

Information used to complete UNC-Chapel Hill online unit diversity report survey.  
5/31/2016  
At [https://unc.az1.qualtrics.com/jfe/form/SV\\_djqGkqzmMjkYN2B](https://unc.az1.qualtrics.com/jfe/form/SV_djqGkqzmMjkYN2B)

## **UNC 2015-16 Diversity Goals Plan Outcomes Reporting Form**

*Thank you in advance for reporting your school/unit's 2015-16 University Diversity Goal efforts and 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](mailto:xiaowen@email.unc.edu).*

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UNC School of Government

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

*1\_1. List and describe any actions (different from the ones reported in 2015) by your unit's leadership, faculty, staff or committees reflecting, defining, and publicizing the University's commitment to diversity.*

In its fourth year of existence, the School's Diversity Committee has added an MPA student to its membership to facilitate communication and idea-sharing between this Committee and the MPA program Diversity Committee, led by students.

The School's Diversity Committee finalized a public-facing statement about the School's commitment to diversity and conclusion. In late March, Dean Mike Smith blogged about the commitment (<http://mrs.sog.unc.edu/?p=4221>) to a faculty/staff audience as a means to get feedback and buy in on the commitment.

The Committee also created a microsite (<http://www.sog.unc.edu/diversity>) to showcase the School's commitment, the names and contact information of the Committee members, and any relevant resources that the School creates or houses related to diversity. New content will be added regularly.

Links to the commitment and microsite have been adding in the following places:

- Carolina MPA website (<http://www.mpa.unc.edu/node/966>)
- Employment opportunities web page (<https://www.sog.unc.edu/about/employment-opportunities>)

The Committee is working with the IT team to incorporate the microsite into a PowerPoint presentation that runs in all classrooms at the School as a means to make clients aware of the site.

The Facilities Division established two gender-neutral restrooms, bringing the Knapp-Sanders Building total to three, and began publicizing their locations.

The Diversity Committee has also started updating faculty/staff through an informal e-mail newsletter called "Diversity@SOG." The newsletter aims to educate faculty and staff on such concepts at gender-neutral pronouns and to announce such advancements as the establishment of gender-neutral restrooms.

In late March 2016, shortly after the NC General Assembly passed House Bill 2, Dean Mike Smith used an all-faculty/staff meeting to reinforce the School's commitment to diversity, discuss the implications of the bill on the populations served by the School (public officials, MPA students, employees), and mention his support for the gender-neutral bathrooms.

At the UNC Town Hall on Race and Inclusion in November 2015, a student mentioned that the School of Government's SERVICE mural, concerning the role of African American's in North Carolina's history, is not visible enough. The Marketing Division has taken efforts to raise the visibility of the mural on campus through the UNC Communications Council, the UNC Visitors Center, and through student and alumni affinity groups.

Staff member Cindy Lee applied for and won a grant from the School to create more accessible information about the SERVICE mural for guests. The project is still in the planning phases but an audio component will be added to the mural display that tells about the vision of the artist and the history of those in the mural. The Marketing Division is also working on improved signage throughout the building leading visitors to the mural.

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

School employees are thinking more about how to increase the diversity of pools of candidates in School hiring of faculty and staff. Faculty 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.

Dean Mike Smith's blog post about the School's commitment to diversity and inclusion received many comments, all positive, in support of the statement and the work of the Committee (<http://mrs.sog.unc.edu/?p=4221#comments>).

MPA students have become more vocal about their development and curricular needs with faculty and administration.

*1\_3. List and describe your most successful strategies (different from the ones reported in 2015), if any, in defining and publicizing the University's commitment to diversity.*

The Dean's communication about the School's commitment to diversity has been extremely effective. And the "Diversity@SOG" newsletter yields positive comments, useful questions, and suggestions from faculty and staff whenever it goes out.

*1\_4. List obstacles and challenges you face other than funding, if applicable, in addressing Goal 1.*

Staff and faculty capacity is a concern when it comes to moving some of the diversity-related initiatives forward.

***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, if any, to attract underrepresented students, if any, and the observed impact/actual outcomes of such programs (supported by data).*

The MPA program continues to be committed to recruiting and retaining a diverse class of students each year. This year, the admissions team doubled its efforts around military audiences. The marketing team is also running targeted campaigns via Facebook, Google, and LinkedIn to attract members of the military to the online format of the MPA degree. Twenty percent of the online students are current or former members of the military.

#### **MPA Admissions Recruitment Events**

Unemployment Eliminators Recruiting Event

August 26, 2015 and April 12, 2016

10am-12 p.m. EST | Jacksonville, NC

Unemployment Eliminators is veteran owned and operated. Their goal is to help veterans find gainful employment or graduate schooling after serving our country.

Audience: Veterans, active duty members, military affiliates (dependents, spouses/partners, etc.), mainly affiliated with Camp Lejeune (15 inquiry forms collected)

#### Camp Lejeune Education Expo

October 15, 2015 | Jacksonville, NC

The goal of the expo is to assist Camp Lejeune's military personnel and family members in seeking continued education.

Audience: Marine Corps Community

#### Fort Bragg Education Fair

November 17, 2015 and May 11, 2016 | Fayetteville, NC

The mission of Fort Bragg's Continuing Education Center, who is hosting the event, is to create and lead the Army's premiere education organization committed to excellence, innovation, and deployability. Graduate schools are invited to exhibit and meet prospective students on base.

Audience: US Army men and women based at Fort Bragg (10 inquiry forms collected)

#### Near The Top: Glass Cliffs, Labyrinths and Local Government Leadership

March 22, 2016

7–8 p.m. EST

During this free online information session, faculty will discuss why there is a persistent lag in women among top local government leadership positions — and what can be done to change the trend.

