

Information used to complete UNC Chapel Hill online unit diversity report survey. 5/23/2014

At https://unc.az1.qualtrics.com/SE/?SID=SV_blxANDdGD4t9mkJ&Q_JFE=0

Goal 1. Clearly define and publicize the University's commitment to diversity.

1-1.

The School presents brief statements about the value of diversity on its website for employee recruiting (<http://www.sog.unc.edu/node/312>) and at the website for recruitment of MPA students (see <http://www.mpa.unc.edu/node/21>)

1-2. Dean Mike Smith continues to make clear statements to the School's faculty recruitment committee about the value to the School of having a more diverse set of candidates to consider in faculty hiring, and, ultimately, a more diverse faculty.

We have had a School diversity committee for two years now, and that group helps make diversity a priority for the organization. They have provides some training events, described below in Goal 3, that have been very helpful to the organization.

1-3. I think School employees are thinking more about how to increase the diversity of pools of candidates in all three kinds of School hiring—faculty, staff, and EPA searches. We are also thinking about diversity in greater terms than race—considering viewpoint and sexual orientation, for example.

1-4.

The School continues to showcase a 5' x 50' mural concerning the role of African American's in North Carolina's history. The mural is displayed in a place that all public officials attending the School for lunch will see (see <http://www.sog.unc.edu/node/317>). The mural, called SERVICE, is a creative interpretation of the Greensboro, North Carolina, sit-in of 1960. It depicts a gathering of African-American leaders at the lunch counter of a store not unlike F.W. Woolworth in Greensboro. The artist, Colin Quashie, has featured the Greensboro Four—Joseph McNeil, David Richmond, Jibreel Khazan (formerly known as Ezell Blair, Jr.), and Franklin McCain—as chefs because, as Quashie explains, "they literally took possession of the lunch counter with their refusal to leave until served. By seeking service they were, by extension, serving a cause greater than themselves." Other important African-American leaders of history are gathered around the lunch counter. Visitors can learn about the people depicted in the mural by reading "menus" available at the exhibit.

People from around campus continue to discover the mural and encourage others to visit it.

1-5.

See 1_4 above. Also, see training events described in Goal 3 below.

1_6. The uncertainty of the law that applies to diversity in hiring is an obstacle. Help us understand the legal dimensions of what we can say about the value of diversity among our employees. That will lead to stronger written statements about our diversity interests.

Goal 2. Achieve critical mass.

2_1. In advertising most faculty positions, we advertise openings in venues aimed at minority candidates. We recruit at minority job fairs for lawyers.

The MPA Program attended career fairs at three historically black universities, to try to attract diverse candidates.

2_2. Blank.

2_3. Blank.

2_4. Blank.

2_5. Blank.

2_6. Blank.

2_7. Our interest in diversity is diffuse instead of focused. We don't have individuals with responsibility for consistently promoting diversity as a value. I believe both of those hurt is in achieving greater diversity. DMA has been helpful in meeting with us about what we can do better. DMA made a presentation at the School about diversity in hiring. Our School diversity committee has also helped us grow more focused on what we want to achieve.

Goal 3. Make high quality diversity education, orientation, and training available to all members of the University community.

3_1.

Training Within the School

The School's diversity committee led creation of an internal diversity climate survey, which was conducted during 2013-14. The Committee is now analyzing the results and considering how best to share information with the School.

The School's diversity committee scheduled three SOG Staff/Faculty events during the year. Each event had between 30 and 50 attendees

--Safe Zone training by the NC LGBTQ Center: 3 hours, July 2013

--Implicit Bias training, by SOG faculty members Jim Drennan and Dona Lewandowski, 1.5 hours, November 2013

--Diversity in Hiring, UNC Dept. of Diversity and Multicultural Affairs, 1.5 hours, March 2014

Training for Public Officials

A major component of the School's mission is providing training to public officials. The focus of training is broad, encompassing most aspects of how those officials carryout their roles. Training on diversity topics is often a component of this work. Below are some examples of SOG training offered this year.

Faculty members LaToya Powell and Sara DePasquale are putting on an Advanced Juvenile Law course for NC district court judges May 14-16, titled "When Juvenile Court Proceedings and School Issues Intersect." There is a 2 hour session on children with disabilities in school, titled "The Individuals with Disabilities Act," and there is a session on the "School to Prison Pipeline," which addresses disproportionate minority contact in school discipline and school based referrals to the court system.

