Diversity Plan Report 2009-2010
School of Social Work, UNC Chapel Hill

School: UNC School of Social Work
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Throughout this report, the term “diversity” will be used broadly, to include race, gender, age, class, sexuality, culture, nationality, disability, religion, and region, as per the University of North Carolina at Chapel Hill Diversity Plan, 2006.


A. Commitment to diversity is an essential component of the School of Social Work’s Mission and educational focus. The School’s faculty takes seriously its commitment to preparing social work leaders and practitioners who demonstrate both the commitment and the skills necessary to provide services to diverse vulnerable populations. As such, the School of Social Work committed to focus on all five of the University’s diversity goals during the 2008-2009 academic year.

B. List School/unit goal(s) you developed to support the University Diversity Goal(s) selected as priority?

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

School Goal 1: The School of Social Work will develop a Diversity Commitment Statement and include this statement in all recruitment, orientation, and informational materials.

University 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.

School Goal 2: The School of Social Work will develop and implement a strategic plan to recruit and retain students from underrepresented populations.

The School of Social Work will continue to recruit faculty from underrepresented populations using the targeted minority hiring process afforded by the University.
University Goal 3: Make high quality diversity education, orientation, and training available to all members of the University community

School Goal 3: The School of Social Work will make its diversity-focused training events, research findings, and course content widely available to the larger University community.

University 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.

School Goal 4: The School of Social Work will ensure that its faculty have the skills, tools, and resources to create and sustain a classroom climate where respectful discussions of diversity are encouraged.

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

School Goal 5: The School of Social Work will encourage and provide support to faculty in engaging in a diversity-focused research agenda.

C. List the action steps your school/unit developed to achieve this goal(s)

School Goal 1: Diversity Commitment Statement

1. Establish a Diversity Commitment working group that is broadly representative of the School community, to draft and initial Diversity Commitment Statement
2. Working group will gather input from the entire School community on the statement and create final document
3. The School of Social Work diversity Commitment statement will be included in recruitment, orientation and informational materials, including the School’s web site.

School Goal 2: Student recruitment and retention plan; faculty recruitment strategy

1. Evaluate our current minority recruitment efforts, looking at the yield of recruitment visits in terms of number of applicants and number of acceptances, to identify our most effective strategies
2. Examine cases where minority students did not complete the program to determine the reasons for student withdrawal or academic ineligibility
3. Using this information, plus interviews with minority students who are enrolled in the School, develop a 2 year plan for recruitment and retention activities for minority students.
4. Discuss the targeted minority hire strategy with faculty at faculty meetings and in individual meetings
5. Ask faculty to identify strong minority scholars when at professional conferences, during review of the literature, and through colleague recommendation, and share these names with the Dean.
6. Dean and Associate Dean for Research will identify potential candidates from this pool of names and pursue the possibility of recruitment to UNC.

School Goal 3: Diversity-focused training events, research findings, and course content are widely available to the larger University community.

1. Create a Diversity web page on the School of Social Work’s web site, to include two types of information: resources and findings based in faculty research and publications, and announcements of diversity related events, trainings, and workshops

School Goal 4: Ensure that faculty have the skills, tools, and resources to create and sustain a respectful classroom climate.

1. Identify resources on teaching diversity and facilitating discussions of diversity and share these with faculty
2. Create a Diversity Resource Library for faculty
3. Invite the Center for Teaching and Learning to provide a workshop for faculty on teaching and facilitating respectful discussion regarding diversity

School Goal 5: Encourage and provide support to faculty in engaging in a diversity-focused research agenda

1. Talk with senior faculty who mentor junior colleagues about the importance of encouraging junior faculty to consider diversity issues in their research agenda, and talk with junior faculty directly about diversity in their research agenda.
2. Encourage research on diversity related issues by providing seed money for innovative and pilot research focused on diverse populations.

D. How did you assess your school/unit’s outcome? Please include metrics used and methodology.

School Goal 1: Diversity Commitment Statement

This goal was assessed by a determination if the following had occurred: a) establishment of a Diversity Committee; b) completion of the Diversity Commitment Statement; and c) inclusion of the Diversity Commitment Statement in all recruitment, orientation, and informational materials, as evidenced by an audit of these materials by the Associate Dean for Academic Affairs.
School Goal 2:  Student recruitment and retention plan; faculty recruitment strategy

This goal was assessed by a determination if the following had occurred: a) completion of a two year minority recruit plan grounded in empirical evidence from an evaluation of the School’s historical recruitment and retention patterns; b) increase in minority student admission; and c) the identification of at least one potential targeted minority faculty hire for the School.

