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SAI Innovations Framing Webinar: Innovating for Inclusiveness 6.20.23
What Gets Measured Gets Done: Social Equity in Action

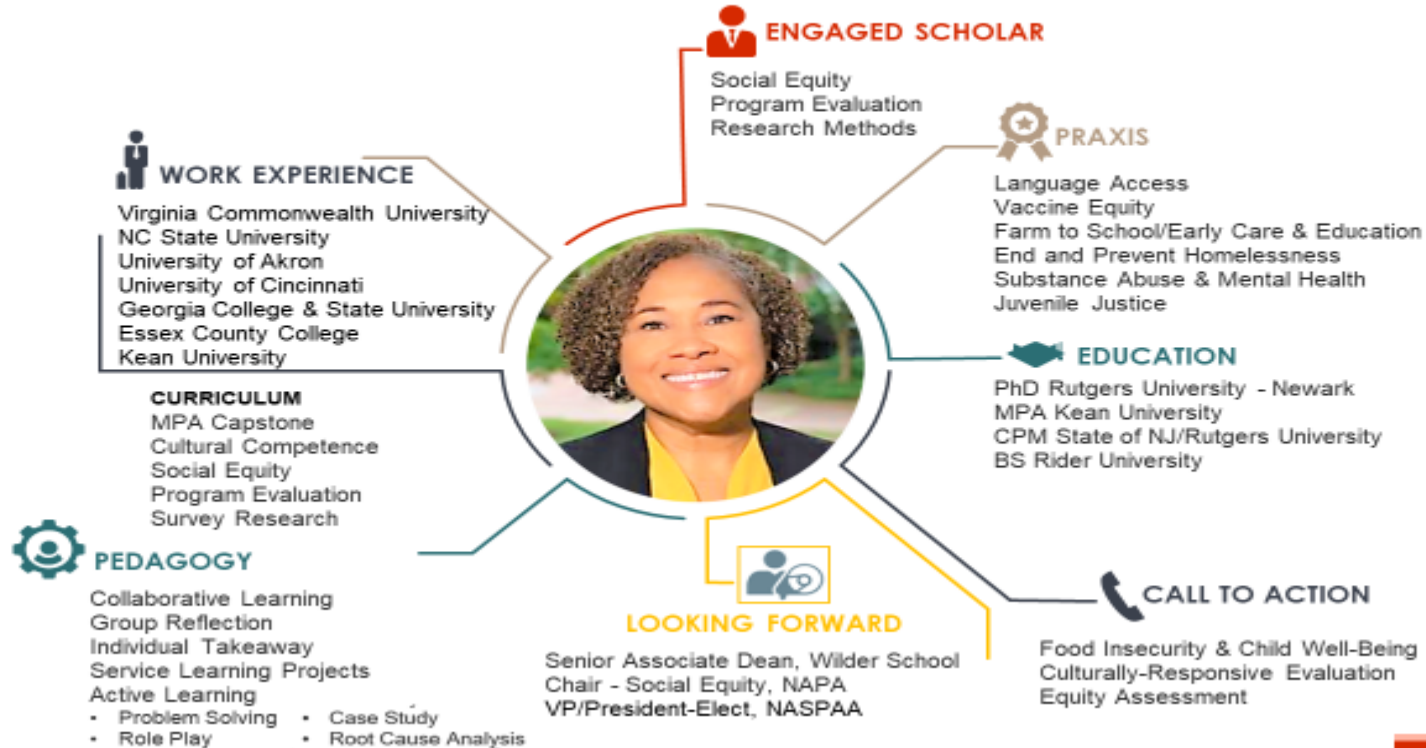


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L. Douglas Wilder School of
Government and Public Affairs

RaJade M. Berry-James
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RaJade M. Berry-James, PhD



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Abstract



In our pursuit of social equity and social justice, we must close the ‘gap’ to ensure that government works, and works for all and to ensure fairness, justice, and impartiality in everything that we do. In this presentation, I discuss the following:

- Theory of Change
- Engaged Scholarship
- Promising Practices for Innovating Inclusion

Defining Moment



Equity is the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment, such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons; persons with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality. [Executive Order 13985](#)



Justice includes (1) *protecting the most vulnerable among us by ensuring that all in America can live free from fear of violence, discrimination, and exploitation*; (2) *safeguarding the fundamental right to vote in our democracy*; and (3) *advancing the opportunity to learn, earn a living, live where one chooses, and worship freely in one's community*. [US Department of Justice Civil Rights Division](#)



The White House Learning Agenda for equity and justice requires that government make decisions using the best evidence available and by adopting a continuous evaluation process to address critical evidence gaps and encourages research to close those gaps. Using evidence building process to make better decision on behalf of the American people.



