

**Social Equity for the Long Haul:
Preparing Culturally Competent Public Administrators**

Susan White Perry

Dissertation submitted to the faculty of the Virginia Polytechnic Institute and State University in
partial fulfillment of the requirements for the degree of

Doctor of Philosophy

in Public Administration/Public Affairs

Susan T. Gooden, Chair
Terry Kershaw
Joe Rees
Gary Wamsley
Blue Wooldridge

November 18, 2005

Blacksburg, VA

Keywords: Cultural competency, social equity, diversity, Master of Public Administration
programs, NASPAA, content analysis

Social Equity for the Long Haul: Preparing Culturally Competent Public Administrators

Susan White Perry

ABSTRACT

Each year, over 6,000 students complete Master of Public Administration (MPA) degrees in over 200 university accredited programs. Many of these graduates commit to a career in the public service in one of thousands of public sector organizations at all levels of government or in the non-profit sector. Are students qualified to work successfully with multiple “*publics*” and to work towards achieving the goals of social equity? The core curricula of 123 National Association of School’s of Public Affairs and Administration (NASPAA) accredited MPA programs were examined and the analysis focused on the following question: To what extent do NASPAA accredited programs provide cultural competency training to MPA students through their curricula? This dissertation assesses the current state of the field and recommends cultural competency standards to be adopted by public administration programs.

To my family,
For your unending patience, support, encouragement and love

ACKNOWLEDGEMENTS

Many people have contributed to what has now become the culmination of a dream. To each of these individuals, for shaping and molding me in ways that I initially thought not possible, I am forever grateful.

To my committee members, Susan Gooden, Terry Kershaw, Joe Rees, Gary Wamsley and Blue Wooldridge, thank you for your guidance, wisdom and support of my research. I also wish to thank you for pushing me to think critically and to write professionally.

To Susan Gooden, my committee chair, advisor and friend, who has provided me with her expertise, wisdom, and encouragement throughout my time in the Ph.D. program and especially during the dissertation process. You have helped me through many concerns, some academic and some otherwise, to enable me to get to this point. Thank you for always believing in me and for pushing me to believe in my research and myself. I appreciate that you always expect the best from those around you. I am especially grateful to you for your time and patience and for being good-humored about my “deadlines”. You are a true inspiration.

I wish to thank the faculty and staff at the Center for Public Administration and Policy, for your extensive knowledge and for teaching me to share your love of public administration. It was an honor to study under such distinguished faculty. For their administrative assistance and continued patience through it all, I wish to also express my thanks to Brinda Ross-Myatt, Rhea Epstein, Missy Graham, and Sharon Proffitt.

I would also like to acknowledge and thank all of my fellow students who have made this experience more enjoyable: Kim Eagle, Brandy Faulkner, Waxin Lee, Kasey Martin, Jason Sonnenfelt, Bethany Stich and many more. To Brandy Faulkner, thank you for your friendship and for always expecting me to represent. You have taught me to laugh in even the most unbearable situations. To Raquel Becerra, thank you for always supporting me, academically, professionally and personally. I will always value your friendship and guidance.

To my former colleagues at the Race and Social Policy Research Center, thank you for your friendship, support and encouragement throughout my years in the Ph.D. program.

The support, patience, and love extended to me by my family and friends have sustained me through the sometimes seemingly endless days and nights. To them, I give my undying love and gratitude. Each of them, in different ways and at different times, knew when to motivate me with a call, a hug, or a touch and when to flee the room.

To my confidant and friend, Dr. Nakeina E. Douglas, I cannot imagine sharing this joint accomplishment with anyone else but you. The friendship we sparked at Radford University has grown beyond words. You have supported and pushed me from day one and we have been through so much together. Thank you for the endless hours we spent laughing, studying, talking, crying and fighting for justice. At the beginning of this journey, you set the bar at excellence and stayed beside me to make sure we both reached it. You have helped me remain sane through many rough times, both academically and personally. I am proud to forever call you my friend.