School Goal 3:  Diversity-focused training events, research findings, and course content are widely available to the larger University community.

This goal was assessed by a determination if the following had occurred: a) creation of the Diversity web page on the School’s web site; b) at least three diversity-focused training events offered by the School.

School Goal 4:  Ensure that faculty have the skills, tools, and resources to create and sustain a respectful classroom climate

This goal was assessed by a determination if the following had occurred: a) the creation of a Diversity Resource library for faculty at the School; b) at least one workshop offered for School faculty by the Center for Faculty Excellence on creating a safe classroom climate for discussions on diversity; and c) student satisfaction with content and discussion on diversity in the classroom, as evidenced by a School-wide average student response score of at least 4.0 (out of 5) to a question on the presence of content and discussion on race, ethnicity, and gender in each course. This question is part of the end-of-semester teaching evaluation.

School Goal 5:  Encourage and provide support to faculty in engaging in a diversity-focused research agenda

This goal was assessed by a determination if the following had occurred: a) review of new grant proposals for a focus on diversity and diverse populations; b) report from junior faculty that their mentoring committees encouraged content on diversity and diverse populations in their research agenda; c) a review of awardees of the School’s small grant funding (the Jane Pfouts Award and the Armfield-Reeves Innovation Fund) to see if at least one award was given to a project focusing on issues of diversity or diverse populations.
E. Please tell us your outcomes, including any narrative that would be appropriate.

School Goal 1: Diversity Commitment Statement

1. The Dean of the School of Social Work appointed a 12 member Diversity Committee, representing diverse faculty, staff, and students. The Committee has gathered input from across the School community, and based on that input created a draft of a Diversity Commitment statement. This statement emphasizes safety and inclusion, and is a companion piece to a document created by the Committee with a focus on suggestions for ways to create respectful classroom space (see discussion under School Goal 4 below). This statement will be brought to the full Faculty Senate on 2/26/09. Members of the Committee also update the faculty monthly at faculty senate on the Committee’s progress towards achieving all of the goals in the School’s Diversity Report.

Summary: Progress made. Diversity statement to be finalized by end of academic year and included on materials for next year.

School Goal 2: Student recruitment and retention plan; faculty recruitment strategy

1. An analysis of recruitment efforts and yield of applicants per recruitment event was completed. It was found that events hosted at the School, such as information sessions and Open Houses such as the Diversity Open House, were most effective in recruiting applicants, including minority applicants. Information sessions are held monthly at the School. In October, the School hosted its annual Diversity Open House and invited students and faculty from Historically Black Colleges and Universities (HBCUs) in North Carolina. Interested students were given a detailed overview of the School of Social Work admissions process and curriculum. Students and faculty who attended met with students and faculty from the School of Social Work and participated in faculty presentations, class observations and a student panel.

2. A study of all cases where a student became academically ineligible or withdrew from the program occurred, with particular analysis of reasons for minority students. The study revealed that students in our distance education programs and advanced standing program, where there are higher numbers of minority students, are more likely to become academically ineligible. Often this seems to be caused by the multiple demands these students face in balancing school, family, and work.

3. Given these findings, a minority recruitment and retention plan is being implemented, focusing on two areas.
   a. For recruitment, emphasis will be on expanding the Diversity Open House through expanded collaboration with social work programs in NC HBCUs, as well as continuing to use the Graduate School’s fund for recruiting underrepresented populations to bring more highly competitive minority applicants to visit the School.
   b. With regard to retention, the School has focused on providing additional support to our distance education and advanced standing programs, where attrition of minority students is more prevalent. A new director of the Triangle Distance Education program was hired who is a person of color. Other Distance Education directors and
the director of the Advanced Standing Program have been in conversation with the Associate Dean regarding need for additional support for these students. Academic support for writing has been made available to Distance Education students via email access to an editor employed by the School. The Associate Dean for Academic Affairs and the Assistant Dean for Student Affairs have made regular visits to the Distance Education sites to confer with students about their needs, preferences, and concerns regarding academic support. The Associate Dean has met with advanced standing students in similar fashion.