Audience: Prospective MPA@UNC students

#### Education, Employment & Summer Internship Fair: Elizabeth City State University (HBCU)

MPA Admissions team mans a booth at this fair each year

#### Carolina MPA Presentation to NC A&T (HBCU) Political Science Class

MPA Admissions team is invited to present to this class of prospective MPA students

#### CareerEcos Virtual Veterans Graduate School Fair

Yellow ribbon graduate schools exhibit on this virtual recruiting platform and talent community for jobseekers, prospective graduate students, academic institutions, and employers

#### North Carolina Central University (HBCU) Spring 2016 Career & Graduate Fair

MPA Admissions team mans a booth at this fair each year

#### UNC-Pembroke Graduate Fair

MPA Admissions team mans a booth at this fair each year; UNC-Pembroke has a substantive number of Native American students enrolled

*2\_2. List and describe the targeted programs your unit uses, if any, to attract underrepresented faculty, if any, and the observed impact/actual outcomes of such programs (supported by data).*

The School conducted only one faculty search this past fiscal year.

The School's HR Division identified areas in the position description to mention diversity:

- "Requires willingness and ability to work effectively with diverse audiences."
- "The School of Government recognizes the importance of an educational and work environment in which all individuals are respected and valued. To that end, we are strongly committed to hiring and retaining a diverse workforce. For more information about the School's commitment to diversity, please visit our Diversity and Inclusion page: <https://www.sog.unc.edu/resources/microsites/diversity-and-inclusion>."

HR creates a strategic outreach plan for each recruitment and works to increase diversity in applicant pools by advertising in a variety of minority hiring publications. In this past faculty search, the applicant pool demographics matched the workforce profile targets established by UNC EOC Office.

For the first time, the HR Division redacted all resumes in an effort to create a blind review and impede bias early on the hiring process. Before the search committee saw candidates' resumes, they were redacted to remove all information that would identify a protected status. Committee members commented that it was a very eye-opening process.

During the interview process, it has become standard practice to ask all candidates about their experience advancing diversity efforts in their workplaces or as a part of their professional development. This effort is geared toward communicating the value that the School places on diversity and inclusion.

The HR Division and the Diversity Committee sponsored a "Diversity in Hiring" training through the UNC Office of Diversity and Multicultural Affairs (see description in section 3.2). Participants identified opportunities to improve future faculty searches.

The School is currently in the process of one targeted minority hire.

*2\_3. List and describe the targeted programs your unit uses, if any, to attract underrepresented staff, if any, and the observed impact/actual outcomes of such programs (supported by data).*

As with faculty searches, the School's HR Division has made it standard practice to mention diversity in all position descriptions:

- "Requires willingness and ability to work effectively with diverse audiences."
- "The School of Government recognizes the importance of an educational and work environment in which all individuals are respected and valued. To that end, we are strongly committed to hiring and retaining a diverse workforce. For more information about the School's commitment to diversity, please visit our Diversity and Inclusion page: <https://www.sog.unc.edu/resources/microsites/diversity-and-inclusion>."

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The HR Division and the Diversity Committee sponsored a “Diversity in Hiring” training through the UNC Office of Diversity and Multicultural Affairs (see description in section 3.2). Participants identified opportunities to improve future staff searches.

*2\_4. List and describe retention programs/efforts to retain diverse students, and the observed impact (supported by data) of such efforts, if applicable.*

The presence of diversity-related working groups and constant communication from these groups has become a tactic to create an environment of inclusion that supports student needs.

**School of Government Diversity Committee** — This 17-person team of faculty/staff and one MPA student coordinates most diversity-related initiatives on behalf of the School of Government. Website is currently under construction. **Co-chairs: Alyson Grine and Sonja Matanovic**

**MPA Student Diversity Committee** — This student-led committee is responsible for annual diversity-related programming; <http://www.mpa.unc.edu/node/966>; **President: Ricky Ruvio; faculty liaison: Leisha DeHart-Davis**

*2\_5. List and describe retention programs/efforts to retain diverse faculty, and the observed impact (supported by data) of such efforts, if applicable.*

The presence of diversity-related working groups (see answer 2.4) and constant communication from these groups has become a tactic to create an environment of inclusion that supports faculty needs and success.

The HR Division organizes annual Safe Zone and Green Zone training in the Knapp-Sanders Building.

At least once per year, the Diversity Committee brings the Black and Blue Tour to the Knapp-Sanders Building. This tour features Professor Robert Porter and focuses on African American history on the UNC campus. It’s widely marketed to faculty and staff and easy for them to access when it kicks-off at the SERVICE mural.

The HR Division also organized semi-annual social events (such as meet-and-greets) and professional development communication training for all faculty and staff as a means to improve School-wide communication and relationship-building.

During all new employee orientation, the HR Division discusses the School's diversity commitment and inclusion efforts.

*2\_6. List and describe retention programs/efforts to retain diverse staff, and the observed impact (supported by data) of such efforts, if applicable.*

See response to 2.5.

*2\_7. List and describe programs and efforts to support diverse students' development or success, and the impact (e.g. decrease gap in academic performance, increased sense of belonging ...) of such efforts, if applicable (supported by data).*

All MPA students have access to academic and career support teams; team members are professional trained to address diverse students' needs. Faculty emphasis on diversity as part of curricular content has also fostered productive conversations with students about how to improve the climate of inclusion and address curricular needs.

*2\_8 List and describe programs and efforts to support diverse faculty development or success, and the impact (e.g. increased participation in professional development, increased sense of belonging ...) of such efforts, if applicable (supported by data).*

See response to 2.5.

*2\_9 List and describe programs and efforts to support diverse staff development or success, and the impact (e.g. increased participation in professional development, increased sense of belonging ...) of such efforts, if applicable (supported by data).*

See response to 2.5.