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An aerial photograph of a university plaza. In the center is a large circular logo on the pavement, featuring a stylized 'U' and 'A' with a heart shape in the middle. The plaza is paved with reddish-brown bricks and has several people walking around. There are green bushes and a flagpole with an American flag on the left side. The text is overlaid in the center of the image.

“Foster Social Equity”

National Academy of Public Administration Standing Panel on Social Equity in Governance

Social Equity in Governance



The NAPA Standing Panel on Social Equity in Governance focuses fairness, justice, and equity in education, policing, welfare, housing, and transportation. Together, we examine a growing divide based on race, gender, or geographic location, and groups that are marginalized and excluded from equal opportunity.

- Social and Economic Factors
- Socially Vulnerable Communities
- Social Determinants of Health
- Digital Divide





An Action Agenda

1. Ensure that Academy evaluations of governmental programs, whether administered at the Federal, state, or local level, identify and recommend elimination of policies and practices that have unjust racial impacts on individuals and families.
2. Develop and promote a framework to identify and eliminate policies and practices in existing and pending laws, regulations, and policies that have unjust racial impacts on individuals and families.
3. Hold Public Administrators and elected officials accountable for dismantling systemic racism and eliminating bias as well as achieving equitable results.
4. Reimagine how programs are administered to focus on the desired outcomes, rather than what's easy to measure. For instance, while it is important to know how many people are served by a particular program, it is far more important to know what percentage of the population are thriving based upon that program.
5. Ensure racial equity is not marginalized within discussions on diversity, equity, and inclusion.
6. Ensure that our own organizations are led and staffed to represent the diversity of the populations they serve, and that our programs are free of bias, and encourage everyone in government to do the same.
7. Use the Academy's convening ability to promote action on issues that foster social equity by educating others and ourselves about new perspectives and best practices, by sponsoring an ongoing series of publicly accessible programs online, and when circumstances permit, in person, and invite everyone reading this statement to participate in this agenda.
8. Affirm that we are totally transparent and accountable to the public in how we achieve each of these principles.

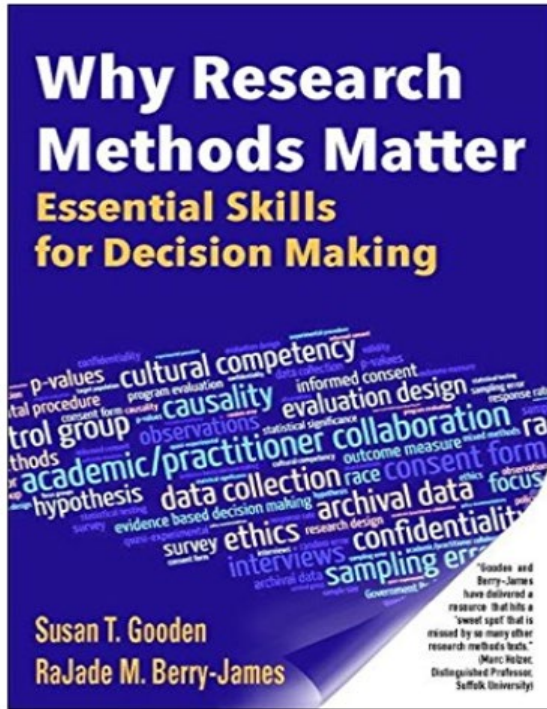


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An aerial photograph of a university plaza. In the center is a large circular paved area with a dark blue background and a large, light-colored 'VCU' logo. Several people are walking around the plaza, and their long shadows are cast across the ground. To the left of the circle is a landscaped area with green bushes and a flagpole flying the American flag. The plaza is paved with reddish-brown bricks, and there are some trees with autumn-colored leaves in the bottom left corner.

“Framing A Call To Action”



This concise resource provides practical applications of why research methods are important for public administrators, who do not routinely perform data analysis, but often find themselves having to evaluate and make important decisions based on data analysis and evaluative reports they receive.

