

Diversity in the Public Sector – 2 credit course

Melissa Beard, PhD

Friday, August 18 – Sunday, August 20, 2017

Location: Seminar 2, D2109

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Class meetings

Friday, August 18	5pm – 9pm
Saturday, August 19	9am – 5pm
Sunday, August 20	9am – 5pm

Class location

Seminar 2, D2109

TESC MPA Mission Statement

Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We think critically and creatively; communicate effectively; work collaboratively; embrace diversity; value fairness and equity; advocate powerfully on behalf of the public; and imagine new possibilities and accomplish positive change in our workplaces and in our communities.

Course description

Diversity in the public sector can refer to a number of things but many limit this topic to workplace gender and race/ethnicity topics. This course will expand the conversation to include additional categories used in the public sector. We will discuss diversity of the people we serve, how they are served, how we collect data and define measures of success regarding “diversity” in the public sector.

Learning objectives

1. Discuss current definitions of diversity and the limitations of “understanding” needs based on this one-dimensional view
2. Learn about the experiences and perspectives of people representing diverse populations the public sector serves
3. Explore where the services provided do or do not meet the diverse needs of your population
4. Think about how to include different voices in planning
5. Discuss how the data collected or performance measures influence our work and priorities

Agenda

Friday, August 18

Time	Activity	Assignment/Deliverable
5:00	Introductions and course overview	Before first night of class: <ol style="list-style-type: none"> 1. How do you think of diversity? (1 page) 2. Description of where you do/did work and how do you think of diversity there? (1 page) 3. Picture of yourself, name with pronunciation, pronouns you would like used In class: Any other topics to add?
5:30	Discuss the assignment, views of diversity	
6:45	Break	
7:00	Introduce Cultural Contact Lens Multi-dimensional diversity	
8:30	Review of day and tomorrow's agenda	Fill out exit slip <ol style="list-style-type: none"> 1. Name one or two aha moments 2. Identify a concept that needs more time tomorrow
9:00	End	For tomorrow:

Saturday, August 19

Time	Activity	Assignment/Deliverable
9:00	Observations from yesterday and review today's agenda	
9:30	Discuss diversity topics: <ul style="list-style-type: none"> • Ability • Poverty 	
10:45	Break	
11:00	Discuss diversity topics: <ul style="list-style-type: none"> • Gender • Age 	
12:00	Lunch on your own	
1:00	Discuss diversity topics: <ul style="list-style-type: none"> • Veterans • Religion 	
2:30	Break	
2:45	Discuss diversity topics: <ul style="list-style-type: none"> • Sex • Race 	

4:00	Discuss themes across topics	
4:30	Review of day and tomorrow's agenda	Fill out exit slip 1. Name one or two aha moments 2. Identify a concept that needs more time tomorrow
5:00	End	For tomorrow: Read Yanow Chapter 8

Sunday, August 20

Time	Activity	Assignment/Deliverable
9:00	Observations from yesterday and review today's agenda	
9:30	Managing diversity vs Leveraging diversity	
10:00	Leveraging difference cycle	
10:45	Break	
11:00	Apply workplace situation to cycle	
12:00	Lunch on your own	
1:00	Continue working with cycle	
2:00	Discuss data diversity	
2:45	Break	
3:00	Discuss data diversity and apply to workplace situation	
4:30	Review of day and tomorrow's agenda	
5:00	End	Using the Leveraging Differences cycle, how would you begin to incorporate different voices into your work? What data could be collected to measure success?

About the Instructor

Melissa has served in a variety of roles in Washington state government. She began her career as a fiscal analyst for the House of Representatives' Transportation Committee and then was a researcher for the Traffic Safety Commission. Melissa served as a budget advisor to Terry Bergeson, Superintendent of Public Instruction, and is currently a data governance coordinator and higher education analyst for the Education Research and Data Center in the Office of Financial Management.

Melissa has a BS in Psychology from University of Washington, an MA in Education Policy and Evaluation from Stanford and a PhD in Education Leadership and Policy Studies from University of Washington. In her free time, Melissa enjoys running, traveling, teaching and serving on the Tumwater School Board.

Course Policies

Format: Unless otherwise noted, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing and Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant.

Participation and attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers.

Late assignments: Turning in assignments late is unacceptable. However, if there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive two credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom and assignment performance. No partial credit or incompletes will be awarded. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](#) and [College statement on academic honesty](#) for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu. Evaluation conferences may occur in-person or over the phone.

Multiculturalism and diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community, students and faculty share the responsibility for the teaching and learning environment.

Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

Technology use and learning styles: We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, posting on/checking social media, reading unrelated materials such as e-mail, playing with an iPOD, laptop, or cell phone are not appropriate.)

Reasonable accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's [Students with Disabilities Policy](#).

Conduct and conflict resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

We will abide by the [social contract](#): WAC 174-121-010 College philosophy.

We will abide by the [student conduct code](#) (including academic integrity and plagiarism): Chapter 174- 123 WAC, Student Conduct Code and Grievance/Appeals Process.

We will abide by the [non-discrimination policies and procedures at TESC](#).

Guest policy: Guests are welcome to visit our learning community during class time with approval from course faculty in advance of each requested visit. It is the host

student's responsibility to contact the faculty with details about the requested guest visit and await approval. All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this handbook. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

Inclement weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and will send an all-class email prior to the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them.

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.