In the 2014 Community Development Academy (March 11-13 and April 15-17, 2014) (42 attendees, primarily local government and nonprofit staff), there were several sessions that pertained to diversity, broadly defined. "Introduction to Community Development," taught by faculty member Tyler Mulligan, emphasized the value of cultural diversity as a community asset through lecture and table exercises. "Community Visioning," taught by faculty member Rick Morse, explained the importance of diversity in bringing stakeholders together to determine a community's vision. "Basics of Affordable Housing" and "Advanced Topics in Affordable Housing," taught and moderated by Tyler Mulligan, described methods by which communities can incorporate income diversity into residential development. "Fair Housing and Affirmatively Furthering Fair Housing," presented by Richard Boulden of the NC Human Relations Commission, described the legal requirements for fair housing for minorities.

At Oct. 2013 NC Superior Court Judges' Conference, a session on Human Trafficking was presented. Among other things, it addressed the vulnerability of non-citizens to these crimes. Session manuscript here: <http://www.sog.unc.edu/sites/www.sog.unc.edu/files/R03%20Coonan.pdf>

The Oct. 2013 NC Superior Court Judges' Conference included a session on Retiring with Dignity. This session addressed, among other issues, handling lawyers with cognitive impairment and aging issues that affect their ability to perform. Session materials here: <http://www.sog.unc.edu/node/30436>

The Oct. 2013 NC Superior Court Judges' Conference included a session on the Capacity Commitment Loop, addressing procedural issues regarding mentally ill criminal defendants. Session materials here: <http://www.sog.unc.edu/node/30436>

The Jan 2014 Orientation for New Superior Court Judges (coordinated by faculty member Jessica Smith) included sessions on:

- Fairness in the courts (addressing a variety of diversity issues, as well as implicit bias)
- Pro se litigation (including civil litigants unable to pay for a lawyer)
- Interpreter issues (honoring rights of non-English speakers)

All materials here: <http://www.sog.unc.edu/node/30771>

Public administration faculty member Leisha DeHart Davis planned two relevant events:

--*Engaging Women in Public Service, Taking Your Place and Paying It Forward*, June 6th, 2014. This one-day event is designed for women interested in advancing to leadership positions in public or nonprofit organizations or those who wish to enhance their current leadership skills. Interactive workshop sessions will explore participants' personal capacity for public leadership, focusing on communication and networking, work-life integration, and creative problem-solving. The keynote speaker will be North Carolina State Treasurer Janet Cowell. <http://www.sog.unc.edu/Node/30991>

--*Diversity and Inclusion in Local Government Organizations* webinar, which is part of the Human Capital Matters Series. It is scheduled for October 31, 2014, and it is a diversity training session for local government managers.

Faculty member Norma Houston specializes in the law of public purchasing and contracting. Her teaching included the following relevant events.

--Course: Contracting for Construction and Design Services; topic: "Statewide Uniform Certification Program for Historically Underutilized Businesses"; audience: Local government purchasers, government and private engineers and architects, local government attorneys; 45 minutes; 10/2/2013.

--Course: Contracting for Construction and Design Services; topic: "Encouraging Participation from Historically Underutilized Businesses"; audience: Local government purchasers, government and private engineers and architects, local government attorneys; one hour; 10/2/2013.

--Course materials included NC Office of Historically Underutilized Businesses Statewide Certification Manual (NC HUB Office) and "Construction Contracting Legal Outline" (Houston), which includes legal requirements for historically underutilized business outreach and goals requirements in public construction contracting (Construction Contracting Legal Outline available for free at www.ncpurchasing.unc.edu).

--Course: NC Department of Administration Office of Historically Underutilized Business HUB Contractor College; topic: "Construction Contracting Legal Requirements/Ethics and Conflicts of Interest in Public Contracting."; audience: minority contractors; 2 hours; 5/20/2014.

Faculty member Christopher McLaughlin reported this session: "Working with Other Cultures"—one hour presentation by Prof. Julia Cardona Mack from the Romance Languages Department, to his Managing the Tax & Finance Offices course in September 2013. The session focused on the changing demographics of NC, how immigrants may view government differently from Native Americans, and Hispanic culture and naming conventions.

Faculty member Alyson Grine, who works in the area of indigent criminal defense, reported the following relevant training events.

The May 7, 2014 Spring Public Defender Conference for about 350 NC public defenders and investigators had several relevant sessions.