To my great friends Donna Braun, Erika Fischer, Jeannie Gray, Melani Miller, Monica Nicely, Christa and Howard Pickrell, and Beverly Turner, thank you all for encouraging me to finish my studying and writing and for reminding me to continue to live while I worked. Your unending understanding of when to pull me in and when to leave me alone has helped beyond words. The friendships I share with each of you have helped make me into the person I am today.

To my parents, Richard and Evelyn White, you raised me to believe that with hard work and determination, anything is possible. Thank you for making college a requirement, not an option, and for allowing the seed you planted many years ago to grow into an accomplishment I could not have completed without either of you. There were many times, especially in the beginning, when I wanted to quit and when I felt I did not belong or have what it took to be successful. With love and support, you showed me that I could do it all, and do it brilliantly and with honor. Many days and nights, I have pushed through those feelings of doubt by remembering your words. Thank you for all of your love and for always pushing me to do my best. I share this degree with you both.

To my sister, Christine Garczynski, thank you for your endless belief in me. As with everything in my life, you have supported me through every step of this process. You have listened, consoled, loved and pushed me to move forward through every hardship, roadblock, hurt, and victory. Thank you for reading and printing all of my drafts and for insisting on a polished finished product. Your thoughtfulness and love have made the difference in so many aspects of my life. God made me the luckiest person on earth when He granted me the honor of being your sister.

To my nephews, J.T. and Kevin Garczynski, thank you for the endless questions about when I would finish my “paper” and for your hugs, especially the ones given for no reason. Both kept me motivated.

To my brother, Ricky White, thank you for pushing me to see all sides of a problem and for challenging me to think outside the box. Our conversations are an endless source of inspiration and fun and served, many times, as a needed break from my studying and writing. Thank you for believing in me.

My father and mother in-law, Leigh and Mary Perry, have also been a source of support for which I am grateful. From making sure we always had dinner when I was too busy to cook to helping us out in every imaginable way, I want to thank you both from the bottom of my heart.

And lastly, I offer my admiration, indebtedness and love to my husband, Leigh Perry, who for the first two years of our marriage watched me on too many nights, finish with dinner and walk right back into the office to write and rewrite. This accomplishment would not have been possible without you. Your love and commitment to my success has been unconditional. Thank you for understanding when I was discouraged, grumpy and tired. You believed in me when I wasn't strong enough to do it myself. I will never forget the love I felt when you agreed to be our sole means of support so that I could complete this dream, my dream. It was then that I realized that this had become your dream as well. You chose to let me shine, never once thinking of yourself and for that, I can never repay you. Thank you for your understanding, unselfishness, and tremendous support during this journey. Your love and devotion has sustained me and I devote this work to you.

TABLE OF CONTENTS

CHAPTER ONE

STUDY INTRODUCTION AND A CONCEPTUAL MAP

| | |
|---|----|
| Introduction..... | 1 |
| Cultural Competencies..... | 3 |
| A Conceptual Map..... | 4 |
| Problem Statement and Research Questions..... | 12 |
| Why Race is the Focus..... | 15 |
| Study Rationale..... | 20 |
| Filling the Gap..... | 21 |
| Overview of Chapters..... | 23 |

CHAPTER TWO

THEORETICAL FOUNDATIONS

| | |
|---|----|
| The Pillars of Public Administration..... | 25 |
| Social Equity..... | 26 |
| Representative Bureaucracy..... | 29 |
| Managing Diversity..... | 33 |
| Cultural Competency..... | 35 |
| Cultural Competency and Professional Programs..... | 38 |
| Why is there a need for Cultural Competency among Public Administrators?..... | 42 |
| Example 1: Japanese Internment Camps during WWII..... | 43 |
| Example 2: Racial profiling after 9/11..... | 44 |
| Example 3: Flying the confederate flag on state property..... | 45 |
| Example 4: Job analysis and applicant selection..... | 45 |
| Example 5: Language assistance..... | 46 |
| Public Administration Conceptual Values: Social Equity, Representative Bureaucracy, and Cultural Competency..... | 48 |
| A Case for Multicultural Education..... | 50 |
| Critiques of Multicultural Education..... | 52 |
| Multicultural Education and Public Administration..... | 57 |
| NASPAA and Cultural Competency: A Brief History of NASPAA..... | 59 |

