

Information used to complete UNC Chapel Hill online unit diversity report survey. 5/13/2015

At https://unc.az1.qualtrics.com/jfe/form/SV_1ESbgTNhk1KzsrP

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

1-1.

The School presents brief statements about the value of diversity and inclusion 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/966>). A more complete diversity and inclusion website is being planned.

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 three years now, and that group helps make diversity a priority for the organization. They conducted a climate survey in 2014, and we shared the results in the past year. That has been very helpful in focusing the SOG on diversity issues. They have sponsored training events, described below in Goal 3, that have been very helpful to the organization.

Our Master of Public Administration Program adopted a Diversity Philosophy this year that encompasses faculty, staff, and students. It addresses issues of recruitment and selection, integration into the program's competency-based curriculum, and how diversity and understanding cultural expression can enhance overall MPA student experience.

1-2.

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 veteran status, for example. We are thinking more about how to incorporate diversity into our training for public officials and how we can add more to their viewpoints about diversity. Students are better prepared to understand and address diversity issues when they graduate.

1-3.

The School displays 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.

1-4.

The School’s diversity committee is one of our most successful internal strategies for defining and publicizing our commitment to diversity. The training and research we do (Goals 3 and 5) also contribute to this goal. Additionally, the MPA Program’s development of a diversity philosophy should direct more attention to diversity issues.

1_5.

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 help us more strongly state and meet our diversity interests.

Goal 2. Achieve critical mass.

2_1. SOG HR has worked to increase diversity in applicant pools by advertising in a variety of minority hiring publications. We believe that this has helped us by increasing the diversity in our staff. Additionally, during most searches, we now ask all candidates about their experiences of diversity, and during new employee orientation we discuss the School’s diversity outreach. Both efforts are geared toward communicating the value that the School places on diversity, multiculturalism and inclusion.

The MPA Program continues to be committed to recruiting and retaining a diverse class of students each year. This year the MPA Program recruited in major metropolitan area such as Washington, DC and New York City, which it has not historically done.

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 individual employees with responsibility for consistently promoting diversity as a value. I believe both of those hurt is in achieving greater diversity. While we have a diversity committee, and that has helped, it is not the same as an individual being responsible for diversity.

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 scheduled three SOG Staff/Faculty events during the year that brought in experts from outside the School on these topics.

--Engaging Women: SOG program offered at the Friday Center; many internal staff and faculty were in attendance (6/6/2014)

--Unearned Privilege: 41 staff and faculty participants (1/14/2015)

--Psychiatric Disabilities Workshop, focused on how to minimize stigma: 21 staff and faculty participants (5/11/2015)

The School's MPA Program staff of 3 received Green Zone training: "Its goals are to train members of the Carolina community to know more about the issues and concerns faced by military affiliated students and to identify individuals who are available to assist this population."

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 member Alyson Grine, who works in the areas of indigent defense and criminal law, reported the following relevant training and speaking events.

- December 8, 2014: Interviewed on WUNC The State of Things about racial disparities and policing.
- January 15, 2015: Taught session for NC Court of Appeals Judges on "Issues of Race in Criminal Cases" (45 min.).
- November 5, 2014: Co-chaired day-long seminar on "Eliminating Criminal Justice Racial Disparities: Yes We Can!" sponsored by NC Advocates for Justice, and spoke on panel on "Efforts to Eradicate Racial Bias in our Criminal Justice System" (60 min.). Attended by approximately 70 NC attorneys. Other topics included *Batson* challenges, suppression strategies for race-based stops, and challenges to the composition of the jury pool.