*2\_10. List and describe any collaborations and partnerships to address Goal 2 and their impact (supported by data) if applicable.*

Members of the School's Diversity Committee frequently communicate with others on campus who are in similar roles to access fresh ideas and resources about how to advance diversity and inclusion efforts. They've met with leadership of the UNC Libraries Diversity Programming and Education Committee (Sonoe Nakasone and Michele Hayslett) and Chief Diversity Officer Taffye Clayton Benson. They've corresponded with leadership of the Diversity Advisory Committee for

the College of Arts and Sciences, faculty member Jennifer Ho in the College, and faculty member Paul Cuadros in the School of Media and Journalism.

*2\_11. List obstacles and challenges you face other than funding, if applicable, in addressing Goal 2.*

Creating a MPA minority student pipeline takes considerable investment. The School of Government does not currently teach undergraduate students and is considering a variety of ways to create a pipeline and educate undergraduates about the value of an MPA degree.

***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) offered.

### **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 carry out their roles. Training on diversity topics is often a component of this work. Below are some examples of SOG training offered this year.

**Several faculty members—Alyson Grine, Shea Denning, Cheryl Howell—**organized and participated in a program for NC District Court judges called "Special Topic Seminar: Race In the Courts," held at the School April 6-8, 2016. Judges from across the state are nominated to attend by their Chief District Court Judge. Agenda items included the following:

- Why Are We Talking About Race?
- North Carolina Traffic Stops: What Can We Learn from the Data?
- Advancing Pretrial Justice: New Opportunities New Challenges Fines and Forfeitures
- Implicit Bias
- School to Prison Pipeline
- Dealing with Difference in District Court
- Addressing Legal Challenges Based on Race
- Understanding and Addressing Racial Disproportionality and Disparities in the Child Welfare System

**Faculty member Alyson Grine**, who works in the areas of indigent defense and criminal law, reported the following items related to teaching and events:

- 5/13/16: Spring Public Defender Conference. Session by Dave Hall and Ian Mance on Open Data Policing Initiative to demonstrate how to assess officers' patterns of behavior related to traffic stops and searches.



- 4/8/16: District Court Judges' Special Topics Seminar. Session by Alyson Grine on Equal Protection Claims. Grine helped to develop the agenda and communicate with speakers regarding the program content.

**Racial Equity Network** — 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. Participating attorneys were selected through a competitive process by an advisory board that worked to make sure a variety of racial, gender, geographic, and career perspectives were included. The Indigent Defense Education group at the School of Government holds a series of intensive trainings for the network based on the 2014 published manual, Raising Issues of Race in North Carolina Criminal Cases. The trainings consist of six one-day programs at the School of Government that began in April 2015 and will conclude in January 2017. Trainings are offered at no charge to participants but are not open to the public. The network and trainings are supported by a \$212,000 grant by Z. Smith Reynolds Foundation.

- 2/26/16: Racial Equity Network Training IV. Full-day training for NC Racial Equity Network members on the topic of challenging racial and ethnic disparities in pretrial release, planned and administered by Grine and Coward.
- 11/13/15: Racial Equity Network Training III. Full-day training for NC Racial Equity Network members on the topic of cross-racial identifications, planned and administered by Grine and Coward.
- 7/24/15: Racial Equity Network Training II. Full-day training for NC Racial Equity Network members on the topic of challenging racial and ethnic disparities in police investigations, planned and administered by Grine and Coward.

Other events:

- 11/30/15: Grine moderated a panel for the UNC Parr Center on Ethics on the topic of Mass Incarceration. Speakers included Chief Public Defender Williams, District Attorney Woodall, and UNC Law Professors Birckhead and Kennedy.
- 10/1/15: Symposium on Mass Incarceration, sponsored by the NC Advocates for Justice. A. Grine served on the planning committee to develop the agenda.
- 6/23/15: District Court Judges' Annual Conference. Session by A. Grine on Issues of Race in Criminal Cases.

Grine also led a discussion with School faculty and staff regarding development of a faculty position dedicated to diversity issues in connection with strategic foresight committee's work.

Grine created a diversity speaker index for School instructors with support from IT Division members Stephanie Panke and Nicole Benes.

## **Advanced Leadership Corps**

September 13–18, 2015

An intensive program that helps city and county elected officials understand their leadership styles and gain insight into how to work with others in their communities, their region and the state. **Faculty member Vaughn Upshaw** wove implicit bias into the curriculum.

## **Engaging Women**

The Engaging Women in Public Service initiative, led by **faculty members Leisha DeHart-Davis, Margaret Henderson, and Kimberly L. Nelson**, is designed to equip women to pursue leadership positions in public organizations. Events have been ongoing since 2014.

### **Engaging Women: Signals and Strategies**

June 5, 2015 | Chapel Hill, NC

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 focus on body language, leadership, overcoming barriers to career advancement, and confidence building.

Keynote speaker was renown body language expert Carol Kinsey Goman.

<https://www.sog.unc.edu/courses/engaging-women-public-service>

Audience: Approximately 150 women public officials, higher education employees, graduate students, and nonprofit staff

### **Engaging Women: Making a Powerful First Impression**

May 1, 2015 | Western Carolina, Asheville

November 13, 2015 | Rocky Mount

March 18, 2016 | Salisbury

Two hour, small group coaching sessions featuring Joy Javits, founder of In The Public Eye. <https://www.sog.unc.edu/courses/engaging-women-public-service-making-powerful-first-impression>

Audience: Approximately 25 women local government managers and supervisors, department heads

### **Engaging Women in Public Service: The Managers' Summit**

April 29, 2016 | Greensboro, NC

Women who are local government managers face unique challenges; this summit will be their first opportunity to come together for networking, career advice, and skill building.