c. Also with regard to retention, the School has worked to increase the supportiveness of the School’s community climate for diverse students. This includes:

   i. Faculty members in the Field Education Office developed a brochure entitled “Out in the Field” to support LGBTQ students in their field placements and to educate field instructors concerning the issues facing members of the LGBTQ community. The brochure offers students advice on finding support in the Field Education Office and also suggests resources for students outside of the School of Social Work.

   ii. Faculty at the School are in the process of planning an orientation session for entering MSW students in 2009-2010 which includes specific content that emphasizes the School’s commitment to teach and to address issues of diversity in the classroom.

   iii. The School of Social Work held its annual Arriba Harambee’ Ch'ukahahada celebration in September. This multicultural event offers students the opportunity to share the rich racial, ethnic and cultural diversity that comprises the School of Social Work community. Attendees witnessed musical, theatrical and dance performances representative of the numerous cultural traditions represented in the student body. The event also included a luncheon which consisted of international cuisine.

   iv. The School of Social Work held its annual SAGE (Students Achieving Graduate Education) orientation for incoming students of color, with a second follow-up session later in the fall. These events provide students of color with the opportunity to create support networks and strategies and discuss challenges they may face in the program.

4. For academic year 08-09 the School admitted a class comprised of 32% people of color, up from 21% the previous year. For academic year 09-10, applications for admission included 26% applicants of color, which is the same as for academic year 08-09.

5. Faculty have worked with the Dean to identify and recruit potential minority faculty to the School. A potential targeted minority faculty hire, a Latina scholar, was interviewed at the School on 2/18/09.

6. In addition to the potential targeted minority hire, in this academic year the School hired three new assistant professors, two of whom were women of color.

Summary: Significant progress made. Ongoing work needed to continue to evaluate effectiveness of minority recruitment strategies. This must be a longitudinal process, since often an undergraduate may be recruited to the School, but may not actually apply for 2-3 years post recruitment event. Ongoing efforts to continue an inclusive climate must occur. The School has
been very successful in recruiting minority faculty this past year. However, diversity in our faculty is always an ongoing goal.

School Goal 3: Diversity-focused training events, research findings, and course content are widely available to the larger University community.

1. Members of the Diversity Committee compiled a list of diversity documents, websites and teaching resources and are in the process of being used to develop the School of Social Work’s Diversity webpage. It is anticipated that the Diversity web site will be live by 5/1/09.
2. Faculty at the School developed a course entitled “A Brief History of Oppression,” which is a self-paced online course designed to allow students to examine the history of oppression based on disability, economic status, gender, race, religion and sexual orientation. All entering first year MSW students are required to complete the course successfully before enrolling in the required foundation curriculum course entitled “Confronting Oppression and Institutional Racism.” Offering the online course allows instructors who teach the foundation course to devote more instructional time to teaching practices aimed at addressing all forms of institutional discrimination. This on-line resource course could be available to other interested University departments, and has been solicited by other Schools of Social Work nationally.
3. A number of diversity related events open to the community have occurred at the School this year
   a. In February, the School of Social Work in conjunction with the Office of Diversity and Multicultural Affairs and the Diversity Education Team co-sponsored a screening of the documentary entitled “Walls that Bleed” which details the deadly 1969 Dudley/North Carolina A&T uprising. The screening was followed by a panel discussion of the racial and political progress that has been made since the end of the Civil Rights Movement.
   b. On February 27th, Marisol Jimenez-McGee, a Latina social advocate, will speak at the School on Leadership and Advocacy from a cultural perspective. This talk is open to all.
   c. In January the School’s International Caucus held a lunchtime discussion w/ Dr. Ahmed Fadaam, Iraqi journalist and artist, open to all.
   d. The School sponsors a monthly clinical lecture series, focusing on services to individuals with behavioral disabilities, which is open to all.