- January 26, 2015: Appeared on UNC TV’s “North Carolina Now” program to discuss the manual *Raising Issues of Race in North Carolina Criminal Cases* and the NC Racial Equity Network (described below).
- March 16, 2015: Taught approximately 120 NC magistrates at their annual conference on “Setting Conditions of Pretrial Release and How Race May Play a Role at Pretrial Release Stage.” (75 min.)
- April 24, 2015: We held the first of six day-long training programs for the 50 members of the NC Racial Equity Network. I taught and facilitated several sessions.
- May 15, 2015: sessions at NC Public Defender Conference
 - “Litigating Racial Profiling in Traffic Stops,” by Calvin Coleman, Attorney, Shelby NC; and Frank Baumgartner, Professor of Political Science, UNC-CH (60 min.)
 - “Gangs in NC and Legal Issues Surrounding Gang Affiliation,” by Lisa Williams, Attorney, Williams & Williams, Durham, NC; and Andy Nichol, Private Investigator, Nichol Investigative Services, Raleigh, NC (60 min.)
 - “Immigration Law for Criminal Defenders,” by Sejal Zota, Legal Director, National Immigration Project of the National Lawyers Guild (90 min.)
 - “How to Make the Immigration Law Network Work,” facilitated by Susan Brooks, Public Defender Administrator, NC Office of Indigent Defense Services (45 min.)
 - “Fighting Excessive Criminal Court Fees: What Duty Do Defenders Have?” By David Clark, Senior Assistant Public Defender, Greensboro, NC (60 min.)
 - I include this session because of the disproportionate impact of fines and fees on people of color, who are more likely to live in poverty.

The **NC Racial Equity Network** was launched under the SOG’s leadership in March, 2015. This is a network of fifty North Carolina attorneys dedicated to addressing issues of racial equity through a combination of individual case work, support and mentorship of fellow indigent defenders, and collaborative efforts with court actors and criminal justice officials. Through participating in a series of intensive trainings based on the recently published manual, [Raising Issues of Race in North Carolina Criminal Cases](#), Racial Equity Network attorneys will develop the ability to effectively raise meritorious issues of race in criminal cases and form an enduring network of peers that will encourage, support, and challenge one another to address such issues. Racial Equity Network members will attend a series of six one-day training programs at the School of Government beginning in April 2015 and concluding in October 2016, focused on how issues of race may affect various stages of a criminal proceeding and how defense attorneys may address these issues. **SOG employee Emily Coward** serves as the Project Attorney for the Network. She will support Network Members by serving as a legal resource in individual cases, providing relevant written materials and regular updates on developing issues, and working with interested court actors on collaborative efforts in the Network members’ jurisdictions. Details are [here](#).

Faculty member Dona Lewandowski is an expert on the role of implicit bias in decision making. During the year, she taught nine different sessions for public officials on this topic. Audiences included magistrates, social services attorneys, district court judges, court clerks, meeting planners, and municipal attorneys.

(Planned) 2-hour session for 24 magistrates attending Judicial College Seminar titled Introduction to Holding Small Claims Court

4/8/2015 Implicit Bias and Decision-Making

Taught 90-minute session for approximately 75 students (plus others viewing live webcast) attending Social Services Attorney's Conference.

3/16/2015 Implicit Bias and Setting Conditions of Pretrial Release

Organized 3-hour block of instruction for approximately 110 magistrates and taught the concluding session on How to Minimize the Impact of Implicit Bias on Your Decisions

1/29/2015 The Struggle Toward Fairness

Taught 90-minute session at Magistrates' Basic School with 50 participants.

12/04/2014 The Struggle Toward Fairness

Taught 90-minute session at School for New District Court Judges with 27 participants.

10/22/2014 Implicit Bias and Decision-Making

Taught 75-minute session for approximately 50 assistant and deputy clerks.

9/10/2014 Implicit Bias and Decision-Making

Taught 60-minute session for approximately 35 students attending a luncheon for the Society of Government Meeting Planning Professionals.

8/2/2014 Implicit Bias and Decision-Making

Taught 60-minute session for approximately 100 municipal attorneys.

7/31/2014 The Struggle Toward Fairness

Taught 90-minute session at Magistrates' Basic School with 20 participants.

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

--*Engaging Women in Public Service 2014: Signals and Strategy*, June 6th, 2014. This one-day event was 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 explored participants' personal capacity for public leadership, focusing on communication and networking, work-life integration, and creative problem-solving. The keynote speaker was North Carolina State Treasurer Janet Cowell. <http://www.sog.unc.edu/Node/30991>

--*Human Capital Matters Webinar: Diversity and Inclusion in Local Government Organizations*. It was delivered October 31, 2014, and it is a diversity training session for local government managers.

Faculty member Willow Jacobson is an expert on intergenerational issues in government. She frequently leads sessions for public officials on the impact of generational differences both in the

workplace and the community, as well as the impact of changing community demographics in their work. Her audiences this past year have included North Carolina local government managers (75 in multiple sessions of a Leading for Results course), local government clerks, superior court clerks, and a national conference of auditors.