<https://www.sog.unc.edu/courses/engaging-women-public-service-local-government-managers-summit>

Audience: NC city and county managers who are women

**Faculty members Chris McLaughlin and Kara Millonzi**, who work in the areas of local government finance and tax, reported the following events:

As part of “Managing the Tax and Finance Offices” course, Kara and I brought in Julia Cardona Mack from the Romance Language department to lead a session on “Working with Other Cultures.” Julia does a great job covering the dramatic demographic changes in NC in recent decades. Then she talks about how an immigrant’s view of government might be dramatically different from that of native US resident. Finally, she leads a discussion of traditional Hispanic naming conventions, a topic important for government officials working with land and financial records.

At our most recent NC Government Finance Officers Association conference (March 2–4, 2016), we included a session on Urbanization and Migration in NC by Rebecca Tippet of Carolina Demography. The session lasted one hour.

**Faculty member Norma Houston**, who specializes in the law of public purchasing and contracting reported the following events (note—throughout this summary, “HUB” refers to historically underutilized businesses which include businesses with majority ownership by racial and ethnic minorities, women, and social disadvantaged persons as defined under federal law):

**Teaching:**

- 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; 9/30/2015.
- 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; 9/30/2015.
- Course: Contracting for Construction and Design Services; topic: “Legal Requirements for Historically Underutilized Business Participation”; audience: Local government purchasers, government and private engineers and architects, local government attorneys; one hour; 9/30/2015.

**Advising:**

- Advised a number of local governments (cities, counties, and school boards) on HUB legal requirements related to good faith efforts policies, disparity goal-setting, and HUB contracting requirements.
- Advised personnel with the Office for Historically Underutilized Businesses in the North Carolina Department of Administration on HUB contracting legal requirements applicable to state agencies and local governments.

- Responded to media inquiries about impact of HB2 on local government anti-discrimination and historically underutilized business policies, and gubernatorial executive order authority.
- Advised numerous local governments about impact of HB2 on local anti-discrimination and historically underutilized business policies, including review of several local government policies to ensure compliance with HB2.
- Website: Maintain public webpage providing information and resources related to minority business participation requirements in public contracting:  
<https://www.sog.unc.edu/resources/microsites/local-government-purchasing-and-contracting/mwbe-resources>.

**Faculty member Tyler Mulligan**, who works in the area of community and economic development, reported the following relevant training and events.

Diversity is discussed as a community asset in several courses that I teach. Specifically, diversity and openness to diversity is a form of “human capital” and “cultural capital” in community development. This concept was discussed this past year in the following sessions:

- 7/28/15: Community Development, 2.5 hours (Basic Economic Development, approx. 90 attendees)
- 2/17/16: Community Development, 2.25 hours (Municipal and County Administration, approx. 90 attendees)
- 3/15/16: Introduction to Community Development, 3.75 hours (Community Development Academy, approx. 35 attendees)

Issues of equity in development decisions—specifically how important local government decisions impact different groups and how diversity must be considered in equitable decision-making—were discussed in the following sessions:

- 7/15/15: Growth, Development, and Economic Equity, 2.0 hours (Public Executive Leadership Academy, approx. 30 attendees)
- 4/12/16: Equity Issues in Community Development, 1.0 hours (Community Development Academy, approx. 35 attendees)

The **UNC Environmental Finance Center**, at the School, 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:

#### ***Smart Management for Small Water Systems***

The Environmental Finance Center at the School of Government is the lead entity on a national project to assist small drinking water systems across the county with financial

and management issues. The project involves conducting in-person workshops, webinars, and direct technical assistance to small drinking water systems.

Many of the systems that take advantage of these offerings serve economically disadvantaged populations. For example, one attendee at a workshop in Florida ran a mobile home park that operated its own federally-regulated drinking water system and serves about 50 low income residents.

In particular, the project often focuses on systems that serve tribes, native Hawaiians, and other Pacific Islanders. Also, many systems we work with serve minority communities. As part of this project, the EFC staff members have also been involved in teaching workshops focused on these diverse communities:

- During the week of 06/16/15, **Stacey Isaac Berahzer** taught a series of workshops for small water systems in Puerto Rico on financial management practices. In the workshops, we looked at the cost to the water system to maintain compliance with regulations, repair and maintain the system. We explored ways that systems in the same area may be able to share resources in order to reduce their costs. The workshop helped participants learn how to create a balanced budget and how to build community support and communicate to water customers that they should pay for this service. Finally, the workshop looked at programs to address affordability concerns for customers, as well as other methods of raising revenue, such as connection fees and other financing options such as loans, grants, and private donations. There three workshops were held in the evenings at 3 different locations on the island. Each workshop was about 3 hours and there were a total of 90 people in attendance. Attendees reflected the population of Puerto Rico with multi-racial and Caribbean-Indian descendants such as Tainos. The workshops were taught by Berahzer in Spanish, to match the preference of the Puerto Ricans.
- On 03/09/16, **Glenn Barnes** led a workshop in Guam that was designed to give operators and managers the tools they need to effectively run their small drinking water systems. The workshop touched on the practical applications of asset management, budgeting for your water system, conducting a water audit, using energy efficiency to cut costs, developing an operation and management plan, and other topics relevant to operators and managers. The water systems in attendance serve the majority of the Guamanian population which is largely Pacific Islander (Chamorro and Chuukese) and Asian. About 20 people attended the workshop.
- On 3/15/16 Barnes led a workshop in the Northern Mariana Islands. This workshop was designed to give operators and managers the tools they need to effectively run their small water system. The workshop touched on the practical applications of asset management, budgeting for your water system, conducting a water audit, using energy efficiency to cut costs, developing an operation and management plan, and other topics relevant to operators and managers. The

water systems in attendance serve the majority of the Marianas population which is largely Pacific Islander (Chamorro and Caroline) and Asian.