Summary: Significant progress made. Web site must still be finalized, and information about diversity related research and resources at the School publicized more widely to the broader University community.
School Goal 4: Ensure that faculty have the skills, tools, and resources to create and sustain a respectful classroom climate

1. A large Diversity Resource library of books, videos, and DVDs has been established at the School (see Appendix 1 for contents)
2. Members of the Diversity Committee developed a document entitled “Collected Wisdom on What May Hurt and What May Help Promote a Sense of Safety and Inclusion in Our Classrooms.” Developed as a teaching resource, this document offers faculty suggestions concerning language and actions that may help or hinder diversity discussions. The document also provides suggestions for creating and maintaining safe and inclusive classroom environments.
3. Members of the Diversity Committee led a discussion with faculty focusing on the conflict between some students’ religious beliefs and LGBTQ issues. The expressed intent of the conversation was to raise faculty members’ consciousness around how to navigate potentially controversial discussions in the classroom.
4. Members of the School of Social Works Teaching Circle invited faculty from the Center for Faculty Excellence to discuss how to address issues of diversity in the classroom.
5. Review of Fall 08 teaching evaluations revealed a School-wide average student response score on questions of content in diversity in the classroom of over 4.0 on a 5 point scale.

School Goal 5: Encourage and provide support to faculty in engaging in a diversity-focused research agenda

1. Members of the Diversity Committee conducted a faculty and staff survey which yielded information about faculty members’ participation in activities related to supporting individuals from diverse groups and causes of diversity. Responses from the survey as well as a review of faculty publications, grants and presentations underscore the fact that the School of Social Work faculty and staff are engaged in a broad range of activities designed to promote diversity. Faculty members have published on a broad spectrum of issues which include but are not limited to: 1) LGBTQ issues; 2) gender issues; 3) physical and mental disabilities; 4) academic achievement among Latino youth; 5) race and ethnicity; 6) poverty alleviation; and 7) improving benefits and services for low income families. For a full listing of faculty publications from 2007 to the present, see Appendix 2. For a full listing of faculty externally funded grants related to diversity in academic year 2008-2009, see Appendix 3.
2. Conversations between the Associate Dean and junior faculty revealed support from mentors for research in areas of diversity.
3. The School awarded two in-house small Pfouts grants, one of which was given for research in the area of diversity (depression in minority teen mothers) and awarded six in-house small Armfield Reeves grants, four of which were given for research in the area of diversity (substance abuse, mental illness, African Americans and chronic illness, and minority teen mothers).

Summary: Significant progress made. Ongoing efforts to continue research focus on diversity needed.
Part II: 2009-2010 Diversity Plan Information

A. The School of Social Work continues to identify all five of the university’s diversity goals as priority for the 2009-2010 academic year.

B. List the Goals your school/unit has developed to support the University Diversity Goal(s) selected as a priority.

The School of Social Work’s current diversity goals will continue to guide the school in addressing issues of diversity during the 2009-2010 academic year.

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

School Goal 1: The School of Social Work will finalize its Diversity Commitment Statement and include this statement in all recruitment, orientation, and informational materials.

University 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.

School Goal 2: The School of Social Work will formalize and implement its strategic plan to recruit and retain students from underrepresented populations. Emphasis will be placed on retention and welcoming climate.

The School of Social Work will continue to recruit faculty from underrepresented populations using both traditional hiring and the targeted minority hiring process afforded by the University.

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

School Goal 3: The School of Social Work will make its diversity-focused training events, research findings, and course content widely available to the larger University community.

University 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.

School Goal 4: The School of Social Work will ensure that its faculty have the skills, tools, and resources to create and sustain a classroom climate where respectful discussions of diversity are encouraged.
University Goal 5: Support further research to advance the University’s commitment to diversity and to assess the ways in which diversity advances the University’s mission.

School Goal 5: The School of Social Work will encourage and provide support to faculty and students in engaging in a diversity-focused research agenda.

C. List the action steps your school/unit will undertake to achieve this goal(s)

School Goal 1: Diversity Commitment Statement

1. The Diversity Committee will finalize the School’s Diversity Commitment Statement
2. The School of Social Work Diversity Commitment statement will be included in recruitment, orientation and informational materials, including the School’s web site.