It is also intended as a supplemental text for research methods courses at the graduate level and upper division undergraduate level. Why Research Methods Matter is essential reading for current and future managers in the public sector who seek to become savvy consumers of research.

Operationalizing Racial Equity: Evaluating Policies, Programs, Practices



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“Centering on the problem that
we all live with.”



Research Symposium: Pursuit of Civil Rights and Public Sector Values in the 21st Century: Examining Dr. Martin Luther King Jr.'s Vision in the Trump Era

Rajade M. Berry-James is associate professor of public administration in the School of Public and International Affairs, resident faculty in the Center for Gender Engineering & Society at North Carolina State University, a member of the NACPA Executive Council, and past chair of the Commission on Peer Review and Accreditation (COPRA). She is co-author of *Why Research Methods Matter: Essential Skills in Qualitative Inquiry* (2018). She is a fellow of the National Academy of Public Administration.
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Susan T. Gooden is dean and professor of public administration and policy at the L. Douglas Wilder School of Government and Public Affairs at Virginia Commonwealth University, past president of the American Society for Public Administration (ASPA), and fellow of the National Academy of Public Administration (NAPPA). Her books include *Why Research Methods Matter: Essential Skills in Qualitative Inquiry* (2018), *Race and Social Equity: A New Area of Government* (2014), and *Cultural Competency for Public Administrators* (2012), a co-edited volume.
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Civil Rights, Social Equity, and Census 2020

Abstract: *This article examines Census 2020 relative to civil rights and social equity. Mandated by the U.S. Constitution, the Census is directly related to civil rights as Census totals are used to determine voting representation, and results impact billions of dollars of federal, state, and local funding across multiple areas including education, health care, and housing. Census undercounts impact marginalized communities, and this is a heightened concern for Census 2020 along two core social equity dimensions: (1) race and ethnicity, and (2) immigration and citizenship. The implementation of Census 2020 is the responsibility of public administrators and poses challenges in the areas of social equity, leadership, and administrative infrastructure.*

Practitioner Points

- Census 2020 matters. Data from the U.S. Census is fundamental to apportioning political power as well as more than \$800 billion each year for governmental services.
- In each state, population totals will determine the House of Representative seats. Every state will use population totals to redraw legislative districts, allocate resources, and provide public services.
- Racial categories and undercounts have been fundamental concerns since the first U.S. Census in 1790. These undercounts pose on-going challenges to political participation, representation, and resources.
- The citizenship question controversy of Census 2020 will likely lead to lower completion levels for noncitizens.
- Implementation of Census 2020 is the responsibility of public administrators, and there are important challenges relative to civil rights and social equity.

The U.S. Census: Historical Context

Since its constitutional inception in 1787, there have been significant political and social consequences of the U.S. Census. While the word "census" provokes thoughts of a straightforward and objective numerical population count, Census implications are broad, complex, nuanced, and critical. Notably, "the appearance of political noninvolvement is crucially important to the legitimacy of census bureaus and censuses" (Nobles 2000, 5). From a political perspective, "... The United States became the first nation in the history of the world to take a population census and use it to allocate seats in a national assembly according to the population" (Anderson 2010, 154).

Following the 1910 Census, Congress fixed the number of seats in the U.S. House of Representatives at 435, where it remains today. As Billard (2000) explained, this immediately cultivated winners and losers relative to political power. "It was now a zero-sum game, and since politicians typically are loath to give up power, the stage was set for potential battles

in the future" (767). These political battles are not randomly distributed; rather they follow historical patterns relative to racial inequities.