CHAPTER THREE

METHODOLOGY

| | |
|--------------------------------------|----|
| Overview of Research Design..... | 66 |
| Content Analysis..... | 67 |
| Population and Sample Selection..... | 70 |
| Data Collection Procedures..... | 71 |
| Step One: Reviewing Websites..... | 71 |
| Step Two: Reviewing the Syllabi..... | 73 |

| | |
|---|----|
| Step Three: Sharing Summary Profiles..... | 75 |
| Step Four: Preparing Reports & Discussing Results | 76 |
| Content Analysis with NASPAA-Accredited Schools Curriculum..... | 77 |
| Limitations to the Research Design | 79 |
| Significance of the Work | 81 |

CHAPTER FOUR
FINDINGS: CULTURAL COMPETENCY SKILLS IN MPA CURRICULUM

| | |
|---------------------|-----|
| School Trends | 84 |
| Program Trends..... | 105 |
| Key Themes | 106 |

CHAPTER FIVE
SUMMARY AND DISCUSSION

| | |
|---|-----|
| Curriculum Transformation | 116 |
| Stand-Alone Course | 117 |
| Sample Syllabus..... | 120 |
| Incorporation into the Core..... | 128 |
| Suggested Curriculum Transformations and Considerations for Integration | 130 |
| Curriculum Transformation Steps..... | 130 |
| Concluding Thoughts..... | 133 |

APPENDICES

| | |
|--|---------|
| A. Research Request Letters..... | 138-139 |
| B. Codebook | 141-147 |
| C. Summary Profiles..... | 149-220 |
| D. U.S. News and World Report Rankings | 222-224 |

FIGURES AND TABLES

| | | |
|----------|--|---------|
| Figure 1 | Conceptual Map | 5 |
| Figure 2 | Curriculum Transformation Process | 130 |
| Table 1 | School Ranking by Amount of Coverage | 85-86 |
| Table 2 | Comparison of U.S. News and World Report and Amount of Coverage Ranking | 96-97 |
| Table 3 | Social Equity Topics in Core Curriculum by School..... | 100-104 |

CHAPTER ONE

CHAPTER ONE

Introduction

In order to understand public policy matters and to participate in public administration activities in a democratic way, public administrators need to be well educated and knowledgeable in several key competency areas (Bowman, West, Berman & Van Wart, 2004). The Webster's dictionary definition of competence is "fitness or ability". Synonyms listed include capability, capacity, efficiency, proficiency and skill. In fields such as philosophy, psychology, sociology, and political science or public administration the term competence refers to "a roughly specialized system of abilities, proficiencies, or skills that are necessary or sufficient to reach a specific goal" (Rychen & Salganik, 2001).

In the world of academia, there is much discussion about what types of competencies students should obtain prior to graduation to prepare them for the workforce. For public administration specifically, schools accredited by the National Association of Schools of Public Affairs and Administration (NASPAA) must meet certain general competencies that are consistent with the program mission. These competencies are to be achieved through core curriculum components that must include:

- **Management of the Public Service Organizations:** The management section includes courses in the areas of human resources, budgeting and financial processes and information management, technology applications and policy.
- **Quantitative and Qualitative Techniques of Analysis:** This core section gives students information in the areas of policy and program formulation, implementation and evaluation, as well as, decision-making and problem-solving.

- **Public Policy and the Organizational Environment:** This component provides an understanding of political and legal institutions and processes, economic and social institutions and processes, organization and management concepts and behaviors (NASPAA, 2005).

While NASPAA mentions the importance of diversity and competence in this area for public administrators, there is not a specific curriculum component that addresses cultural competency or that is required of schools seeking accreditation.

For many professors and administrators at institutions of higher education, it is a daunting task to include in an already overloaded curriculum the many competencies that are necessary to provide public service in the modern workforce. It is important, therefore, to determine the *key* competencies that public administrators need in order to uphold their duty and responsibility to the public they serve. Higher education in general, but master of public administration programs specifically, should help graduates develop competencies that enable them to become political actors able to responsibly influence policies that produce equitable and fair programs, policies, and laws. Master of Public Administration (MPA) programs must offer basic skills to all students in order to confer a degree, and it is imperative that cultural competency fall within those basic skills. In essence, competencies developed through education must also prepare students for the multiple roles they will play in society, including being a citizen in a democracy, with awareness and respect of their own rights and those of others (Rychen & Salganik, 2001).