School Goal 2: Student recruitment and retention plan; faculty recruitment strategy

1. Continue with a longitudinal evaluation of our current diversity recruitment efforts, looking at the yield of recruitment visits in terms of number of applicants and number of acceptances, to identify and expand upon our most effective strategies
2. Interview diverse students who are enrolled in the School to determine the reasons why they decided to attend this program and the challenges they face while here.
3. Based on these findings elaborate and formalize a 5 year plan for recruitment and retention activities for diverse students.
4. Continue to improve welcoming climate for diverse students. Offer orientation session for entering MSW students in 2009-2010 which includes specific content that emphasizes the School’s commitment to teach and to address issues of diversity in the classroom. Continue Harambee. Expand SAGE to a regular meeting format.
5. Discuss the targeted minority hire strategy with faculty at faculty meetings and in individual meetings
6. Ask faculty to identify strong minority scholars when at professional conferences, during reviews of the literature, and through colleague recommendation, and share these names with the Dean.
7. Dean and Associate Dean for Research will identify potential candidates from this pool of names and pursue the possibility of recruitment to UNC.
8. During traditional recruitment processes ask faculty to be diligent in reaching out to potential candidates who are members of diverse groups.
School Goal 3: Diversity-focused training events, research findings, and course content are widely available to the larger University community.

i. Finalize Diversity web page on the School of Social Work’s web site, to include two types of information: resources and findings based in faculty research and publications, and announcements of diversity-related events, trainings, and workshops

ii. Identify and use relevant University-wide listservs to announce diversity-related events at the School.

School Goal 4: Ensure that faculty have the skills, tools, and resources to create and sustain a respectful classroom climate.

i. Have conversation regarding diversity in the classroom and community climate at every faculty senate.

ii. Expand the Diversity Resource Library for faculty, to include a listing of relevant diversity web sites they may find helpful in their teaching.

iii. Finalize the “What may hurt, what may help” document, and create a system where this can be a “living document” that is continually added to and refined.

School Goal 5: Encourage and provide support to faculty and students in engaging in a diversity-focused research agenda

i. Talk with senior faculty who mentor junior colleagues about the importance of encouraging them to consider diversity issues in their research agenda, and expand this conversation to include encouragement of diversity research in doctoral students as well. Talk with junior faculty and doctoral students directly about diversity in their research agenda.

ii. Encourage research on diversity related issues by continuing to provide seed money for innovative and pilot research focused on diverse populations.

E. How will you assess your school/unit’s outcome? Please include metrics used and methodology.

School Goal 1: Diversity Commitment Statement

This goal will be assessed by a determination if the following has occurred: a) completion of the Diversity Commitment Statement; and b) inclusion of the Diversity Commitment Statement in all recruitment, orientation, and informational materials, as evidenced by an audit of these materials by the Associate Dean for Academic Affairs.
School Goal 2: Student recruitment and retention plan; faculty recruitment strategy

This goal will be assessed by a determination if the following has occurred: a) completion of a 5 year minority recruit plan grounded in empirical evidence from an evaluation of the School’s historical recruitment and retention patterns and interviews with minority students; and b) the identification of at least one potential targeted minority faculty hire or minority traditional hire for the School (dependent upon funding and resultant ability to recruit and hire).

School Goal 3: Diversity-focused training events, research findings, and course content are widely available to the larger University community.

This goal will be assessed by a determination if the following has occurred: a) finalization of the Diversity web page on the School’s web site; b) at least three diversity-focused training events offered by the School; c) identification and utilization of University-wide listservs to announce School diversity-related events.

School Goal 4: Ensure that faculty have the skills, tools, and resources to create and sustain a respectful classroom climate

This goal will be assessed by a determination if the following has occurred: a) there has been an expansion of the Diversity Resource library for faculty at the School, to include a listing of relevant web site resources; b) diversity discussion, led by the Diversity Committee, is a standing item on the monthly faculty senate agenda; c) the “What may hurt, what may help” document has been completed and disseminated within the School; d) at least one Teaching Circle meeting is dedicated to issues of diversity; and e) student satisfaction with content and discussion on diversity in the classroom, as evidenced by a School-wide average student response score of at least 4.0 (out of 5) to a question on the presence of content and discussion on race, ethnicity, and gender in each course. This question is part of the end-of-semester teaching evaluation.

School Goal 5: Encourage and provide support to faculty in engaging in a diversity-focused research agenda

This goal will be assessed by a determination if the following has occurred: a) review of publications, and grant and doctoral proposals finds a focus on diversity and diverse populations; b) report from junior faculty and doctoral students that their mentoring committees encouraged content on diversity and diverse populations in their research agenda; c) a review of awardees of the School’s small grant funding (the Jane Pfouts Award and the Armfield-Reeves Innovation Fund) to see if at least one award was given to a project focusing on issues of diversity or diverse populations.
Appendix 1: Diversity Resource Library

1. General Diversity


2. Race/Ethnicity/Culture/Religion


#052/Pedersen: Triad Training Model: Hearing the Pro and Anti-counselor in Multicultural Counseling (Writer) [Video].


