) Prepare target group students for professional leadership roles	43	4.302	0.793	5	5	-0.593	1.831
19. (v61)* Establish a SAA program within the MSW program at the U of M	43	4.302	1.046	5	5	-1.480	4.288
20. (v102) That the School advertise all its programs among target groups through government and selected community channels	44	4.295	0.919	5	5	-0.968	2.686
21. (v96) The School of Social Work will work with the BSW program to provide target group students access to MSW application information	44	4.250	0.956	5	5	-1.296	4.389
22. (v99) Establish an employer liaison program to encourage employers to sponsor their target group employees to undertake the MSW program	43	4.209	1.132	5	5	-1.474	4.239
23. (v75) Offer Problems and Current Issues Seminars to deal with target group background and theory	43	4.209	1.001	5	5	-1.123	3.658
24. (v70) That target group students	42	4.167	1.022	4	5	-1.409	4.891

	have access to material in courses which models professional activities carried on by members of their group								
25.	(v77) The MSW program consider a set of criteria, in addition to scholastic capability, which recognizes special contributions to community	44	4.159	1.086	4	5	-1.596	5.203	
26.	(v98) An aggressive outreach program will encourage target group members to come out to the University and meet faculty and other graduate students in advance of application	44	4.159	0.928	4	4	-1.344	4.883	
27.	(v93) The school will establish links in target group communities to ensure the completion of thesis/practicum which are relevant to those communities	44	4.136	1.013	4	5	-1.455	5.028	
28.	(v106) Increase the effectiveness of services to target groups	44	4.114	1.071	4	5	-1.116	3.364	
29.	(v71) All courses will include a social analysis of target group practice problems	43	4.093	1.052	4	5	-0.904	3.002	
30.	(v74) Practica/Theses should be tailored to the areas of experience of the target groups	43	4.093	1.096	4	4 & 5	-1.563	5.005	
31.	(v86) Increase the representation of target groups within the Faculty	43	4.047	0.914	4	4	-0.823	2.954	
32.	(v94) Establish community links to enhance the employability of SAA students	44	4.023	0.988	4	5	-0.893	3.390	
33.	(v82) The Masters program committee will review applicants annually to ensure that it has not incorrectly rejected candidates	43	3.953	1.238	4	5	-1.015	2.987	
34.	(v66) Prepare target group students for exemplary practise	43	3.837	1.119	4	5	-0.772	2.907	

35. (v105) Provide encouragement through role models to community target group members	44	3.818	0.936	4	4	-0.630	3.311
36. (v83) Set aside a <u>minimum</u> number of places for target group students in both the MSW clinical and administration streams; these will <u>not</u> constitute a maximum limit	43	3.791	1.286	4	5	-0.918	2.720
37. (v92) The MSW program will provide subsidies to its economically disadvantaged students	43	3.791	1.322	4	5	-0.941	2.766
38. (v88) Accommodate target group students to complete the MSW program	43	3.744	1.123	4	5	-0.472	2.199
39. (v104) Provide target group students the opportunity for career advancement	43	3.744	1.163	4	4	-0.822	2.960
40. (v89) The school will use the existing advising structure to maximize academic supports for SAA students	43	3.651	1.362	4	5	-0.678	2.239
41. (v95) Assist target group students to locate suitable candidates for admission to the undergraduate program	42	3.548	1.257	4	4	-0.683	2.596
42. (v78) Admit any target group applicants that qualify for admission into the MSW program	41	3.512	1.595	4	5	-0.582	1.729
43. (v65)* Establish a SAA program within the MSW program only if the SAA program is given sanction by the University of Manitoba	40	3.325	1.403	3.5	5	-0.318	1.820
44. (v85) Ensure that enrolment of target group students is comparable to the proportion of target group members in the general population	43	3.186	1.299	3	3	-0.284	2.116
45. (v63)* Establish a SAA program within the MSW program only if government funding is provided	41	3.171	1.305	3	3	-0.186	2.005
46. (v62)* Establish a SAA program	42	3.119	1.238	3	3	-0.227	2.148

within the MSW program only
if special funding is provided
by the University of Manitoba

47. (v64)* Establish a SAA program within the MSW program <u>without</u> using funds from the current School of Social Work Budget	41	3.000	1.448	3	3	+0.145	1.741
48. (v76) Offer some courses in French out of St. Boniface College	43	2.884	1.401	3	3	+0.004	1.776