Little is known about how much exposure MPA students receive in their programs that prepare them for these various roles. How well do the core courses offer training to students to manage or work in a diverse society? Can we be reasonably certain that the “core” includes exposure to some of the concepts of social equity and cultural competency?

Cultural Competencies

Many professional programs, such as social work and public health, already include cultural competency standards within their programs of study. Public administration has a unique responsibility to include similar standards in their programs, as MPA students will need these skills in order to manage the changing nature of the workforce as well as, the diversity among the public we serve (Rice, 1999; Farmbry, 2005). Cultural competency is defined by Cross et al. as

a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enable them to work effectively in cross-cultural situations. It is the acceptance and respect for difference, a continuous self-assessment regarding culture, and attention to the dynamics of difference, the ongoing development of cultural knowledge, and the resources and flexibility within service models to meet the needs of minority populations (Cross et al, 1989).

Each year, over 6,000 students complete Master of Public Administration (MPA) degrees in over 140 university accredited programs (NASPAA, 2004). Many of these graduates commit to a career in the public service in one of thousands of public sector organizations at the federal, state, and local level, or in the non-profit sector. MPA students enter into a number of fields, including health, education, environment, economic development, finance, intergovernmental affairs, diplomacy, justice, agriculture, and human resources, to name a few. The work of public servants touches the lives of many people. This raises an important question: As a professional program charged with producing public servants, to what extent does the public administration curriculum address cultural competency?

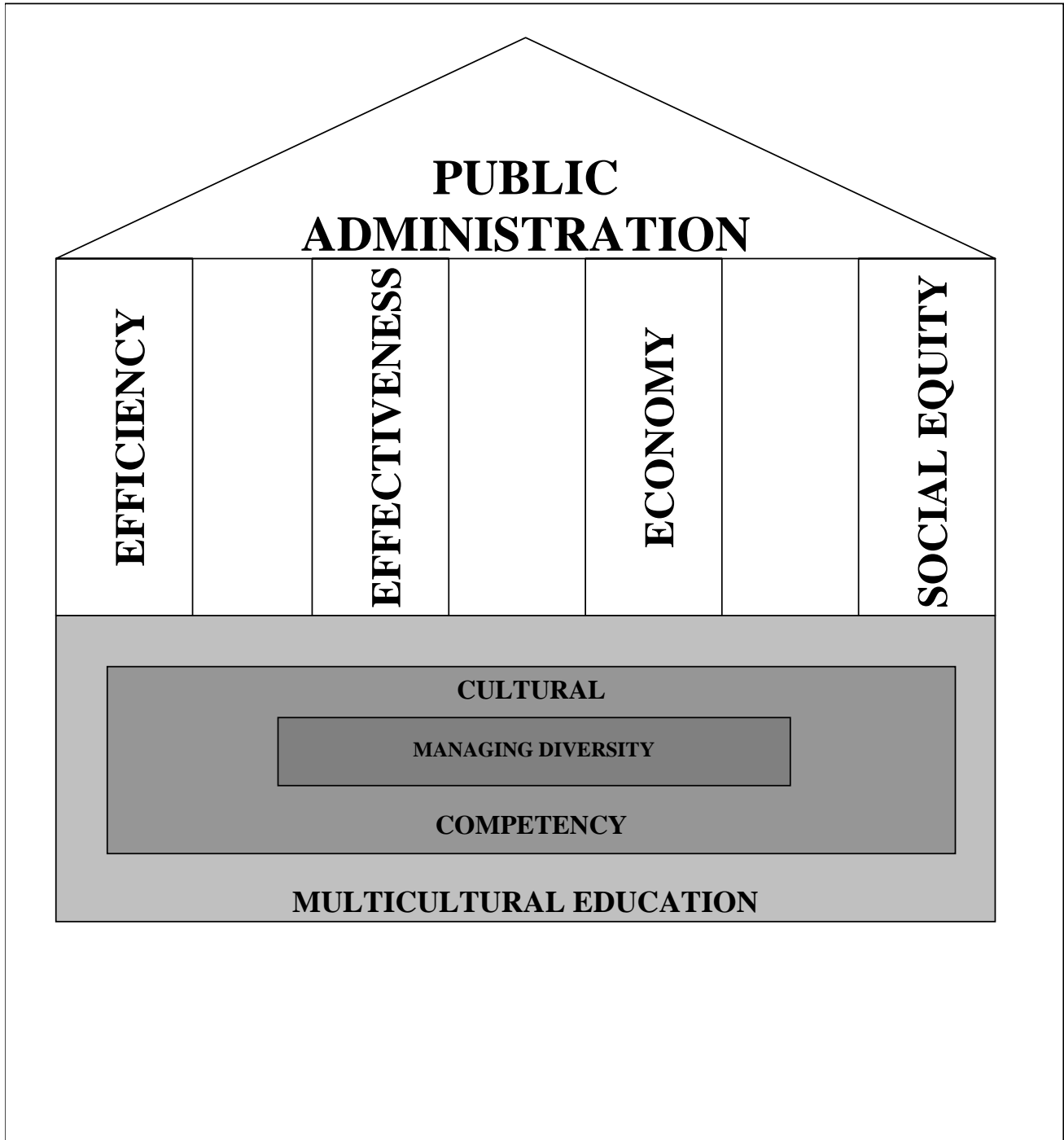
This study contributes to the public administration education literature by examining the extent to which accredited programs address issues of cultural competency

