
DiverseLab: **Teaching to the** **Standards of Public Administration**



Jade Berry James,
NASPAA National Conference
October 11, 2013

Teaching for Diversity and Social Justice

- Adams, Bell and Griffin (2007) discuss the framework for helping people understand and critically analyze forms of oppression
 - Identify dehumanizing sociopolitical processes
 - Analyze multiple forms of oppression
 - Reflect on your own position regarding oppression
 - Consider consequences of oppressive socialization
 - Think proactively about alternative actions
-

Public Service Values

Public service values are important and enduring beliefs, ideals and principles shared by members of a community about **what is good and desirable** and **what is not**. They include pursuing the public interest with accountability and transparency; **serving professionally with competence**, efficiency, and objectivity; acting ethically so as to uphold the public trust; and demonstrating respect, **equity**, and fairness in dealings with citizens and fellow public servants. (NASPAA Accreditation Standards 2009)

NASPAA Standards

Educating for Cultural Competence

Three (3) NASPAA Standards support efforts to educating for cultural competence:

Standard 3: Faculty Performance (Faculty Diversity):

The program will promote diversity and a climate of inclusiveness through its recruitment and retention of faculty members.

Standard 4 Serving Students (Student Diversity):

The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, and student support services.

NASPAA Standards (contd)

- Standard 5: Student Learning (Universal Required Competencies):** As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and public service values. The required competencies will include five domains: the ability
- to lead and manage in public governance;
 - to participate in and contribute to the policy process;
 - to analyze, synthesize, think critically, solve problems and make decisions;
 - to articulate and apply a public service perspective;
 - **to communicate and interact productively with a diverse and changing workforce and citizenry.**
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SSR Instructions,

If yes, check all that apply:

If yes, what "best practices" have you used. (Check all that apply).

- Determined learning objectives and / or outcomes for students and the metrics to measure success.
 - Created content that supported those objectives and metrics.
 - Structured activities and learning around the content to engage the students.
 - Created or found multimedia learning materials appropriate to the delivery of the content .
 - Developed assessments that measured the success of these objectives / outcomes using the metrics determined for success.
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Developing a Cultural Competence Medium-Diverse Lab

A need for a safe space for cultural competence discourse:

- Historical events guided character development and cultural situations
 - Developed character profiles to represent key stakeholders in case studies
 - Simulated environment to allow for safe discussions intended to drive improvements in practitioner service delivery
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Learning Objectives: *DiverseLab*

- Clearly define the problem to key stakeholders and constituency groups.
 - Discuss problem from varied perspectives influenced by environmental, economic, social and cultural factors.
 - Propose one or more realistic solutions that indicate a deep understanding of problem in a culturally sensitive;
 - Evaluate potential solutions to the problem
 - Justify the administrator's decision to implement the solution;
 - Devise plan to implement solution within the cultural situation;
 - Reflect on the outcome and review your results to demonstrate how you solved the cultural dilemma; and
 - Assess where decision making falls along cultural competence continuum.
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Developing a Cultural Competence Medium- MOVE

Case Study Sample MOVE:

- Historical Event reviewed to gain understand cultural competence challenges. [MOVE CASE](#)
 - Practitioners simulate cultural competence challenges by assuming stakeholder perspectives
 - Practitioners reflect to guide future service delivery
-

Links to Historical Events (MOVE)

Public resources relevant to this case:

- [MOVE and Philadelphia Police Confrontation Photo Gallery](http://usatoday30.usatoday.com/news/gallery/2005/05-12-move/flash.htm), available online at <http://usatoday30.usatoday.com/news/gallery/2005/05-12-move/flash.htm>
 - [Video on 1985 MOVE Bombing \(Watch lower resolution video\)](http://media.lib.ncsu.edu/libVideo/view/1071/), available online at <http://media.lib.ncsu.edu/libVideo/view/1071/>
 - [CBS News: MOVE Bombing Still Leaves Philadelphia Scarred](http://www.cbsnews.com/2100-201_162-6472296.html?pageNum=1), available online at http://www.cbsnews.com/2100-201_162-6472296.html?pageNum=1
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Welcome Video



DiverseLab: 5 Cultural Characters

Administrator - S/he is part of the leadership team and is chiefly responsible for managing or supervising public affairs and administration in the unit.

Support staff (Clerk): S/he assists the administrator in carrying out assigned tasks or duties in the administrative unit.

Consumer (Client): S/he is the one who seeks public goods or services.

Community Leader: S/he has a deep understanding of the community and is often thought of as a "cultural broker." S/he has a broad understanding of the cultural group and of the community at-large. S/he may be a senior member of a religious group, a revered member of the local neighborhood, or an advocate for an issue, a group, or a social cause.