The [UNC Environmental Finance Center](#), at the SOG, works to increase the ability of governments and other organizations to provide environmental programs and services in fair, effective and financially sustainable ways. They have been working on a number of projects with Native American and other diverse communities this past year. Here are some examples:

- Managing Environmental Programs – Grants Administration and Finance
September 10, 2014 in Atlanta, Georgia

Stacey Isaac Berahzer presented on Resources and Financing options for tribes during the Grants Administration and Finance for Managing Environmental Programs workshop presented by U.S. EPA Region 4, the UNC Environmental Finance Center, and the United South & Eastern Tribes, Inc.

Link to Presentation: <http://www.efc.sog.unc.edu/event/managing-environmental-programs-grants-administration-and-finance>

Number of People Reached: 20

- Asset Management Training for Utility Management and Operations. September 23, 2014 in Atlanta GA

The Tribe delivers a variety of services to the community and must ensure that the assets supporting these services are managed to ensure maximum performance for the lowest “whole-life cost”. This course provided an overview of the importance of establishing a well-defined utility operational framework. This course explored the possible structural options and components of an effectively operated tribal utility maintenance organization based on principles of Asset Management (AM)

- 2014 EPA Region 4 Environmental Youth Symposium. 09/12/14.
The EFC at UNC received funding from the EPA Region 4 to assist with planning the 2014 Environmental Youth Symposium for Colleges and Universities in the Southeast. The Symposium was designed to give college students, administrators, and faculty from minority institutions a firsthand look at environmental stewardship, how greenhouse gases are formed, their effect on the environment, and steps that can be taken to mitigate and adapt to climate resilience. Most importantly, the symposium highlighted some of the impacts of climate resilience in the Southeast and what the EPA is doing to assist with the mitigation of those impacts. The EFC at UNC assisted in circulating information about the symposium. There were 105 attendees at the event. Stacey Isaac Berahzer with the EFC also served as a co-moderator at the symposium.
- WEBINAR: Grant Writing and Other Financing Strategies for University and Tribal Entities. September 23, 2014 Online
On behalf of EPA Region 4, the EFC at UNC hosted a webinar on tips for minority university groups and tribes on accessing funds for environmental projects. The webinar highlighted

resources for applicants to improve their proposals for funds from government and other funders such as foundations. The webinar also explored other options for sustainable financing of projects.

Link to Presentation and Recorded Webinar: <http://www.efc.sog.unc.edu/event/webinar-grant-writing-and-other-financing-strategies-university-and-tribal-entities>

Number of Webinar Attendees: 43

EFC Senior Project Director Glenn Barnes reports the following relevant project work:

- Worked with the territorial government in US Virgin Islands, specifically with water systems operated by the departments of education and of human services. These are minority-serving departments.
- Working with the water system operated by the American Samoa Power Authority, serving mostly Pacific Islanders.
- Working with the Tulalip Tribes on a land exchange for their wetland program
- Working with the Blackfeet Nation on their aquatic lands permit fee schedule
- Working on an EPA funded project to help state and tribal wetlands programs develop a stable and appropriate funding model to better meet their goals to create sustainably financed wetlands programs. This has included in-depth assistance to the Blackfeet Nation on their Aquatic Lands Protection Ordinance.

Faculty member Jessica Smith, who works in criminal law and procedure and with NC's judges, reported the following relevant training events.

- The June 2014 NC Superior Court Judges' Conference included a session on [NC's Changing Demographics](#) Handout here:
- The October 2014 NC Superior Court Judges' Conference included a session on the [Duke AIDS Legal Project](#).
- The January 2015 Orientation for New Superior Court Judges 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>
- The January 2015 Emerging Issues training for the NC Court of Appeals, included sessions on:
Poverty in NC
Racial Issues in Criminal Cases
All materials here: <http://www.sog.unc.edu/node/32226>

Faculty member Aimee Wall, whose specializes in social services law, reported these topics in training events she coordinated:

- Implicit Bias, Public Law for the Public's Lawyers, October 9-10, 2014 Raleigh (video replays in November and December): Continuing legal education program for attorneys who work in state government. Approximately 100 attended the live presentation in October. 1.5 hours.
- Implicit Bias, Social Services Attorneys, April 8, 2015: CLE for attorneys and paralegals who work with county departments of social services. Approximately 80 in attendance (live and via webcast). 1.5 hours.
- Working with the Mexican Consulate on Service of Process in Child Welfare Proceedings, Social Services Attorneys, April 8, 2015. 1.5 hours.