within their programs of study. Admittedly, what I am proposing is inherently normative. While research shows that the workplace is becoming more and more diverse, there is nothing that says public administrators can't "muddle through" and manage in an efficient and effective nature. This dissertation examines the current state of activity or focus on social equity and cultural competency training within the MPA curriculum. I encourage the field to be responsive to the changing nature of society and prepare students for the future challenges they will face. There is a need to understand whether public administration programs are providing the guidance and education needed by our public servants to work and communicate in a global society. I propose we respond to change head-on rather than waiting for problems to arise from our inability to find the pedagogic tools necessary to train culturally competent public administrators who have the potential to address issues of social equity.

A Conceptual Map

Throughout this dissertation, several key terms will arise continually. It is therefore important to discuss each term and explain their conceptual relationship to each other. This visual display provides a conceptual map for the dissertation (See Figure 1). The first term and the main overarching concept is social equity. Social equity is the conceptual base for a discussion pertaining to public administration. The National Academy of Public Administration's (NAPA) Board of Directors has recently adopted social equity as the fourth pillar of public administration, in addition to economy, efficiency and effectiveness. Cultural competency is therefore based in social equity. Due to NAPA's elevation of social equity as the fourth pillar, it becomes an important link to the discussion of cultural competency. The academy defines social equity as "the fair, just and equitable management of all institutions

Figure 1: Conceptual Map



serving the public directly or by contract, and the fair, just and equitable distribution of public services, and the implementation of public policy, and the commitment to promote fairness, justice, and equity in the formation of public policy” (NAPA, Standing Panel on Social Equity, 2000). To uphold the values inherent in the four pillars, one must acquire specialized knowledge in specific areas. In order to uphold the pillar of social equity with the same vigor as the other three pillars, specific steps must be taken to ensure success. Following NAPA’s lead, social equity appears in Figure 1 as the fourth pillar of public administration.

If social equity involves “fairness” and “different equalities” of outcomes in public service delivery and policy implementation, as discussed by NAPA’s Standing Panel on Social Equity, “then a more basic focus in curricula and courses in public administration education has to examine who works in public organizations, how well they are managed, who receives public services, and to what extent in a diverse, multicultural society” (Rice, 2005). Therefore, social equity in public service delivery begins to be realized through the concept of diversity or diversity management in public administration (2nd concept). As our society becomes more multicultural, diversity concerns go beyond Equal Employment Opportunity (EEO) policies, which is the arena in which much diversity management is often discussed. Therefore, in order to work towards achieving social equity, public administrators must be knowledgeable in the area of diversity. Knowledge in this area will contribute to social equity in the public service delivery system. Diversity management generally tends to focus on management strategies for the increasingly diverse employees in our workplaces. It focuses on being knowledgeable of differences and diverse group membership. However, diversity management falls short of changing behaviors and providing students with a concrete skill set that they can use in their work as public servants.