The project has also involved direct technical assistance to water systems that serve diverse communities:

- Barnes spent the week of 05/09/16 in Hawai'i working with 6 small drinking water systems on financial management issues. One system is operated by the Department of Hawai'ian Homelands, which was established in the 1920s by Congressman Prince Jonah Kūhiō Kalaniana'ole and the U.S. Congress to return Hawai'ians to their land, looking at finance and management issues related to their water systems. Two of the systems advised serve the racially and ethnically diverse community of Pahoia on the Big Island, and another two serve the racially and ethnically diverse community of Hana on Maui.
- Commonwealth Utilities Corporation in Saipan—EFC staff are working with board and management on rate setting and fiscal planning. On 07/09/15, Glenn Barnes met with a member of the board of directors and key management staff on roles of board and staff, rate setting, and financial position of water system. On the week of 3/14/16, Glenn met with other members of the board and several key staff. This water system serves the majority of the Marianas population which is largely Pacific Islander (Chamorro and Caroline) and Asian.
- Saipan Ice and Water, Northern Mariana Islands—On 07/08/15 Glenn Barnes met with company president on energy use of operations and the possibility of an internal revolving energy fund. This water system provides bottled drinking water to the majority of the population of Saipan which is largely Pacific Islander (Chamorro and Caroline) and Asian.
- Hyatt Regency Hotel in Northern Mariana Islands—On 07/1/15 and again on 03/17/16, Glenn Barnes met with lead engineer on his plans for energy improvements and discussed internal revolving energy fund as a means to pay for improvements. This water system is owned by an Asian corporation, run by an engineer from India, staffed largely by Pacific Islanders, and serves water primary to tourists from China, Japan, and South Korea.

In addition, representatives of tribal water systems often attend regular workshops and webinars. Glenn Barnes coordinates with EPA's regional tribal coordinators on how best to serve tribal populations. The EFC also helps to coordinate workshops for tribal audiences that are led by staff from sister Environmental Finance Centers under the project, such as workshop on water loss for the Navajo Nation on 11/16/15, a workshop on asset management for the Seneca Nation and other northeast tribes on 04/6/2016, and a workshop on asset management for tribes in Minnesota on 05/12/2016 (held in conjunction with Indian Health Service).

**Faculty members Sara DePasquale and LaToya Powell**, who work in the area of juvenile law, reporting the following examples of training and events:

LaToya and Sara planned the Advanced Juvenile Law course (May 11–12, 2016) to focus exclusively on children with mental health issues. This is a two-day Judicial College course for District Court judges that is currently offered every other year in May. This year's title is "Advanced Juvenile Law: The Courts' Response to Children with Mental Health Needs." Enrollment limited to 28; at capacity with a waiting list.

Sara taught a 1.5 hour session for the clerks of Superior Court at their 2016 annual summer conference, "Fathers: Who Are They Under North Carolina Law? An Overview for Clerks of Court."

**Faculty member Jessica Smith**, who works in criminal law and procedure and with North Carolina's judges, reported the following relevant training events:

- The June 2015 NC Superior Court Judges' Conference included sessions on (1) Native Americans and (2) veterans and PTSD
- The October 2015 NC Superior Court Judges' Conference included an Implicit Bias Workshop.

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

Until last month when I rotated off, I was a member of the NC Commission on Racial and Ethnic Disparities in the Criminal Justice System. The name pretty well explains the nature of the group. I co-chaired a subcommittee studying whether racial disparities exist in pretrial release determinations. I was on the Commission for a couple of years.

Last week I ran the week-long course Practical Skills for New Prosecutors. We included a one-hour session about language access to the courts, interpreters, etc. (To be fair, the AOC asked us to include it and provided the speaker.) The prosecutors' course ran April 11-15, with the language access session on Wednesday, April 13, for one hour.

**Faculty member Leisha DeHart-Davis**, who specializes in public administration, reports the following:

- Member, UNC Community and Diversity Committee
- Panelist, Session to UNC Faculty Council, "Infusion of Inclusion," April 15, 2016
- Diversity and Inclusion Lunchtime Webinars  
February 26, 2016 | Discussion focused on Verna Myers' TedTalk on "How To Overcome Our Biases? Walk Boldly Toward Them."
- Faculty Liaison, UNC MPA Diversity Committee

**Faculty member Jim Drennan**, who works primarily in the areas of court administration judicial ethics, reported teaching the following classes on fairness and bias:

- Conference of Superior Court Judges on October 21, 2015 for three hours
- Court of Appeals judges on December 10, 2015 for two hours

- Court of Appeals staff attorneys, on September 3, 2015 for 90 minutes
- UNC Hearing Officers, November 5, 2015 for three hours
- Subcommittee on Public Trust of the Chief Justice's Commission on the Courts, on November 17, 2015 for one hour (strategies to reduce bias)
- In **faculty colleague Jamie Markham's** sentencing seminar, which lasts the spring semester, in the weekend sessions, we often talk about the principles of implicit bias
- Morehead Planetarium senior staff, January 11, 2016 for three hours
- "Exercising Discretion," Judicial College Class for District Court judges, April 29, 2016 included a discussion of implicit bias
- Closing remarks to District Court judges Special Topic Seminar on Racial Fairness, focused on bias, April 8, 2016, 45 minutes.