Bicultularism and Acculturation Among Latinos (Writer) [Video]: Films for the Humanities and Sciences.


Brown/Clark (Writer) (2002). I Am Because We Are [Video]: Microtraining.


The Context of Vulnerability (Writer) [Video], Human Development: The Vulnerable Young Child: Concept Media.


Ethnic Notions (Writer) [Video]: California Newsreel.


Eyes on the Prize: America's Civil Rights Movement: Volume 3: Mississippi: Is this Freedom? (1962-1964) and Bridge to Freedom (1965) (Writer) [DVD], Eyes on the Prize: America's Civil Rights Movement: PBS Video.


Facing Diversity: Responding to Violence Against Women from Diverse Cultures (Writer) [Video]: Intermedia.

Forgotten Fires (Writer) [Video]. Berkeley, CA: University of California Extension Center for Media.


Illegal Americans (Writer) [Video]. Princeton, NJ: Films for the Humanities and Sciences.

"I'm Not Leaving You, I'm Just Going Out for Awhile": A Couple Interview with Bill O'Hanlon (Writer) [Video]: Master's Work Video Productions.


Infusing Cultural and Linguistic Competence into Health Promotion Training (Writer) [CD]. In I. Close-Up Productions (Producer). USA.


Leadership and Diversity: Examining the Relationship (Writer) [DVD]: Trinity Workplace Learning.


Lost Boys of Sudan (Writer) (2003). [Video].

Multicultural Counseling: Issues of Ethnic Diversity (Writer) [Video]: The University of Iowa.

Multigenerational Influences: Cultural Patterns (Writer) [Video]: Insight Media.

Native Americans: The Social Work Role (Writer) [Video]. In W. Mankiller (Producer).


Por Nuestra Seguridad (Writer) [Video]. In N. G. a. W. Bank (Producer): El Pueblo, Inc.


Smith, D. B. (Writer) February One...the world can change in a day [Video]. In R. Cerese (Producer).

Solving Black Inner-City Poverty: William Julius Wilson (Writer) [Video], A World Of Ideas: Films for the Humanities and Sciences.

Spiritual Assessment (Writer) [Video].

Sue, D. W. (Writer) What Does it Mean to be White?: The Invisible Whiteness of Being [Video].

Teaching About Practice & Diversity: Content & Process in Class & Field: Program One - Part 1 (Writer) [Video], Teaching About Practice & Diversity: Content & Process in Class & Field.

Teaching About Practice & Diversity: Content & Process in Class & Field: Program One - Part 2 (Writer) [Video], Teaching About Practice & Diversity: Content & Process in Class & Field.

Teaching About Practice & Diversity: Content & Process in Class & Field: Program One - Part 3 (Writer) [Video], Teaching About Practice & Diversity: Content & Process in Class & Field.

Teaching About Practice & Diversity: Content & Process in Class & Field: Program One - Part 4 (Writer) [Video], Teaching About Practice & Diversity: Content & Process in Class & Field.


Teaching About Practice & Diversity: Content & Process in Class & Field: Program Two - Part 2 (Writer) [Video], Teaching About Practice & Diversity: Content & Process in Class & Field.

Teaching About Practice & Diversity: Content & Process in Class & Field: Program Two - Part 4 (Writer) [Video], Teaching About Practice & Diversity: Content & Process in Class & Field.

Teaching About Practice and Diversity: Content & Process in Class & Field: Program Two - Part 3 (Writer) [Video], Teaching About Practice & Diversity: Content & Process in Class & Field.


Tuskegee Experiment: Primetime with Diane Sawyer (Writer) [Video].


3. Class


Union Maids (Writer) [Video].


Voices of Workfare (Writer) [Video]. New York, NY: Educational Video Center.

With Babies and Banners (Writer) [Video].

Solving Black Inner-City Poverty: William Julius Wilson (Writer) [Video], *A World Of Ideas*: Films for the Humanities and Sciences.
4. Gender


The Clumsy Counselor: Loaded Remarks from the Client's Perspective (Writer) [Video]: University of Leicester Audio Visual Services.