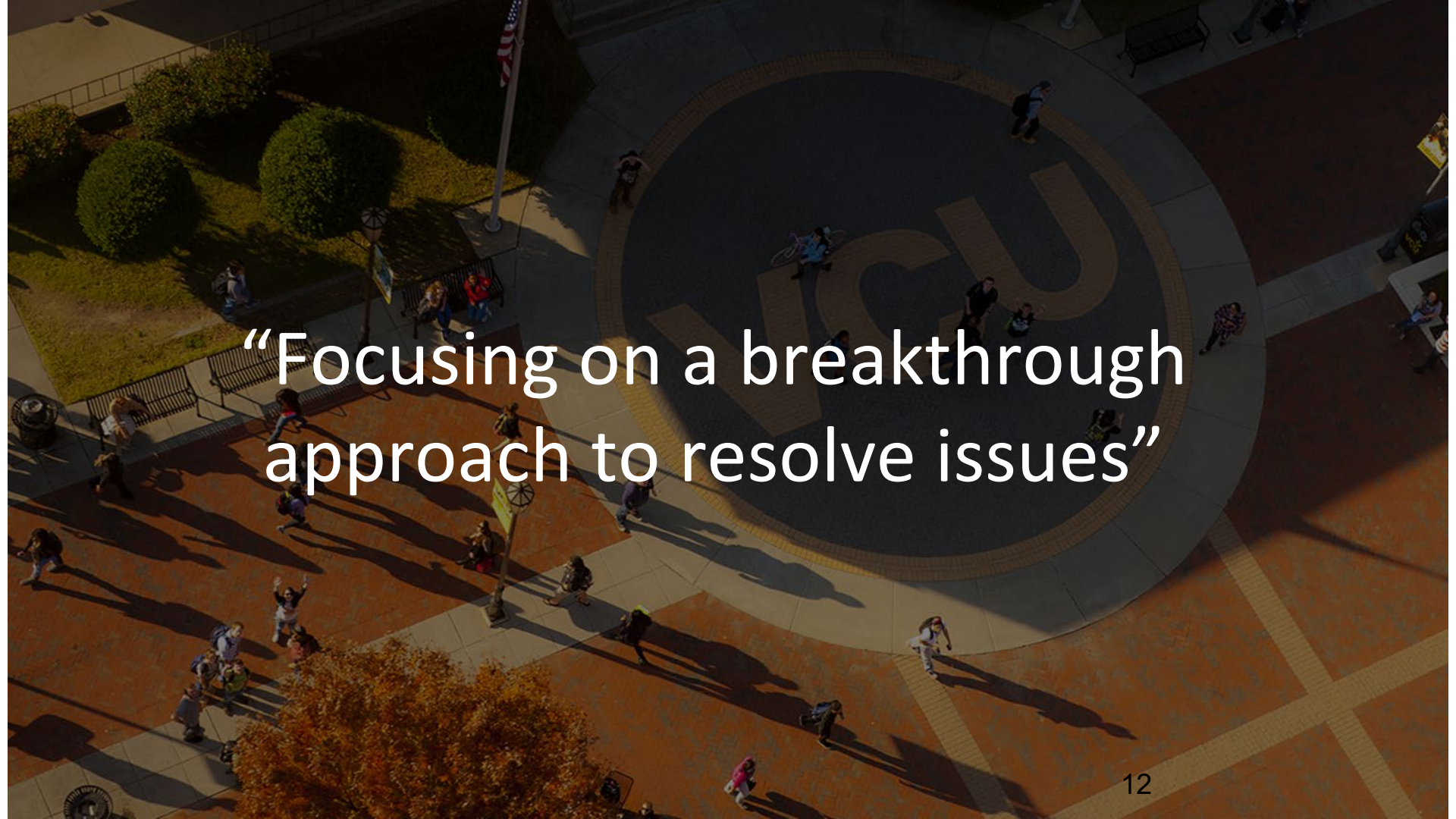
Race, Civil Rights, and the U.S. Census

Race has been a fundamental part of the U.S. Census since its inception. These inequities were so important that they were specified in the U.S. Constitution, with slaves counting as merely three-fifths of white citizens in a state. In discussing the U.S. House of Representatives, Article 1, Section 2 of the U.S. Constitution states, in part, "Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of



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An aerial photograph of a university plaza. In the center is a large circular paved area with a dark blue background and a large, light-colored 'V' logo. People are walking around the plaza, and some are sitting on benches. There are trees and bushes in the background, and a flagpole with an American flag is visible. The text 'Focusing on a breakthrough approach to resolve issues' is overlaid in white.

“Focusing on a breakthrough approach to resolve issues”

Examining Trust



Cultural Attitudes toward Genetically Modified (GM) Foods: Examining Trust in the NC African American Community

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Understanding the GMO Food debate in America is complex. The use of food biotechnology to produce herbicide-tolerant and pesticide-resistant crops has sparked broad public discourse and has fueled consumer skepticism regarding food safety. The views on food safety are polarizing - citizens and scientists differ on many issues. Whether science is used to close the gap between these groups has yet to be determined. Yet, three governmental agencies work together with industry to identify the benefits of food biotechnology and protect consumers against potential risks of this not-so-new technology.