### **Training for MPA students**

**Faculty member Tyler Mulligan**, who works in the area of community and economic development, reported that diversity is a recurring theme in his graduate level courses on community revitalization. Diverse communities experience unique opportunities and challenges when revitalization activities are undertaken, and therefore diversity must be considered throughout analysis of community revitalization projects, including during the community scan, parcel and site analysis, and market analysis. The two graduate-level courses are:

- Fall 2015: Community Revitalization Methods (PUBA 734)
- Spring 2016: Community Revitalization Applied (PUBA/PLAN 735)

**Faculty member Charles Szypszak** taught the first ever course on "Military Leadership and Public Administration" as the platform to build a common understanding among public administration students who are civilians or active veteran members of the military. Students of both the on-campus and online MPA formats participated in a collaborative, live forum to develop a firm understanding of military leadership and its compatibility with civilian public service.

**Faculty member Maureen Berner**, who specializes in public administration, reports the following:

I used the concept of diversity as the focus point for a class lecture in my analysis and evaluation course in the fall of 2015. It was one class session where we discussed the methodological issues around measuring diversity, race, ethnicity and how defining concepts impacts research methods and analysis.

**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 US 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. List and describe the diversity orientation activities, training, and workshops offered or facilitated.*

All new employee orientations for faculty and staff involve important communication principles the School employs to facilitate a fair and equitable workplace. Diversity is mentioned as a priority for the School and people are encouraged to participate in all School activities including those related specifically to diversity. The SERVICE mural is always showcased as a part of any building tour.

A new set of orientation materials has been created for all work-study students; these materials also mention diversity as a priority for the School.

**Other Diversity-related Trainings within the School**

Safe Zone | July 8, 2015

Green Zone | August 13, 2015

The Role of Government Officials in Advancing Equity and Social Justice

April 7, 2016 | Chapel Hill, NC

3:00 to 4:30 pm

Rachel Godsil, Professor, Seton Hall University School of Law, will review studies showing the role of the unconscious mind in sorting information, filling in gaps in information, and making associations. She'll discuss how this phenomenon may impact public officials in their decision-making and impact the citizens. She'll also identify structural barriers that contribute to inequity and racism.

Audience: School of Government faculty/staff and MPA students

Diversity in Hiring

April, 22, 2016

1:00 to 3:00 pm

The HR Division requested this training through the UNC Office of Diversity and Multicultural Affairs. Instructors were Marco J. Barker, senior director for education, operations, and initiatives, and Rudy Jones, associate director of equal opportunity and ADA.

Audience: School of Government faculty and staff, including the Management Team, hiring supervisors, and search committee members

*3\_3. List the number of students, faculty and staff who attended diversity education, orientation, and training from June 2015-May 2016.*

Safe Zone | July 8, 2015, 25 participants

Green Zone | August 13, 2015, 18 participants

The Role of Government Officials in Advancing Equity and Social Justice | Appx. 37 participants  
Diversity in Hiring | Appx. 30 participants

*3\_4. Describe the impact or the feedback from the diversity education, orientation, and training if applicable (supported by data).*

The School's HR Division gets feedback that the School is recognized on campus as having a culture that supports diversity and diversity initiatives and where all can succeed.

**Faculty member Alyson Grine**, co-chair of the School's Diversity Committee, is being recognized for her diversity-related efforts both on and off campus. In December 2015, Grine was named to serve on the Judicial District 15B Task Force on Racial Disparities along with court actors such as Superior Court Judge Baddour, District Court Judge Long, District Attorney Woodall, Chief Public Defender Williams, Police Chief Blue, Sheriff Webster, and Sheriff Blackwood. Grine is currently serving on a subcommittee to draft a mission statement and goals. On May 11, 2016 she received an annual award from the North Carolina Public Defender Committee on Racial Equity. Emily Coward, a grant funded attorney at SOG who works with Grine to conduct trainings for the NC Racial Equity Network, was a co-recipient. In May 2016, Grine was elected to UNC Chancellor's Advisory Board, having run as an out gay person and faculty lecturer who is concerned with issues of racial and ethnic justice.

*3\_5. List obstacles and challenges you face other than funding, if applicable, in addressing Goal 3.*

Schools and units need creative ways to help community members embrace the importance and power of inclusivity outside of political contexts and advocacy. Universally designed tools, including communications tools and MBTI, could help.

***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.*

**Diversity and Inclusion Listserv** — This listserv seeks to foster information exchange around the issues of diversity and inclusion in public organizations, and, in particular, NC local government organizations; <https://www.sog.unc.edu/resources/listservs/diversity-and-inclusion>

**Engaging Women in Public Service LinkedIn Group** — A network of women in public service in North Carolina; <https://www.linkedin.com/groups/6713826>

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

**Diversity and Inclusion Listserv** — 133 subscribers

**Engaging Women in Public Service LinkedIn Group** — 581 members

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

Both forums receive positive feedback and engagement.

*4\_4. List obstacles and challenges you face other than funding, if applicable, in addressing Goal 4.*

Faculty and staff capacity to maintain these communication channels can be a challenge.

***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.*

Another national project that the **UNC Environmental Finance Center (EFC)** is leading is the WaterCARE program funded by the Environmental Protection Agency. See <http://www.efc.sog.unc.edu/project/watercare>. The program provides assistance to communities addressing water infrastructure challenges. The EFC is leading the marketing and outreach on this project. Of the ten (10) communities selected, two are American Indian tribes—the Confederated Salish and Kootenai Tribe, Montana and the Hoopa Valley Tribe, California. Another community is Haines Borough in Alaska. Apart from marketing and overall the project management, EFC staff Stacey Isaac Berahzer is leading the effort in Selma, Alabama. Selma is a predominantly African American community which has played a unique and important role in the civil rights movement. In January 2016, **EFC Director Jeff Hughes** participated in the kick off meeting for WaterCARE in the town of Selma. Later, in April, Berahzer met with the mayor and other town employees about the financial management of the city. The EFC is currently recruiting a summer intern in Selma to assist with research on the water resource management issues of the community.