APPENDIX K: ALL PROGRAM COMPONENTS IN DESCENDING ORDER OF IMPORTANCE BY MEAN SCORE WITH DESCRIPTIVE STATISTICS

<u>Variables in order of importance</u>	<u>Cases</u>	<u>Mean</u>	<u>SD</u>	<u>Med.</u>	<u>Mode</u>	<u>Skew</u>	<u>Kurtosis</u>
1. (v160)* An evaluation of the SAA program	44	4.727	0.750	5	5	-3.392	15.265
2. (v115) Course content on sexism, racism, and other forms of discrimination	44	4.477	0.988	5	5	-1.915	5.794
3. (v158) Policies governing the operation and monitoring of the SAA Program	44	4.432	0.914	5	5	-1.849	6.297
4. (v154) A public statement regarding the SAA Program disseminated everywhere potential target applicants might be reached	44	4.341	0.928	5	5	-1.749	6.003
5. (v116) Course material which deals sensitively with disability in class	44	4.295	1.057	5	5	-1.419	4.042
6. (v156)* Involvement of target group students, faculty, and community representatives on the committee(s) responsible for directing the SAA program	44	4.295	1.013	5	5	-1.665	5.589
7. (v146) A commitment from School Council to facilitate the interaction between the SAA and the mainstream students, such that both groups are enriched	44	4.250	0.980	5	5	-1.386	4.495
8. (v150) Tables set at levels appropriate for wheelchairs	44	4.250	0.908	4.5	5	-1.242	4.624
9. (v155)* A committee responsible for directing the SAA Program	44	4.227	1.165	5	5	-1.570	4.572
10. (v145) Additional academic tutorials to develop areas which might be weak or missing from target group students' backgrounds	44	4.205	0.842	4	5	-0.858	3.059
11. (v143) A list of program supports required to enhance academic success of SAA Students	43	4.163	0.833	4	5	-0.553	2.276

12.	(v121) Course content on barriers facing minorities	44	4.159	0.952	4	5	-1.112	4.032
13.	(v123) Retain BSW courses focusing on native peoples	43	4.140	1.231	5	5	-1.463	4.171
14.	(v149) Sound amplifying equipment for persons with hearing impairments	44	4.136	1.079	4.5	5	-1.251	4.030
15.	(v153) Special access to student aid	43	4.116	1.083	4	5	-1.331	4.207
16.	(v144) A support staff to assist with financial, emotional, social stresses for target groups	44	4.114	1.071	4.5	5	-1.005	3.110
17.	(v120) Required reading which includes feminist content	44	4.068	1.031	4	5	-0.882	3.080
18.	(v122) Retain BSW courses focusing on women	43	4.047	1.238	5	5	-1.265	3.686
19.	(v124) The School will reexamine its overall generalist philosophy to determine whether it meets the needs of target groups	44	3.955	1.147	4	5	-0.905	2.970
20.	(v147) A pre-enrolment orientation program for target group students and their families to enable families to understand the likely effects of the study program on the student	43	3.930	1.087	4	4	-1.057	3.554
21.	(v148) Support Groups for target group students	44	3.886	1.152	4	5	-1.025	3.391
22.	(v112) Target group culture awareness classes in the first term of each year for students	44	3.864	1.057	4	5	-0.649	2.657
23.	(v119) Required reading which includes social/political content specific to target groups	44	3.864	1.160	4	5	-0.782	2.715
24.	(v151) Braille/tape versions of all texts	43	3.860	1.250	4	5	-0.950	3.009
25.	(v131) An interview of all short listed candidates to review credentials and evaluate readiness to enter graduate	44	3.818	1.302	4	5	-1.021	2.954