Faculty member Jeff Welty, who specializes in criminal law and procedure, reports the following activities:

- The April 17, 2015, New Prosecutors' School included training on language services. 60 attendees.
- The prosecutors' fall conference (October 2014) included a one-hour session on implicit bias conducted by SOG faculty member Jim Drennan. 200 attendees.
- Welty is a member of the NC Commission on Racial and Ethnic Disparities in the Criminal Justice System, which attempts to identify and to eliminate racial and ethnic disparities in the criminal justice system.

Faculty member Whitney Afonso, who specializes in public budgeting and finance, addresses issues of equity, socio-economics, and political ideology in teaching about tax policy and application, for both graduate students and public officials.

Faculty member John Stephens, who specializes in dispute resolution, helped teach a component of a leadership development course for the Natural Resources Leadership Institute focused on the impact of diversity by race, gender, culture, class, etc. in complex negotiation. See <http://www.ncsu.edu/nrli/leadership/> [Session 3].

The Development Finance Initiative (DFI) of the SOG regularly holds public meetings in conjunction with community development projects with which they are engaged around the state. Ultimately, DFI helps communities consider their choices in development projects, and broad public input is essential to success. In sessions related to projects, DFI attempts to foster diversity by ensuring participation by a large number and variety of stakeholders at the meetings (or in contributing on the topics afterward). Last year, meetings included:

Davidson – Stakeholder Meetings in August and November of 2014, Public Forums (2) in February 2015

Shallotte – Stakeholder Meetings in August 2014 and January 2015, Public Forum in March 2015

Yanceyville – Stakeholder Meetings in July/August/September/November 2014 & March 2015

Kinston – Stakeholder Meeting in May 2014, Public Forum in December 2014

Master of Public Administration (MPA) Program 2014 – 2015 Diversity Training

Faculty member Leisha DeHart-Davis taught an elective course “Diversity in Public Administration” (PUBA 780). 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.”

3_2. Not tracked comprehensively

3_3. Not quantifiable.

3_4. NA

3_5. I want to highlight the “within the School” activities (described in 3-1 above), which are important in changing values about the importance of diversity. Also, the creation of the [NC Racial Equity Network](#) is important.

Goal 4. Promoting respectful discussions of diversity

4_1.

The School’s diversity committee sponsored three SOG Staff/Faculty events during the year that brought in experts from outside the School on these topics.

--Engaging Women: SOG program offered at the Friday Center; many internal staff and faculty were in attendance (6/6/2014)

--Unearned Privilege: 41 staff and faculty participants (1/14/2015)

--Psychiatric Disabilities Workshop, focused on how to minimize stigma: 21 staff and faculty participants (5/11/2015)

The School’s MPA Program staff of 3 received Green Zone training: “Its goals are to train members of the Carolina community to know more about the issues and concerns faced by military affiliated students and to identify individuals who are available to assist this population.”

Faculty member Leisha DeHart-Davis led an Engaging Women Brownbag Lunch, November 2014.

Faculty members Jim Drennan and Dona Lewandowski have presented on implicit diversity with a number of public official groups as noted in the detail of 3-1., and led many conversations on that topic. Those sessions are very much about cross-group learning.

4_2. Untracked

4_3. More than sixty employees participated in cross group learning about diversity this year.

4_4.

4_5. The seminars sponsored by the School’s diversity committee have been successful in increasing conversation about, and attention to, diversity issues

4_6. Everyone is busy and has work priorities. Keeping diversity high among those priorities is difficult.

Goal 5. Research and Publication

5_1.

The reference manual [*Raising Issues of Race in North Carolina Criminal Cases*](#) was published in October 2014 (ten chapters and approximately 300 pages). SOG faculty member Alyson Grine and staff member Emily Coward were the primary authors. The manual was written with primarily criminal defense advocates in mind. However, it can assist NC court actors in identifying and addressing issues of racial bias in criminal cases.