Also under a grant from the US EPA, **UNC EFC** has been providing in-depth direct technical assistance to the Tulalip Tribes, located in Washington state. The Tulalip Tribes have a number of environmentally sensitive lands that are controlled by individual tribal members and thus are

eligible for development. **Staff members Glenn Barnes and Alex Clegg** have been working with the tribe on a land exchange program where the tribe would “trade” developable land under tribal government control with tribal members who control parcels of land that is environmentally sensitive. Glenn and Alex have worked closely with the tribe to understand the procedures necessary for tribal land exchange, suggested appropriate financing mechanisms for the program, and built a spreadsheet tool that looks at the finance and management of individual parcel exchanges. Glenn and Alex have also advised the tribe on its wetland permit fee schedule. All told, the EFC provided about 150 hours of assistance to the tribe.

**Faculty member Alyson Grine and research attorney Emily Coward** are consulting with the authors of “A Process Evaluation and Demographic Study of Jury Pool Formation in North Carolina’s Judicial District 15B,” a report forthcoming in 2016. In the fall of 2013, the Judicial District Executive Committee of North Carolina’s Judicial District 15B sought to determine how well jury pools in Chatham and Orange counties reflect the demographic composition of each county’s jury eligible population. To accomplish this goal, the research team conducted a process evaluation of state and county procedures and a demographic survey of individuals who reported for jury duty. Authors of the report are **faculty member Maureen Berner, Director of the Applied Public Policy Initiative David Brown, and MPA program graduates Caroline Simpson, Micah Guindon, and Julia Da Silva**. Maureen had this to say: “This is a fairly extensive project that has taken about 10% of my time over the past two years.”

**Faculty member Alyson Grine** is serving as program co-chair with Chief Public Defender James Williams to develop a seminar on issues of race with an anticipated focus on jury selection, sponsored by NC Advocates for Justice.

**Faculty member Alyson Grine and research attorney Emily Coward** consult with members of the NC Racial Equity Network (fifty indigent defense lawyers from across the state who were selected to take part in a two-year training series on how to recognize and raise issues of racial bias) on legal issues that arise in their criminal cases. Also, Grine and Coward are planning future trainings—REN Training V (June 10, 2016) on jury pool composition and Training VI (October 7, 2016) on the exercise of peremptory strikes.

**Faculty member Leisha DeHart-Davis** is working on two forthcoming papers:

- “Near The Top: Glass Cliffs and Labyrinths in Local Government Career Paths” seeks to diagnose the paucity of women in top local government management positions. The diagnostic process entails two goals: (1) to explain gender differences in local government executive career paths and (2) to use these explanations to craft recommendations for increasing the proportion of women in local government executive positions. These recommendations will identify organizational, institutional and individual solutions, transcending a “fix the women” approach to gender inclusivity (Sandberg 2013).

- “Understanding Follower Responses to Unethical Leader Behavior in Governing Boards: Does Gender Matter?” with Sheela Pandey, Sanjay K. Pandey, which will be presented in June 2016 at the Public Management Research Conference in Aarhus University in Denmark. Women are largely regarded, by conventional wisdom and empirical evidence, as tending to behave more ethically (Betz et al 1989). The most common explanation for gender differences in ethicality is that women are socialized to conform more closely to societal norms, lowering the likelihood that women will engage in unethical behavior (Jaffee and Hyde 2000). But an alternative explanation—one that received relatively little attention—is that society has a lower tolerance for unethical behavior from women than men. This study tests this expectation in an experiment involving the governing board of an organization where board members are cast in the role of followers in a series of study vignettes. The study will use a 2X2 factorial design in which one factor is gender and the other is level of unethical conduct (high vs. low). High-level and low-level unethical conduct will be identified through a literature review of behaviors such as nepotism, deception, disregard for organizational values and policies, financial misconduct, and illegal conduct. Followers will be asked to rate the extent of leader’s unethical behavior and choose from a set of potential behavioral responses (such as going along, actively opposing, reporting to external authorities etc.). Salient follower and leader attributes will be controlled across vignettes, e.g., follower power, informal pressure to get along, and incentive to report unethical conduct constant. Leader attributes such as tenure and success record will also be held constant across vignettes. The expectation is that there will be lower incidence of acquiescence behaviors and higher incidence of protest behaviors directed at women leaders’ unethical conduct. A subset of respondents will be interviewed to draw out the reasons behind their choices. If valid, this explanation casts a different theoretical spin: it may not be that women are inherently more ethical, but that they have less latitude for engaging in unethical behavior. The results will inform a discussion of the implications of gendered career paths in public service.

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

On House Bill 2:

- “The General Assembly Preempts Local Antidiscrimination Measures,” by **faculty member Trey Allen** for Coates’ Canons: NC Local Government Law Blog (March 24, 2016) <http://canons.sog.unc.edu/the-general-assembly-preempts-local-antidiscrimination-measures/>

On local government purchasing law and “HUB,” or historically underutilized businesses which include businesses with majority ownership by racial and ethnic minorities, women, and social disadvantaged persons as defined under federal law:

- “Beyond Bathrooms – Special Session Legislation Impacts City and County Contracts,” by **faculty member Norma Houston** for Coates’ Canons: NC Local Government Law Blog (March 24, 2016) <http://canons.sog.unc.edu/beyond-bathrooms-special-session-legislation-impacts-city-and-county-contracts/>. References impact of HB2 from 2016 Special Session on HUB contracting requirements and anti-discrimination provisions city and county contracting.
- *A Legal Guide to Construction Contracting with North Carolina Local Governments* (5<sup>th</sup> ed. 2015), by **faculty member Norma Houston**. Includes a chapter on HUB contracting requirements applicable to public construction projects.