Research findings and policy making pathways are almost non-existent for underrepresented groups. Among blacks, government distrust and mistrust have historical meaning and real implications. They remain skeptical of government and are also skeptical of genetic engineering, especially when it comes to food safety. Key to responsible innovation is the potential to create pathways into underrepresented communities.

Operationalizing Racial Equity: Examining Trust



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An aerial photograph of a university plaza. In the center is a large circular paved area with a dark blue or black surface, featuring a large, light-colored 'V' and 'U' logo. Numerous people are walking around the plaza, some on the circular area and others on the surrounding brick-paved paths. There are green bushes and trees on the left side, and a flagpole with an American flag is visible. The scene is captured from a high angle, showing long shadows cast by the people and structures.

“Claiming: A Path Forward and Demands for Action”

Framing a Call to Action to *Move Forward*: Naming, Blaming and Claiming

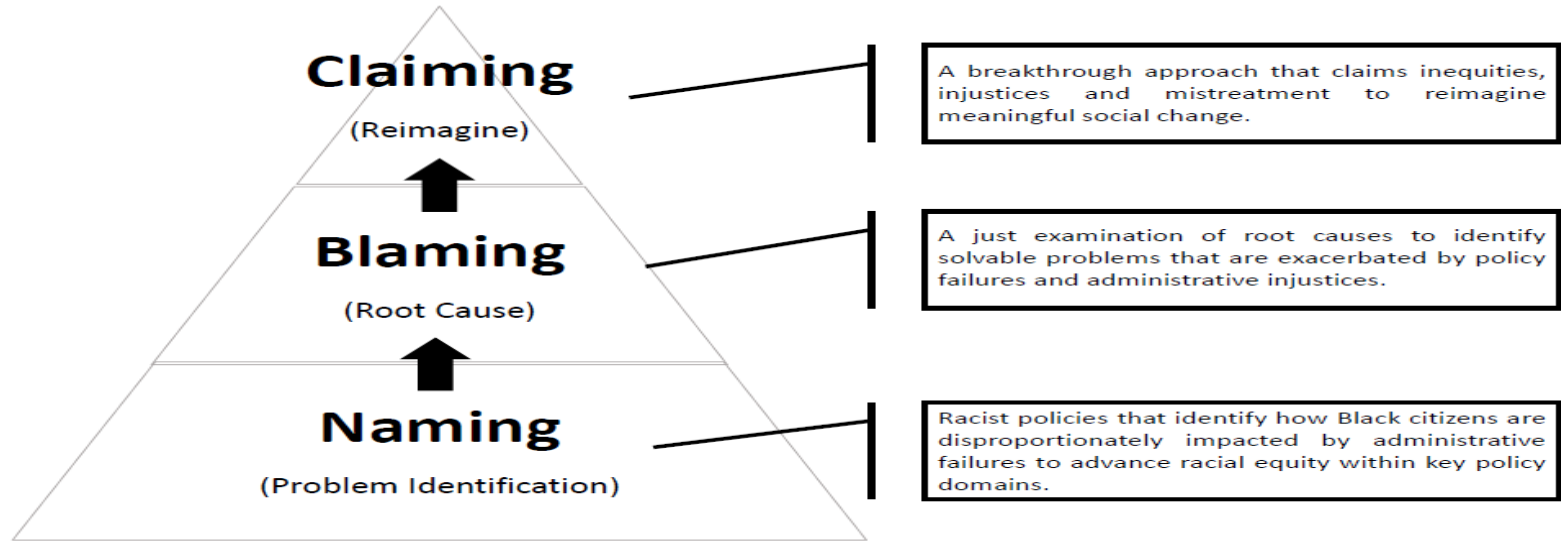


Figure 1: Naming, Blaming and Claiming: A Call to Action within Policy Domains (derived from Gooden, 2014 and Sheppard et. al, 1992)

James E. Wright II, Stephanie Dolamore, and RaJade M. Berry-James (2022) "What the Hell is Wrong with America? The Truth about Racism and Justice for All," *Journal of Public Management & Social Policy*: Vol. 29: No. 1, Article 2. Available at: <https://digitalscholarship.tsu.edu/jpmssp/vol29/iss1/2>