Topics 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 specializes in indigent defense and criminal law. Her research and scholarship included:

- June 12, 2014: E-blast (short informational email of 850 words) to listserv for NC Public Defender Committee on Racial Equity on “Selective Enforcement and Traffic Stops.”
- October 2014: Publication of manual *Raising Issues of Race in North Carolina Criminal Cases* to assist NC court actors in identifying and addressing issues of racial bias in criminal cases. 10 chapters, approximately 300 pages.
- November 20, 2014: Quoted in NY Times article, “Activists Wield Search Data to Challenge and Change Police Policy.”
- November 24, 2014: Blog post on manual on *Raising Issues of Race in North Carolina Criminal Cases* <http://nccriminallaw.sog.unc.edu/a-new-addition-to-the-school-of-governments-indigent-defense-manual-series/>.

Faculty member Maureen Berner, who specializes in public administration, is conducting an evaluation of the composition of jury pools in NC Judicial District 15B (Orange and Chatham Counties), undertaken at the request of the Judicial District Executive Committee. This research is important because of what it may say about the demographic composition of the jury pool.

EFC Senior Project Director Glenn Barnes completed the following during the year:

- An article, “Using Low-Interest Loans to Promote Wetland Preservation on Private Property,” published in May/June 2014 issue of the National Wetlands Newsletter. These publications teach about managing funds for wetlands. Wetlands are important for water quality protection and wildlife habitat.
- A blog post, “Encouraging investments in Wetland and Water Quality Improvements on Private Property through Low-Interest Loans,” was published on the Environmental Finance

Center Blog. A second post was “New Tool Helps Local Governments Understand How to Finance Wetland and Water Quality Projects.” October 2014.

5_2. See 5_1.

5-3. We hope the research we conduct and publish helps the audiences we serve more effectively address diversity issues.

5_5. 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. See the work of Grine and Coward described in 5-1, as well as the manual [Raising Issues of Race in North Carolina Criminal Cases](#) and the [NC Racial Equity Network](#).

New MPA Diversity Policy submitted in response to final 2 survey questions.

The above information was submitted in response to a Qualtrics survey, which contained the questions below.

UNC 2014-15 Diversity Goals Plan Outcomes Report

UNC 2014-15 Diversity Goals Plan Outcomes Reporting Form

Thank you in advance for reporting your school/unit's 2014-15 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 Qualtrics 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 any actions by your unit's leadership, faculty, staff or committees reflecting, defining, and publicizing the University's commitment to diversity.

1_2. Describe the perceived impact, if applicable, of defining and publicizing the University's commitment to diversity.

1_3. List any other data point(s) that you consider important to advance Goal 1.

1_4. List and describe your most successful strategies, if any, in defining and publicizing the University's commitment to diversity.

1_5. List obstacles and challenges you face other than funding, if applicable, in addressing 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 and describe your most successful strategies, if any, in increasing the presence of diversity in your area.

2_7. List obstacles and challenges you face other than funding, if applicable, in addressing 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.

3_2. Number and percentage of students, faculty and staff who attended diversity education, orientation, and training from June 2014-May 2015.

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

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

3_5. List and describe your most successful strategies, if any, in improving the awareness of the importance of diversity within your school/unit and beyond.

3_6. List obstacles and challenges you face other than funding, if applicable, in addressing 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 and describe your most successful strategies, if any, in engaging members in your school or unit in respectful conversation and cross group learning.

4_6. List obstacles and challenges you face other than funding, if applicable, in addressing 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 perceived impact of the diversity related research and/or assessment on the community and beyond, if applicable.

5_4. List and describe assessment(s), if any, that you conducted (are conducting) to measure the impact or success of your diversity-related program(s), and/or the positive change of the climate for all members of the community.

5_5. List and describe your most successful strategies, if any, in engaging your faculty, staff, and students in diversity related research and assessment.

5_6. List obstacles and challenges you face other than funding, if applicable, in addressing Goal 5.

Additional Questions

Please list the total dollars spent on diversity-specific programs in your area in fiscal year 2014-15.

Does your school/unit have strategic plans to advance the university diversity goals?

- Yes (1)
- No (2)

If yes to last question, do you have assessment plans to measure the extent to which your diversity goals or objectives are achieved?

- Yes (1)
- No (2)

If you have strategic plans and the associated assessment plans, please share them here.

You have completed the report. Thank You!