--*The Public Defender's Duty to Address Racial Inequities in the Criminal Justice System* [60 min., Ethics]
Song Richardson, Professor of Law, University of Iowa College of Law, Iowa City, Iowa;
Robert Smith, Assistant Professor of Law, UNC School of Law, Chapel Hill, NC

--A session for about 150 public defenders (those who handle felonies) geared towards getting representative juries entitled: *Using the MSU Study in Raising Batson Claims* [45 min.]
Cassy Stubbs, Director, ACLU Capital Punishment Project, Durham, NC

--A session for about 150 public defenders (those who handle misdemeanors) geared towards advising clients about immigration consequences of criminal charges entitled: *Immigration Basics* [45 min.]
Marty Rosenbluth, Executive Director, NC Immigrant Rights Project, Durham, NC

--A session on representing clients with mental illness or retardation at same conference for 350 public defenders and investigators entitled: *Questioning Capacity and Working with Central Regional Hospital* [60 min.] Kelley DeAngelus, Assistant Public Defender, Wake County, NC; Leslie Quackenbush, Clinical Social Worker, Central Regional Hospital, Butner, NC

Faculty member Alyson Grine spoke on the topic "Raising Race in North Carolina Criminal Cases" on April 11, 2014 at a symposium: *The Dawn of a New Fulfillment: Equal Justice Under the Law 50 Years After the 1964 Civil Rights Act*. It was 45 minute session, co-presented with Daryl Atkinson from Southern Coalition for Social Justice, to an audience of lawyers, academicians, and community members.

Grine is also leading an effort to find grant funding to conduct a series of trainings for indigent defenders based on the research and scholarship being created for a manual about race in criminal court. Other public officials may also receive training.

Master of Public Administration (MPA) Program 2013 – 2014 Diversity Training

Faculty members Leisha DeHart-Davis and Margaret Henderson presented a preconference session (piggybacked on the MPA Alumni Association's November, 2013 Public Administration conference) "Engaging Women in Public Administration." This session focused on highlighting and maximizing the contributions of women to public sector organizations and was for men and women interested in encouraging greater gender diversity in the upper echelons of public administration.

Examples of diversity topics included in MPA education this past year include:

--In the required first-year Human Resources Management (HRM) course, students learn about the relationship between workforce diversity and effective human capital management. In addition, there is a Diversity Committee led by a group of MPA students that conducts peer-to-peer diversity training in one session each of HRM and Organization Theory.

--One of the competencies embedded in the Public Administration Institutions and Values course is the ability to identify the legal and ethical implications of social equity and diversity in the public service

--Faculty member Leisha DeHart-Davis taught an elective course "Diversity in Public Administration." This course addresses the fact that the increased diversity of the U.S. public sector workforce requires new knowledge and skills from public managers, including an understanding of diversity dynamics, methods for managing diversity-related workplace conflicts, and increased "cultural competency."

--The students in the course this year wrote a report "Valuing Diversity: A Public Administration Education Imperative." Recommendations in this report are being incorporated into the MPA program's diversity efforts.

--Faculty member Tyler Mulligan teaches an MPA course called "Community Revitalization Techniques." As part of that course, Mulligan held an informal brown-bag discussion on November 20, 2013, entitled "Loaded Terms in Community Revitalization." The discussion was geared toward students who were enrolled in the MPA course and who wanted to delve deeper into issues of race, equity, and development decisions outside of class. Approximately 15 people attended.

3_2. Not tracked comprehensively

3_3. Not quantifiable.

3_4. NA

3_5. I want to highlight the internal School activities (described above), which are important in changing values about the importance of diversity. Additionally, I want to highlight public administration training in diversity being conducted by Leisha DeHart Davis (also described above).

Goal 4. Promoting respectful discussions of diversity

4_1.

The School's diversity committee sponsored three SOG Staff/Faculty events during the year. They each involved respectful discussion of diversity and encouraged cross-group learning among School employees. Each event had between 30 and 50 attendees

--Safe Zone training by the NC LGBTQ Center: 3 hours, July 2013

--Implicit Bias training, by SOG faculty members Jim Drennan and Dona Lewandowski, 1.5 hours, November 2013

--Diversity in Hiring, UNC Dept. of Diversity and Multicultural Affairs, 1.5 hours, March 2014

Faculty members Jim Drennan and Dona Lewandowski have presented on implicit diversity with a number of public official groups, most typically judges, and led conversations on that topic. Those sessions are very much about cross-group learning.

4_2. Untracked

4_3. We have no data on this.

4_4.

4_5.

4_6. Everyone is busy and has work priorities. Keeping diversity high among those priorities is difficult. Advice on how to do that would be helpful.

Goal 5. Research and Publication

5_1. SOG faculty and staff who specialize in indigent defense education are doing research and creating practical scholarship that examines issues of race in our criminal justice system. Faculty member Alyson Grine is the leader of this effort. They are in the process of developing a legal resource specific to North Carolina: a new reference manual, *Raising Issues of Race in North Carolina Criminal Cases*. The manual is forthcoming in June 2014.