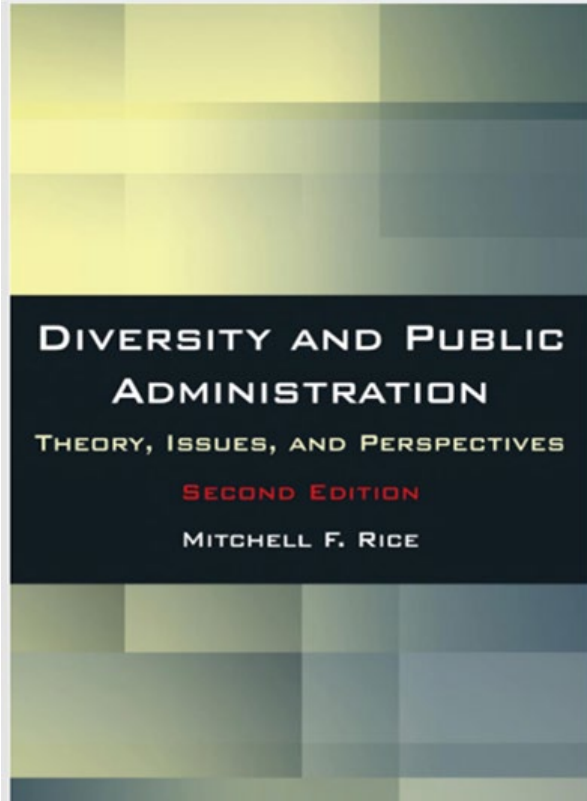


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Additional Scholarship



4

Managing Diversity Moving Beyond Organizational Conflict *RaJade M. Berry-James*

I was excited when the new director was hired—like me, she had dedicated her life to public service. Now that she's on board, I know the culture in the organization will change. She'll be able to understand how women feel when we are constantly passed over for promotions or when the men in our agency refuse to acknowledge the contributions that we make, discount our innovative ideas for change, and stick together to push their personal agendas. She'll never be able to understand how I feel as an African-American—I know that. But, just maybe, she'll be willing to learn about the cultural perspectives that I bring to work, recognize them as valuable assets, and rely on me as a vital resource to engage citizens in the community that we serve.
—RaJade M. Berry-James

For several years now, some racial/ethnic and gender groups with limited opportunities for educational and occupational mobility have significantly benefited from equal employment and affirmative action policies, programs, and practices. One of the most profound benefits of affirmative action is that many educational institutions and organizations, while acting “affirmatively,” have created seemingly diverse environments that provide channels that expand educational and professional opportunities for racial/ethnic minorities and women and, over the long run, enhance social mobility for these groups as well. While individuals in educational institutions and organizations continue to benefit from affirmative measures, this chapter explores the challenges of managing diversity and identifies some of the distributional and constitutional disputes that have resulted from affirmative measures. This chapter notes that the transition from affirmative action to valuing diversity within a legal,



Journal of
**Public Budgeting,
Accounting & Financial
Management**



**AFFIRMATIVE ACTION IN HIGHER EDUCATION: COSTS,
BENEFITS, AND IMPLEMENTATION**

RaJade M. Berry*

ABSTRACT. This article discusses the costs and benefits of implementing affirmative action programs in higher education. Based on a national survey of institutions of higher education, the author addresses the following questions: What factors impede the ability of the affirmative action officer to achieve program results? What is the effect of staff size, budget, and race on perceived implementation barriers? This study finds that increased impediments to affirmative action program efficacy are greatly affected by program resources and race.