On local governments increasingly giving attention to diversity and inclusion and making efforts to align their organizational cultures, values, and practices with the changing faces of their communities:

- “Diversity and Inclusion in Rocky Mount: Lessons Learned,” by **faculty member Carl Stenberg**, for the Public Management Bulletin series (May 16, 2016) <https://www.sog.unc.edu/publications/bulletins/diversity-and-inclusion-rocky-mount-lessons-learned> and <http://leadership.sog.unc.edu/diversity-and-inclusion-in-rocky-mount-lessons-learned/>

On leadership and public administration:

- “Military Leadership and Public Administration: A New MPA Course” by **faculty member Charles Szypszak** for the Public Leadership Blog (May 8, 2015) <http://leadership.sog.unc.edu/military-leadership-and-public-administration-a-new-mpa-course/>
- “The Next Generation of Local Government Leaders: Leaning In or Out of Local Government?” by **MPA graduates Megan Dale, Catherine Jahnes** (June 4, 2015) <http://leadership.sog.unc.edu/the-next-generation-of-local-government-leaders-leaning-in-or-out-of-local-government/>
- “Honoring the Personal Opportunities of Leadership Development,” by **faculty member Margaret Henderson** for the Public Leadership Blog (August 28, 2015) <http://leadership.sog.unc.edu/honoring-the-personal-opportunities-of-leadership-development/>
- “Learning from a Wider Spectrum,” by **Mary Jane Nirdlinger, Executive Director Office of Planning and Sustainability at Town of Chapel Hill**, for the Public Leadership Blog (December 3, 2015) <http://leadership.sog.unc.edu/learning-from-a-wider-spectrum/>
- “Leading as You’re Leaving: Boomers and Their Legacies,” by **faculty member Margaret Henderson** for the Public Leadership Blog (February 18, 2016) <http://leadership.sog.unc.edu/leading-as-youre-leaving-boomers-and-their-legacies/>

- “The New Breed...of volunteers...of staff...of us,” by **faculty member Margaret Henderson** for the Public Leadership Blog (March 11, 2016)  
<http://leadership.sog.unc.edu/the-new-breedof-volunteersof-staffof-us/>
- “Ready to Run? Gender Disparities in American Political Office,” by **MPA graduate Olivia Hammill** for the Public Leadership Blog (April 21, 2016)  
<http://leadership.sog.unc.edu/ready-to-run-gender-disparities-in-american-political-office/>

On Confederate flags and community change:

- “Conflicting Views on Confederate Flag, Memorials, Symbols: What to do in a “Post-Charleston” Environment?” by faculty member John Stephens for the Public Leadership Blog (July 21, 2015) <http://leadership.sog.unc.edu/conflicting-views-on-confederate-flag-memorials-symbols-what-to-do-in-a-post-charleston-environment/>

On criminal law:

- “Why Race is Hard Even When People Are Good,” on implicit bias, by **faculty member Alyson Grine** for North Carolina Criminal Law Blog (January 19, 2016)  
<http://nccriminallaw.sog.unc.edu/implicit-bias-why-race-is-hard-even-when-people-are-good/>
- “What to Expect After a Traffic Stop: The Movie,” on disparities in investigations following traffic stops, by **faculty member Alyson Grine** for North Carolina Criminal Law Blog (March 15, 2016) <http://nccriminallaw.sog.unc.edu/expect-traffic-stop-movie/>

This blog post was covered by the *News & Observer*

(<http://www.newsobserver.com/news/traffic/road-worrier-blog/article67390002.html>)

and resulted in an editorial by the *N&O* Editorial Board

(<http://www.newsobserver.com/opinion/editorials/article67637987.html>)

- “Is It a Crime for a Transgendered Person to Use the “Wrong” Bathroom?” by **faculty member Jeffrey Welty** for North Carolina Criminal Law Blog (April 4, 2016)  
<http://nccriminallaw.sog.unc.edu/crime-transgendered-person-use-wrong-bathroom/>
- “Reverse Batson Challenge Sustained,” on race-based strikes of potential jurors, by **faculty member Alyson Grine** for North Carolina Criminal Law Blog (April 19, 2016)  
<http://nccriminallaw.sog.unc.edu/reverse-batson-challenge-sustained/>

- “Feds Focus on Fines and Fees,” on disparate outcomes for the poor in the criminal justice system, by **faculty member Alyson Grine** for North Carolina Criminal Law Blog (May 23, 2016) <http://nccriminallaw.sog.unc.edu/feds-focus-fines-fees/>

On juvenile law:

*Fathers and Paternity: Applying the Law in North Carolina Child Welfare Cases*, (May 2016), by **faculty member Sara DePasquale**. The purpose of the book is to identify and explain the various statutes that require fathers be included in a child abuse, neglect, or dependency proceeding as a necessary party. There are two additional works specific to fathers: a blog post “Legitimation versus Paternity: What’s the Difference”

*5\_3. List and describe research, if any, that you conducted (are conducting or plan to conduct) to foster success and degree completion for all students.*

N/A

*5\_4. List and describe assessment(s), if any, that you conducted (are conducting or plan to conduct) to measure the impact or success of your diversity-related program(s).*

We plan to compare the results of a School of Government Diversity Climate survey from November 2013 with the results of the campus-wide climate survey conducted in May 2016, if comparable. If data is not comparable, then the School’s Diversity Committee would consider conducting another climate survey.

*5\_5. List and describe research, if any, that you conducted (are conducting or plan to conduct) to foster the positive change of the climate for all members of the community.*

N/A

*5\_6. Describe the observed or perceived impact of the diversity related research and/or assessment on the community and beyond, if applicable.*

Faculty receive feedback, often positive, from clients on a course-by-course basis.

*5\_7. 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 2015-16.*



N/A

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

No