Topics will include how to proceed when it appears that race may have influenced police investigations, e.g., stops and searches; composition of jury pools and juries; pretrial release outcomes; eyewitness identifications; charging decisions; jury arguments; and sentencing. The chapters offer guidance on how to determine whether race is playing an unlawful role in a proceeding, legal analysis of the relevant authority, the evidentiary showing that an attorney would need to make to support a claim, strategies for raising and litigating a claim, and examples of collaborative efforts that court actors might engage in outside of the courtroom setting, such as changes to policies and protocols that may be contributing to racial disparities.

Faculty member Alyson Grine produced a July 2013 Public Defender Newsletter, which included brief articles on NC PD CORE (NC public defender committee on racial equity) and the documentary *Gideon's Army*, about public defenders who are a part of a small group of idealistic lawyers in the Deep South challenging the assumptions that drive the criminal justice system.

Faculty member Norma Houston published the following publications about historically underutilized businesses (which are typically minority owned and operated, and have a history of being underused because of that):

--Coates' Canons blog post, "New Construction Delivery Methods – Public Private Partnerships (P3) <http://canons.sog.unc.edu/?p=7553>. References HUB contracting requirements for new construction method.

--2013 Purchasing and Contracting Legislative Summary <https://lrs.sog.unc.edu/sites/lrs.sog.unc.edu/files/PC%20Legislative%20Summary%202013%20-%20Final.pdf>. References HUB contracting requirements included in enacted and proposed legislation.

--*NC Local Government Contracting: Quick Reference and Selected Statutes* (publication summer 2014). Includes summary of HUB contracting requirements and related General Statutes.

5_2. See 5_1.

5_6. I want to highlight the research and scholarship on race in the criminal justice system being conducted by our faculty and staff who work in indigent defense. That work has the potential to make a difference in how race is treated in our criminal justice system, both for individuals and systemically.

UNC 2013-14 Diversity Goals Plan Outcomes Reporting Form

Thank you in advance for reporting your school/unit's 2013-14 University Diversity Goal outcomes. To make this process easier and more efficient, we recommend that you use Microsoft Word to prepare the report. You can then copy and paste your information into the Qualtric response boxes. This will also allow you to maintain a copy of your data submission for your records. If you have questions, or encounter problems in the Qualtrics Portal, please contact Xiaowen Qin, Director of Diversity Research, Assessment and Analytics, at 919-843-6087 or xiaowen@email.unc.edu.

Name of your school or unit

Name of the person who completes this report

Phone number of the person who completes this report

Email address of the person who completes this report

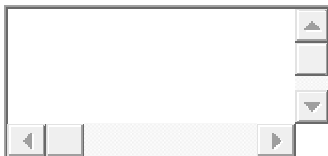
Goal 1: Clearly define and publicize the University's commitment to diversity.

1_1. List and describe all forms of communication, (web pages, press releases, diversity-related commitment statements) to showcase diversity and inclusion.

1_2. List and describe actions by your unit's leadership, faculty, staff or committees reflecting, defining, and publicizing the university's commitment to diversity.

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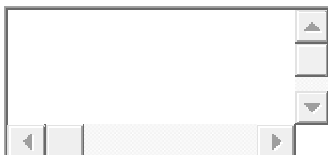
1_3. Describe the perceived impact, if applicable, of defining and publicizing the University's commitment to diversity.

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1_4. List any other data point(s) that you consider important to advance Goal 1.

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1_5. List any accomplishments/successes in addressing Goal 1, if applicable. *(Please provide details about how these accomplishments or successes were achieved.)*

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1_6. List obstacles and challenges you face, if applicable, in addressing Goal 1. *How can DMA assist you in more effectively advancing Goal 1?*

Goal 2: Achieve the critical masses of underrepresented populations necessary to ensure the educational benefits of diversity in faculty, staff, students and executive, administrative and managerial positions.

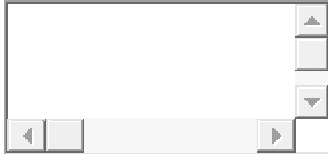
2_1. List and describe the targeted programs your unit uses to attract underrepresented students, faculty, and/or staff.

2_2. List and describe retention programs/efforts to retain diverse students, faculty and/or staff, and the impact (*supported by data*) of such efforts, if applicable.

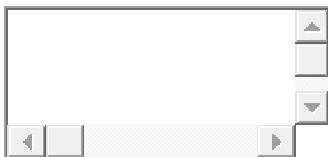
2_3. List and describe programs and efforts to support diverse students, faculty and staff development or success, and the impact (*supported by data*) of such efforts, if applicable.