News Media: S/he may represent broadcast media, online journalism or print media

Case Study: MOVE

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DiverseLab: Responding to MOVE Radicalism

 **Case Study**

Case Situation

Sixty-one houses in the Osage Ave neighborhood, Philadelphia were destroyed in a fire on May 13, 1985, which was started by a confrontation between MOVE, a primarily African American anti-government group, and the Philadelphia police. The city of Philadelphia has spent more than \$43 million on restoring the Osage Ave neighborhood. However, many citizens of the area are still living in substandard conditions. Though the city rebuilt the houses that were lost, there have been numerous problems with those houses. Homeowners have been offered settlements, by the mayor of Philadelphia, [Dexter Brown](#), and by the courts, in order to move or to complete repairs on their homes, but many have refused because they believe the settlements are insufficient.

[Priscilla Carter](#), an employee of the Philadelphia Urban Development Department, has been contacted by a concerned citizen whose 90 year-old mother, [Mary Elliott](#), lives in one of the dilapidated Osage Ave houses. Mary had rejected settlement offers in the past because she did not want to leave her lifelong home, but recently the roof has begun leaking and the house is no longer safe. Priscilla promised Mary that she will bring up the problem at the next department meeting. Mary feels that she has waited



Current Osage Avenue Home
Photo from [Philadelphia Neighborhoods](#)

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DiverseLAB: Responding to MOVE

Case Situation: Sixty-one houses in the Osage Ave neighborhood of Philadelphia were **destroyed in a fire** on May 13, 1985, which was started by a confrontation between MOVE, a primarily African American anti-government group, and the Philadelphia police. The city of Philadelphia has spent more than **\$43 million** on restoring the Osage Ave neighborhood. However, many citizens of the area are still living in substandard conditions. Though the city rebuilt the houses that were lost, there have been **numerous problems** with those houses. Homeowners have been offered court settlements in order to move or to complete repairs on their homes, but many have refused because they believe the settlements are insufficient.



Case Characters

Navigation
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https://moodle1314-courses.wolfware.ncsu.edu/mod/ncsubook/view.php?id=117042

Public resources relevant to this case:

- [MOVE and Philadelphia Police Confrontation](#)
- [Video on 1985 MOVE Bombing \(Watch lower resolution video\)](#)
- [CBS News: MOVE Bombing Still Leaves Philadelphia Scarred](#)

Case Characters

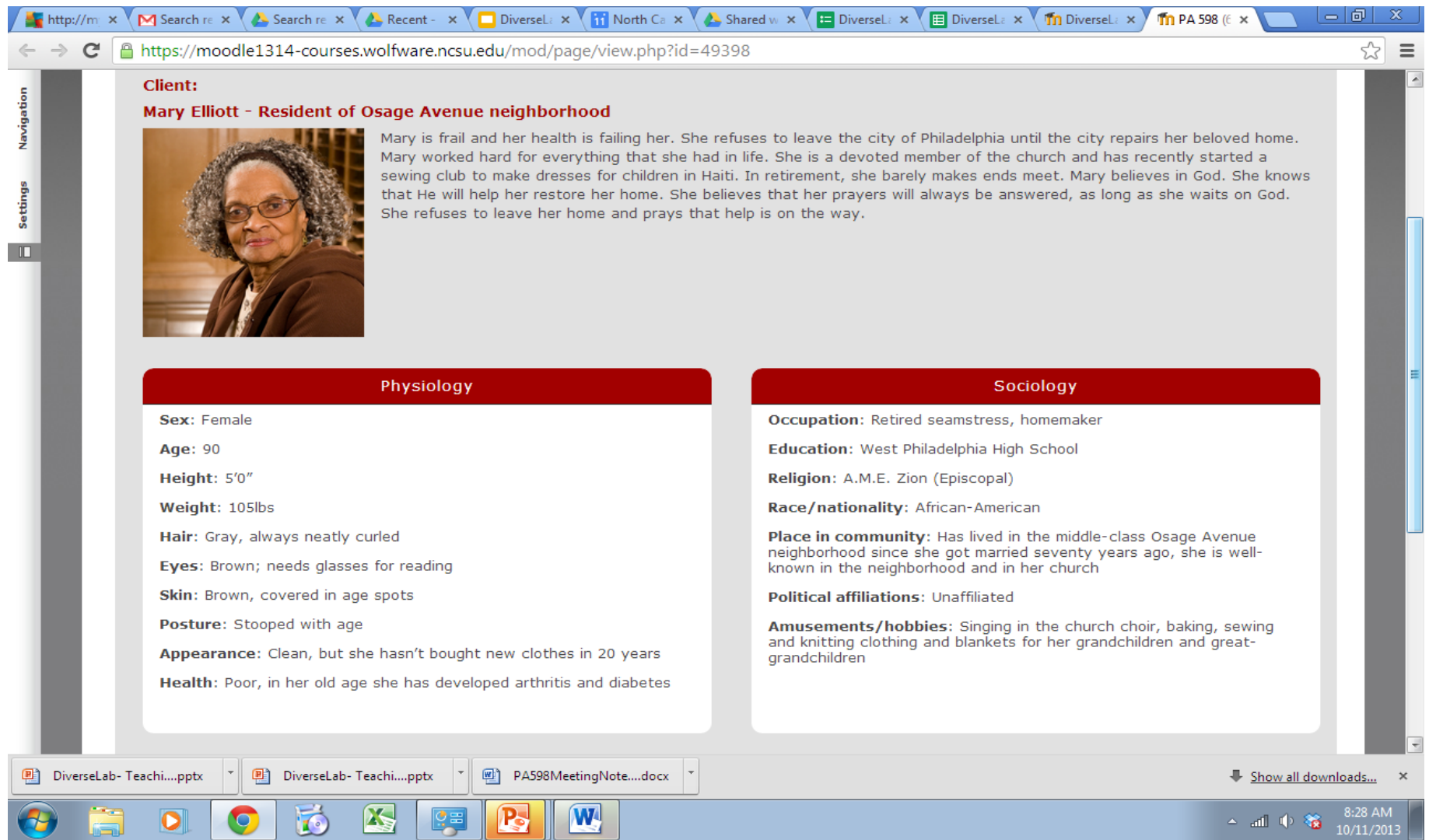
 <p>Administrator: Dexter Brown -- Mayor of the City of Philadelphia</p>	 <p>Clerk: Priscilla Carter -- Staff of the Philadelphia Urban Development Department</p>
 <p>Community Leader: Mustafa Raheim -- President, NAACP, Philadelphia Chapter</p>	 <p>Client: Mary Elliott -- Resident of Osaga Avenue neighbourhood</p>
 <p>Cultural Broker: Michelle Lewis -- News reporter</p>	