Facing Diversity: Responding to Violence Against Women from Diverse Cultures (Writer) [Video]: Intermedia.

Guidance Club for Women: Negotiating Skills for Women (Writer) [Video]. Santa Monica.

In Their Own Words: Widowhood and Integrity vs. Despair (Writer) [Video].


Speak Up! Improving the Lives of Gay, Lesbian, Bisexual and Transgendered Youth (Writer) [Video]: Media Education Foundation.


With Babies and Banners (Writer) [Video].

Women's Coffeehouse of Spirit (Writer) [Video].

5. Sexuality


Daddy and Papa: A Documentary Film by Johnny Symons (Writer) [Video].


Frontline: Assault on Gay America (Writer) (1999). [Video], *Frontline:* PBS.

"I'm Not Leaving You, I'm Just Going Out for Awhile": A Couple Interview with Bill O'Hanlon (Writer) [Video]: Master's Work Video Productions.

The Laramie Project (Writer) (2002). [Video]: HBO.

One Wedding and a Revolution (Writer) [Video - DVD].

Speaking for Ourselves: Portraits of Gay and Lesbian Youths (Writer) [Video]: Diversity Productions.


Speak Up! Improving the Lives of Gay, Lesbian, Bisexual and Transgendered Youth (Writer) [Video]: Media Education Foundation.
6. Disability


Counseling and The Physically Disabled (Writer) [Video]: Insight Media.


Family Crisis (Writer) [Video], *Human Development: Families of Young Children with Special Needs*. Irvine, CA: Concept Media.

Growing up with Autism (Writer) [Video].


Movin' On (Writer) [Video]. In R. C. D. Center (Producer). Indiananoplis, Indiana: Indiana University Medical Center.

Movin' On Too (Writer) [Video]. In R. C. D. Center (Producer). Indiananoplis, Indiana: Indiana University Medical Center.


Special People, Special Needs (Writer) [Video].

They Don't Come With Manuals: Parenting Children with Disabilities (Writer) [Video]: Fanlight Productions.


When Billy Broke his Head...and Other Tales of Wonder (Writer) (1994). [Video - DVD].


7. Aging


Ethical Persuasion with an Elderly Client (Writer) [Video]. New York, NY: Insight Media.

The Future of the Family in an Aging Society (Writer) [Video]. In A. Garcia (Producer). USA.

Hoffmann, D. (Writer) (1994). Complaints of a Dutiful Daughter [DVD]. In W. M. Movies (Producer). In Their Own Words: Widowhood and Integrity vs. Despair (Writer) [Video].


Older Voices: Interviewing Older Adults (Writer) [Video], Videos on Aging and Elderhood. Chicago, IL: Terra Nova Films.


8. Mental Health


Asking the Right Questions: Suicide Prevention in the Schools (Writer) [Video]: Intermedia.


A Case of Social Anxiety of Rocks and Flowers-- Satir (Writer) [Video]. In Satir (Producer).

Catching Up with the World: Participation and Autonomy in Recovery from Mental Illness (Writer) [Video].


Circuits of Fear: Anxiety Disorders (Writer) [Video], Fires of the Mind (Discovery Channel University): Films for Humanities and Science.


Depression & Suicidal Behavior in Adolescents (Writer) [Video]: Insight Media.

Depression and Manic Depression (Writer) [Video].

The Diagnosis and Treatment of Attention Deficit Disorder in Children (Writer) [Video], The Doctor Is In: Fanlight Productions.


Helping People at Risk of Suicide (Writer) [Video]: Insight Media.


It's Not about the Food: Eating Disorders and Childhood Trauma (Writer) [Video]. Nevada City, CA: Cavalcade Productions, Inc.


My Sister is Mentally Ill (Writer), & J. Churchill (Director) [Video]. In J. Churchill (Producer), *The Bonnie Tapes*. Hohokus, NJ: Mental Illness Education Project, Inc.


ONE OF FIVE: Families Coping With Mental Disorders (Writer) [Video].


Suicide Risk Assessment (Writer) [Video].

Suicide: No Turning Back (Writer) [Video].


Understanding Self-Injury (Writer) [Video]. Nevada City, CA: Cavalcade Productions, Inc.