studies

26.	(v113) A listing of potential practicum/theses topics relevant to target groups for study foci	44	3.818	1.173	4	4 & 5	-0.911	3.059
27.	(v110) MSW Course delivery in the Inner City in the evenings	44	3.795	1.307	4	5	-0.718	2.246
28.	(v109) MSW Course delivery in Thompson (some of the program--all if possible)	44	3.795	1.358	4	5	-0.824	2.326
29.	(v114) Cross Cultural Service Administration Course content	43	3.767	1.053	4	4	-0.602	2.617
30.	(v127)* An analysis by target group of the external "pool" of potential M.S.W. students	43	3.767	1.198	4	4	-0.845	2.824
31.	(v111) Target group culture awareness classes in the first term of each year for staff	44	3.750	1.245	4	4 & 5	-0.790	2.514
32.	(v118) Course on english composition for MSW entrants as required	43	3.744	1.313	4	5	-0.814	2.457
33.	(v157) A committee to deal with Human Rights concerns affecting all students	43	3.744	1.348	4	5	-0.780	2.461
34.	(v141)* Assignment of a Faculty Mentor to each target group student	44	3.705	1.324	4	5	-0.797	2.513
35.	(v159) An ethics committee to ensure that the SAA policies or programs do not detract from the quality of service that target group students will provide	41	3.683	1.521	4	5	-0.661	1.878
36.	(v137)* Transportation Services for Disabled Students	44	3.682	1.183	4	5	-0.602	2.606
37.	(v138)* Housing Services adapted for Disabled Students	44	3.591	1.193	4	3	-0.457	2.401
38.	(v125)* An analysis by target group of the student composition of the M.S.W. Program	44	3.591	1.193	4	4	-0.537	2.425
39.	(v139)* Emergency Medical Services for Disabled	44	3.523	1.234	4	3	-0.488	2.376

Students

40. (v128)* An analysis by target group of the external "pool" of potential Social Work faculty	43	3.465	1.387	4	5	-0.503	2.000
41. (v126)* An analysis by target group of faculty composition of the School of Social Work	44	3.455	1.305	3.5	3	-0.514	2.326
42. (v134) Assistance to <u>all</u> MSW applicants to prevent reverse discrimination	44	3.432	1.514	4	5	-0.440	1.726
43. (v133) An admissions review panel representative of target groups	44	3.409	1.285	4	4	-0.473	2.152
44. (v140)* A Target Group Support Centre	43	3.395	1.332	4	4	-0.395	1.965
45. (v129)* Admissions appeals procedures	42	3.381	1.327	3.5	5	-0.355	1.998
46. (v136) Negotiations with Senate for flexibility in credential criterion, where necessary	44	3.250	1.367	3.5	4	-0.403	1.973
47. (v117) Instructors in each course provide 1/3 of all classroom illustrations using change efforts specific to the SAA target groups	43	3.163	1.293	3	4	-0.369	1.997
48. (v152) Support for target group students at 40% of the average industrial wage	39	3.154	1.331	3	4	-0.414	2.056
49. (v142) Decentralized learning centres	42	3.071	1.334	3	3	-0.191	1.939
50. (v130)* Summer sampler practicum experiences for potential applicants who have no social work experience	43	2.977	1.422	3	1 & 4	-0.153	1.711
51. (v135) A separate admission pool for target groups; one in which applicants compete <u>only</u> with others in the pool	43	2.953	1.524	3	4	-0.079	1.449
52. (v132) Quotas of 5 target group students each year for the first 5 years of operation, in <u>addition</u> to the annual quota for all students	41	2.902	1.358	3	2 & 4	+0.060	1.736

APPENDIX L: COUNCIL ON SOCIAL WORK EDUCATION LETTER



COUNCIL
ON SOCIAL WORK EDUCATION

1744 R Street N.W.
Washington, D.C. 20009
202-667-2300

June 22, 1988

Mr. Gerard Bremault
Research Assistant
School of Social Work
521 Tier Building
University of Manitoba
Winnipeg, Manitoba
Canada

Dear Mr. Bremault:

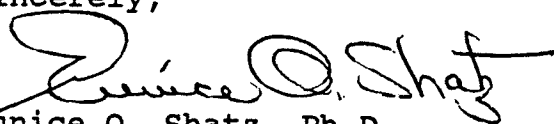
I am in receipt of your letter regarding affirmative action policy for schools of social work in the United States. All schools of social work that are accredited by the Council on Social Work Education or that apply for accreditation must have an affirmative action policy. This is equally true for baccalaureate and graduate programs.

I have enclosed a copy of the eligibility and evaluative standards from the Handbook on Accreditation Standards and Procedures that address affirmative action.

For a list of social work schools accredited by CSWE, the directory, Colleges and Universities with Accredited Social Work Degree Programs, is available for \$5.00 plus 15 percent for shipping and handling. The Handbook on Accreditation Standards and Procedures, complete with three-ring binder, is available for \$26.00 plus \$4.00 shipping or \$20.00 plus \$3.00 shipping without the binder. For your convenience in ordering, I have enclosed a publications catalogue.

I wish you great success in your research.

Sincerely,


Eunice O. Shatz, Ph.D.
Executive Director

enclosures

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