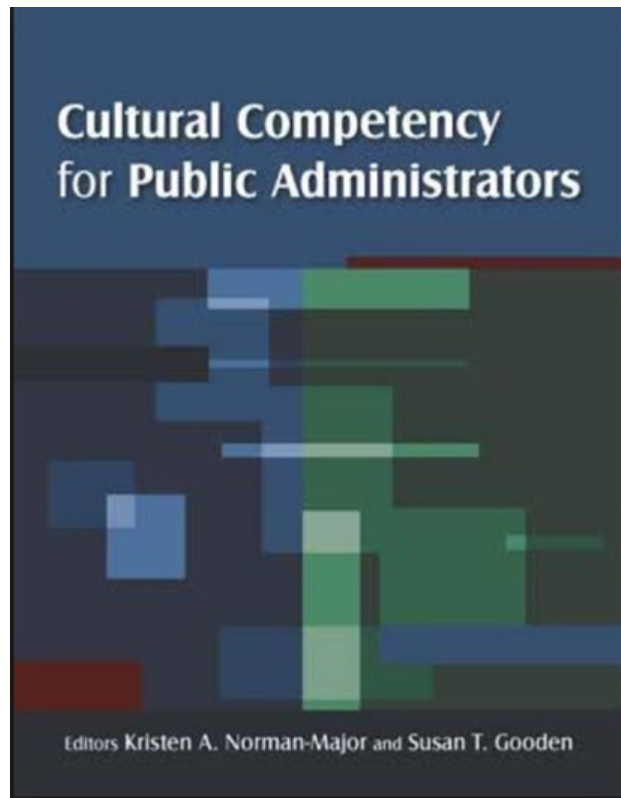
INTRODUCTION

For more than four decades, social equity policies in America have continued to face legal, administrative, and political challenges. Responding to concerns for social equity and calls for action from the government, many laws and initiatives were specifically designed to provide equal opportunity and mobility for traditionally disadvantaged groups (i.e., minorities, women, and the disabled). Equal employment opportunity initiatives consist of statements that prohibit discrimination and support programs that investigate individual discrimination complaints. Political power and legal protection for these "protected groups" have evolved as a result of a three-tier process: equal employment laws, affirmative action laws and programs, and diversification programs (Klingner & Nalbandian, 1998). While these laws and initiatives may be similar in nature, each serves a purpose in

** RaJade M. Berry, Ph.D., is an Assistant Professor, Department of Public Administration and Urban Studies, The University of Akron. Her research interests include social equity policy, human resource management and program evaluation.*

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Advancing Equitable Practices: Affirmative Action in Higher Education



Cultural Competency in Health Care

Standards, Practices, and Measures

RAJADE M. BERRY-JAMES

As we entered the new millennium, America's population grew by 13 percent; almost one-third of all Americans were members of a minority group; and in almost one out of every five homes, a language other than English was spoken (U.S. Census Bureau 2000). Population projections show that by the year 2050, nearly half of all Americans will be non-white (U.S. Census Bureau 2004). The richness of America's diversity requires public sector professionals to broaden their *awareness* of cultural and social differences as well as promote positive *attitudes* toward developing cultural competency. The pursuit of cultural competency represents a window of opportunity in America that expands traditional knowledge, skills, and abilities (KSAs) into more effective KSAs that promote a public sector workforce who possesses the knowledge, skills, abilities, awareness, and attitudes to eliminate the existing gap or divide that exists between cultural and social groups in the United States. If we fail to focus our efforts on the changing demography of America, we blindly widen the "cultural divide"—creating more profound disparities in education, employment, housing, justice, health (physical, mental, and emotional), citizen engagement, and overall quality of life.

Cultural competence as a standard of care is a very important strategy that embodies two main concepts: culture and competence. *Culture* is defined as "the integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values and institutions of racial, ethnic, religious or social groups and *competence* implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities" (Cross et al. 1989a). As such, cultural competence should be pursued as a set of behaviors, attitudes, policies, and practices that collectively lead to improvements in the quality of services provided to consumer groups—recognizing that these competencies significantly impact the quality of services, influence consumer engagement, and improve overall outcomes for all consumers (Lewin Group 2002). Linguistic competence is the "capacity of an organization to communicate effectively, and convey information in a manner that is easily understood by diverse audiences which may (1) include persons of limited



JOURNAL OF THE INTERNATIONAL ASSOCIATION FOR THE STUDY OF THE GLOBAL ACHIEVEMENT GAP



The Voices and Choices of Women in the Academy

Ramona Ortega, *University of Akron*

Brenda L. H. Marina, *Georgia Southern University*

Lena Boustani Darwich, *University of Akron*

Eunju Rho, *University of Akron*

Isa Rodriguez-Soto, *University of Akron*

Rajade Berry-James, *North Carolina State University*

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The Voices and Choices of Women in the Academy

Ramona Ortega, Brenda L.H. Marina, Lena Boustani Darwich, Eunju Rho, Isa Rodriguez-Soto, Rajade Berry-James

Abstract

While it is clear that gender inequity still exists, this situation is compounded by race, ethnicity and sexism. The daily experiences of women confirm that racism and sexism is alive and well. This article presents and examines the experiences of Latino, Black, Arab, and Asian professional women and the consequences of their career decisions. Synthesized with literature, conceptual patterns of significance are noted for young girls and women of color aspiring and pursuing professional careers in education. The strategies utilized by these diverse professional women to cope with the trials and tribulations of contemporary educational and professional challenges are reviewed. It is necessary to continue to educate the public about the struggles and successes of women of diverse backgrounds to assist both high school and college age women as they prepare to contribute to the global economy of the 21st century.