2_4. List and describe any collaborations and partnerships

to address Goal 2 and their impact (*supported by data*) if applicable.



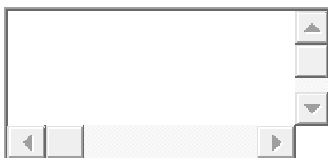
2_5. List any other data point(s) that you consider important to advance Goal 2.



2_6. List any accomplishments/successes in addressing Goal 2, if applicable. (*Please provide details about how these accomplishments or successes were achieved.*)



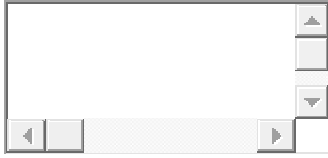
2_7. List obstacles and challenges you face, if applicable, in addressing Goal 2. *How can DMA assist you in more effectively advancing Goal 2?*



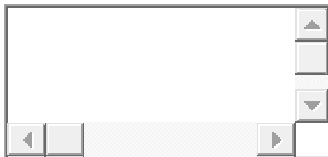
Goal 3. Make high quality diversity education, orientation, and training available to all members of the University community.

3_1. List and describe the diversity education (credit and/or non-credit courses), orientation activities, and

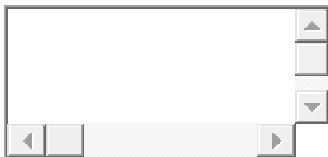
training offered or facilitated.

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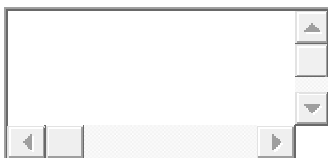
3_2. Number and percentage of students, faculty and staff who attended diversity education, orientation, and training from July 2013-May 2014.

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3_3. Describe the impact (*supported by data*) of the diversity education, orientation, and training if applicable.

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3_4. List any other data point(s) you consider important to advance Goal 3.

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3_5. List any accomplishments/successes in addressing Goal 3, if applicable. (*Please provide details about how these accomplishments or successes were achieved.*)

3_6. List obstacles and challenges you face, if applicable, in addressing Goal 3. *How can DMA assist you in more effectively advancing Goal 3?*

Goal 4. Create and sustain a climate in which respectful discussions of diversity are encouraged and take leadership in creating opportunities for interaction and cross group learning.

4_1. List and describe inter-group interaction and cross group learning opportunities offered or facilitated.

4_2. List the number and percentage of students, faculty and staff who participated in the inter-group interaction and cross group learning.

4_3. Describe the impact (*supported by data*) of the interaction and cross group learning or change in climate in your area, if applicable.

4_4. List any other data point(s) that you consider important to advance Goal 4.

4_5. List any accomplishments/successes in addressing Goal 4, if applicable. *(Please provide details about how these accomplishments or successes were achieved.)*

4_6. List obstacles and challenges you face, if applicable, in addressing Goal 4. *How can DMA assist you in more effectively advancing Goal 4?*

Goal 5. Support further research to advance the University's commitment to diversity and to assess the ways in which diversity advances the University mission.

5_1. List and describe examples of diversity related research and/or assessment supported in your area, if applicable.

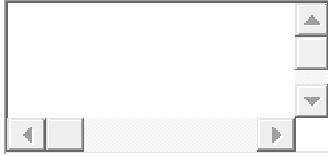
5_2. List examples of diversity related research and/or assessment published or presented by faculty, staff, or administrators in your unit.

5_3. Describe the impact of the diversity related research and/or assessment on participating students, faculty and/or staff, if applicable.

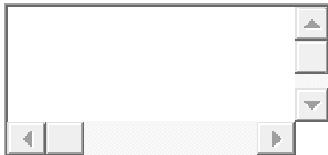
5_4. Describe the perceived impact of the diversity related research and/or assessment on the community and beyond, if applicable.

5_5. List any other data point(s) that you consider important to advance Goal 5.

5_6. List any accomplishments/successes in addressing Goal 5, if applicable. (*Please provide details about how these accomplishments or successes were achieved.*)



5_7. List obstacles and challenges you face, if applicable, in addressing Goal 5. *How can DMA assist you in more effectively advancing Goal 5?*



Additional Questions

Is there a diversity link on your homepage?

- Yes
- No

Do you have a diversity related statement on your website?

- Yes
- No

Do you have pipeline programs?

- Yes
- No

If yes, please list the pipeline programs that are currently operational in your area.

Please list the total dollars spent on diversity-specific programs in your area in fiscal year 2013-14.

Does your school/unit conduct an assessment that captures the climate in your area?

- Yes
- No

Thank You!

0% 100%

Survey Powered By [Qualtrics](#)