Expert Advice


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Case Character Profile



Client:
Mary Elliott - Resident of Osage Avenue neighborhood



Mary is frail and her health is failing her. She refuses to leave the city of Philadelphia until the city repairs her beloved home. Mary worked hard for everything that she had in life. She is a devoted member of the church and has recently started a sewing club to make dresses for children in Haiti. In retirement, she barely makes ends meet. Mary believes in God. She knows that He will help her restore her home. She believes that her prayers will always be answered, as long as she waits on God. She refuses to leave her home and prays that help is on the way.

Physiology

- Sex:** Female
- Age:** 90
- Height:** 5'0"
- Weight:** 105lbs
- Hair:** Gray, always neatly curled
- Eyes:** Brown; needs glasses for reading
- Skin:** Brown, covered in age spots
- Posture:** Stooped with age
- Appearance:** Clean, but she hasn't bought new clothes in 20 years
- Health:** Poor, in her old age she has developed arthritis and diabetes

Sociology

- Occupation:** Retired seamstress, homemaker
- Education:** West Philadelphia High School
- Religion:** A.M.E. Zion (Episcopal)
- Race/nationality:** African-American
- Place in community:** Has lived in the middle-class Osage Avenue neighborhood since she got married seventy years ago, she is well-known in the neighborhood and in her church
- Political affiliations:** Unaffiliated
- Amusements/hobbies:** Singing in the church choir, baking, sewing and knitting clothing and blankets for her grandchildren and great-grandchildren

Victim Impact(Client): Mary Elliott Resident of Osage Avenue

Mary is frail and her health is failing her. She refuses to leave the city of Philadelphia until the city repairs her beloved home. Mary worked hard for everything that she had in life. She is a devoted member of the church and has recently started a sewing club to make dresses for children in Haiti. In retirement, she barely makes ends meet. Mary believes in God. She knows that He will help her restore her home. She believes that her prayers will always be answered, as long as she waits on God. She refuses to leave her home and prays that help is on the way.



Expert Advice Video



DiverseLab: Action Items

- Read the case situation and resource documents
- Watch the expert advice video.
- Discuss and determine the assignment of characters in the SMALL GROUP
- Select one member of the small group to role-play the cast using the following format:

Group member's name ---- Mayor Dexter Brown

Group member's name ---- Priscilla Carter

Group member's name ---- Mustafa Raheim

Group member's name ---- Mary Elliott

Group member's name ---- Michelle Lewis

DiverseLab: Small Group Problem Solving and Decision Making

1. Analyze the Problem
 2. Generate the Strategies
 3. Make a Decision
 4. Plan for Implementation
 5. Reflect on the Outcome
-

GroupWork: Analyze the problem

The Mayor is meeting with all of the other stakeholders (staff, client, cultural broker and community leader) to discuss the problem.