This work seeks to take advantage of the opportunity to understand a social phenomenon by engaging in a conversation about issues that matter to women of color pursuing professional positions within academic communities. While alienation and marginalization have been identified among women of color in the academy, much of this prior work is based on survey data. Most do not include a woman's daily experiences and interactions with others in the work environment and there is little discussion of the links between what takes place in larger societal contexts.

Women of different cultures continue to experience the double oppression of racism and sexism in the educational arena. Utilizing narrative inquiry and case studies, this paper offers a conceptual framework upon which to assign meaning and practical application for Latino, African American, Arab, and Asian women specifically, and to women of diverse backgrounds in general, as it relates to workplace marginalization. This paper makes a contribution to the literature because it focuses on a group of women of color struggling to take their rightful places in academia, and about whom little is known.

Advancing Equitable Practices: Understanding Institutional Knowledge



Stepping up to the plate: Making social equity a priority in public administration's troubled times

Rajade M. Berry-James ^a, Brandi Blessett ^b, Rachel Emas ^c, Sean McCandless ^d, Ashley E. Nickels ^e, Kristen Norman-Major^f, and Parisa Vinzant^g

^a North Carolina State University ^b University of Cincinnati ^c Rutgers University-Newark ^d University of Illinois Springfield ^e Kent State University ^f Hamline University ^g University of Delaware

The United States is built on and reinforced by exploitation and oppression, especially the genocide “of Native Americans, and the theft of their lands, and the extensive enslavement of Africans” (Feagin, 2006, p. 2). The highest objective of public service is to improve people’s lives, and yet, the U.S. has created policies and programs benefiting white people and disadvantaging Black people and other people of color. Such policies, practices, and laws are structurally racist in that they systematically create and reinforce inequalities at individual and institutional levels, regardless of people’s attitudes or intentions. More specifically, structural racism and anti-Black racism have become embedded practices impacting outcomes in the economy, housing, education, healthcare, environment, criminal and juvenile justice, politics, transportation, and more (Bullard, 2004). These injustices lead to “cumulative effects of social inequity across organizations that compound and reinforce one another”, making racial inequities enduring, systemic, and endemic characteristics of the U.S. (Gooden, 2014, p. 12).

To highlight how racism is embedded in the nation’s institutions and in response to the double pandemics of COVID-19 and killing of black persons by police, we discuss the legacy and linkages of racism related to segregation, healthcare, and policing. In response to these inequities, we present the recent statement from the American Society for Public Administration’s (ASPA) Section on Democracy and Social Justice (DSJ). Next, we discuss the value of social equity as a pillar of public administration (PA) and advance a social equity curriculum for public affairs education to address fairness and justice as essential skills for all public service professionals.



Short Bio



Dr. RaJade Berry-James is Senior Associate Dean of Faculty and Academic Affairs in the L. Douglas Wilder School at Virginia Commonwealth University and professor of public administration.. She is the former Chair of the Faculty at North Carolina State University and a professor of public administration in the School of Public and International Affairs (Raleigh, North Carolina USA). Dr. Berry-James has spent more than 30 years in higher education, having served as MPA Coordinator, PhD Coordinator, and Director of Graduate Programs for small, large and research-intensive graduate programs. She is an equity consultant, specializing in assessment, evaluation, and accreditation.

Dr. Berry-James is a fellow of the National Academy of Public Administration and chair of the NAPA's Standing Panel on Social Equity She is also VP/President-Elect of NASPAA and previously served as a two-time chair of the NASPAA Commission on Peer Review and Accreditation (COPRA). She is a life member of the American Society for Public Administration (ASPA), NAACP, and Alpha Kappa Alpha Sorority, Incorporated.