1. Looking at Abnormal Behavior

The World of Abnormal Psychology: (Volumes 3-4)
3. The Anxiety Disorders

5. Personality Disorders
Diversity report 2009-2010
School of Social Work

Anneberg/CPB.
The World of Abnormal Psychology: (Volumes 7-8)
7. Sexual Disorders
8. Mood Disorders (Writer) (1992). [Video], The World of Abnormal Psychology:
   Annenberg/CPB.
The World of Abnormal Psychology: (Volume 9-10)
9. The Schizophrenias
    Psychology:
    Annenberg/CPB.
The World of Abnormal Psychology: (Volumes 11-12)
11. Behavior Disorders of Childhood
    Annenberg/CPB.
The World of Abnormal Psychology: (Volume 13)
    Psychology:
    Annenberg/CPB.
Appendix 2
UNC School of Social Work
Faculty Publications related to Diversity
2007-2008


Farrel, W.C. (2007, July 15). Bryan didn't have the skills. Fayetteville (NC) Observer.


## Appendix 3: Faculty Grants related to Diverse Populations

<table>
<thead>
<tr>
<th>Title</th>
<th>PI</th>
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<tbody>
<tr>
<td>Child Welfare Education Collaborative</td>
<td>Dickinson, Nancy</td>
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<tr>
<td>CareerStart Program: Curriculum Design and Assessment of Impacts</td>
<td>Orthner, Dennis</td>
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<tr>
<td>Health and Mental Health Service Use Patterns in Sexual Minority Youth</td>
<td>Chapman, Mimi</td>
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<tr>
<td>Implementing the Online Support and Resiliency Inventory (SRI)</td>
<td>Bowen, Gary</td>
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<tr>
<td>Physician Involvement in Residential Care Falls Prevention</td>
<td>Zimmerman, Sheryl</td>
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<td>Natural History, Comorbid Mental Disorders, and Consequences of Inhalant Abuse</td>
<td>Howard, Matthew</td>
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<td>Welfare, Maternal Work, and On-Time Child Immunization Rates</td>
<td>Yoo, Joan</td>
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<tr>
<td>Training for Effective Child Welfare Practice in Rural Communities</td>
<td>Williams, Evelyn</td>
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<tr>
<td>Better Beginnings Pregnancy Prevention Project</td>
<td>Bledsoe, Sarah</td>
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<tr>
<td>Project Description</td>
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<tr>
<td>Center for Aging Research and Educational Services (C.A.R.E.S)</td>
<td>Nelson, Gary</td>
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<tr>
<td>Health Disparities Prevention for Latino Adolescents</td>
<td>Smokowski, Paul</td>
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<td>Halifax County ESSP/SSP MAP Project</td>
<td>Bowen, Natasha</td>
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<td>Support of the Implementation of the Building Corps Families (BCF) Website: Training and Support Services</td>
<td>Bowen, Gary</td>
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<td>Testing Long Term Impacts of Individual Development Accounts and Asset Building on Social and Economic Well-Being</td>
<td>Weiss, Michal</td>
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<tr>
<td>Creating Indicators and Improving Outcomes</td>
<td>Duncan, Dean</td>
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<tr>
<td>The Family and Children's Resource Program I-V</td>
<td>Nelson, Gary</td>
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<tr>
<td>Behavioral Healthcare Resource Program</td>
<td>Roberts-Lewis, Amelia</td>
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<td>Self Evaluation in Family to Family</td>
<td>Usher, Charles</td>
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<tr>
<td>Child Welfare Education Collaborative</td>
<td>Williams, Evelyn</td>
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<tr>
<td>The Family and Children's Resource Program I-V</td>
<td>Nelson, Gary</td>
</tr>
<tr>
<td>Title</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Understanding the Financial Well-being of Retirees and Near-Retirees Caring for Adult Children with Developmental Disabilities</td>
<td>Parish, Susan</td>
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<tr>
<td>Improving Cervical and Breast Cancer Screening for Women with Intellectual Disabilities</td>
<td>Parish, Susan</td>
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<tr>
<td>Community Dialogues and Interactive Map</td>
<td>Nelson, Gary</td>
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<td>Social Development for Local Economic Development Partnership</td>
<td>Chowa, Gina</td>
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<tr>
<td>Creating Confianza Through School Climate Change</td>
<td>Chapman, Mimi</td>
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