You will need to first analyze the problem from your characters' perspective by thinking about the following questions. Then, share your analysis with other characters and work together to develop your group problem statement.

- What are the main issues suggested in this case?
 - Who are the stakeholders and constituency groups involved in this case?
 - How are the main issues related to the stakeholders and constituency groups?
 - What environmental, economic, social and cultural factors are influencing this case?
-

GroupWork: Generate Strategies

You have met with all of the other stakeholders in this case. Now that you have a clearer understanding of the problem, your task is to begin working on the next steps in this case. Brainstorm all possible strategies to address the case situation from your character's point of view: **What must the City of Philadelphia do to resolve this longstanding cultural conflict and restore faith in the public sector?** As a group, propose one or more realistic solutions based on the possible strategies contributed by different characters. Make sure your proposed solution(s) reflect a deep understanding of the problem and are culturally sensitive. Revisit your problem statement and bios of your character before generating strategies and solutions. Prompts for each character:

- To Administrator (**Mayor**): What cultural considerations do you need to make to respond to the cultural differences in this case? What cultural conflict do you foresee?
 - To Clerk (**Staff**): Who is responsible for ensuring that the citizen's complaint is formally addressed? What administrative policies and procedures are in place to resolve citizen complaints about police use of force or destruction of property? What department should receive complaints about administrative abuse of power? What process is used to investigate the nature of these type of cultural complaints?
 - To Community Leader (**NAACP President**): What type of support can the NAACP provide community residents? Do the Osage residents have a civil rights complaint? How should the NAACP get involved to address civil rights complaints? What would this organization do to help address citizen complaints and hold wrongdoers accountable?
 - To Client (**Osage Resident**): What type of cultural support do you need? What type of cultural change are you interested in? Do you seek social justice? If so, discuss the subtle messages of being undervalued or unwelcomed at City Hall. What has the city done over the years to make you believe that it values the Osage community?
 - To Cultural Broker (**News Reporter**): How can members of the media and of the community challenge this Mayor and other public administrators in a meaningful way? What avenues of influence can the media provide Osage residents? Will there be a media platform to tell their story? If so, what will the strategy look like? How will you know it works?
-

GroupWork: Make a Decision

Evaluate the proposed solutions to make and justify your decision on how to address the case situation. Make sure your evaluation considers the history of the problem, reflects logic reasoning, examines the feasibility of the decision, and weighs the impact of the decision.

- Use the following criteria to evaluate your proposed solutions.
 - History of the problem - see YouTube video on the MOVE and Philadelphia Police Confrontation
 - Logic/reasoning - see Cultural Competence Continuum by Terry L. Cross
 - Feasibility and impact - Video on 1985 MOVE Bombing
 - Cost-benefit measurements - see [template](#)
 - Consider the potential results of your solution(s).
 - Consider the complexity during implementation: What could go wrong? What can you do so that things don't go wrong?
 - Incorporate theories from class to support your decision and justification.
-

GroupWork: Plan for Implementation

Devise a group plan using [logic model development guide](#) to demonstrate a connection between your planned work and your intended results. Make sure that your solution can be implemented within the cultural context of the problem. Clearly show your internal (e.g., Mayor, staff, and Osage resident) and external (e.g., NAACP and News Reporter) stakeholders how your plan will impact the problem and clearly articulate your assumptions as well.

- Plan for resource inputs: e.g. technology, responsible parties, staff, training, budget, etc.
 - Plan for outputs: e.g. Who to talk to? Where to go? What to do? And, when to do it?
 - Plan for outcomes: e.g. What your plan will accomplish right away and in the long term?
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GroupWork: Reflect on the Outcome

Evaluate your proposed plan. At this stage of the process, your group's decision will lead to administrative policy that guides the behavior of those involved in this cultural challenge. Consider how well your proposed activities addresses the problem, addresses the cultural issues and will likely prevent a recurrence of this cultural dilemma. As you reflect on the outcome of this case, consider the following questions:

- How would your policy solve and prevent the current cultural dilemma?
 - Before you finalize your proposed policy, discuss with your group where the policy solution falls along the cultural competence continuum?
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Individual Assignment: Takeaways

Mittlemann (2008) points out that the "Takeaway Assignment" supports what students have learned from the cultural challenge (MOVE) and allows them to share their "takeaway tips" for reducing cultural conflict.

- In the character role, what was it like?
 - What were the surprises or findings in the group?
 - What are the students' initial thoughts about the case?
 - Did students' initial thoughts change after group work?
 - What perspectives, experiences and frustrations can be shared?
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Thank you

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