The last term, which goes a step beyond diversity, is cultural competency. Davis and Donald (1997) define cultural competency as the “integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes” (1997). Professionals who are culturally competent respond respectfully and effectively to people of all cultures, races, ethnic backgrounds and languages so as to value and recognize the diversity among the individuals within these groups.

In organizations, valuing diversity is usually conceptualized through legal mandates, managerial styles and abilities and strategic goals (Robinson, McClure Franklin & Terpstra, 1994). Bailey (2005) discusses how agencies are constantly assessing and responding to diversity concerns within their agency. These assessments should, in turn, lead to organizational demands for cultural competency skills. In other words, cultural competency skills go beyond diversity management that tends to stop at meeting legal mandates and acquiring specific management styles.

These specific skills are identified by the organization as they reflect on “best practices” concerning specific situations that may arise within the organization. Therefore, when managers and leaders acknowledge the tensions and differences that arise from a multicultural society and therefore a multicultural organization, then culturally competent agencies will begin to develop as they acquire the skills necessary to promote social equity.

Bailey (2005) notes that “public administration should consider how its current training methods meet the future demand for culturally competent organizations, managers and professionals....graduate programs that prepare students for careers in the public sector should

consider how they will change their curricula to provide graduates with the skills needed to develop and work within culturally competent agencies” (Bailey, 2005).

For the purposes of this dissertation, cultural competency is viewed as the ideal method for achieving the goals of social equity. While I do not want to discount diversity management as a tool for working towards social equity, I feel that cultural competency offers a more extensive set of skills that will ultimately institutionalize social equity in public administration and its institutions. Generally speaking, students are not being largely exposed to any of the concepts discussed herein in a systematic way and therefore; we have room to include all of the terms in the MPA curriculum.

However, proving cultural competency skills remains the ideal method for achieving the goals of social equity and for the addition to the MPA curriculum through accreditation requirements for several reasons. Diversity management focuses on tolerance of differences and is designed to change participants’ *attitudes* surrounding all levels and components of diversity. However, cultural competency “moves beyond tolerance to a more profound understanding of diversity” (Rhys-Wietecha & Overstreet, 2005). Cultural competency training is designed to not only change students’ attitudes towards diversity but is also aimed at changing *behaviors*.

Diversity management creates an awareness of the issues and provides students with theories of management appropriate with diverse populations, however awareness of issues will not meet the needs of most front-line workers and managers who will need a specific skill set that will help them integrate learning into their behavior as public servants. “It should be noted that even when skills and knowledge are addressed, scholars (Henderson-Daniel, Ducheny, Forest, Abeles, Boyd, Hall, Roysircar-Sodowsky, Sue, Baker, Buhrke, Knight, R., Sanchez Sosa, & Taylor, 2002) note that it is still a major challenge to assist participants to use what they learn.

Participants must know the “how-to” with regards to cultural competency skills before they can integrate these skills into their day-to-day interactions and increase their effectiveness in relating to people from different backgrounds” (Rhys-Wietecha & Overstreet, 2005).

Presenting cultural competency skills in the MPA curriculum is one way to help achieve social equity more broadly. There are, of course, other methods for achieving this goal as well. For instance NAPA presents several methods they intend to use to pursue social equity including becoming a leader in defining social equity benchmarks, barriers and best practices; increasing the diversity of their fellows and staff and providing opportunities for minorities and female professionals; pursuing social equity with external audiences and pursuing social equity concerns in studies and programs. This will consist of developing a series of papers and tools that outline operational and implementation approaches.

While there are multiple avenues for achieving social equity, the first logical step seems to infuse cultural competency training into public administration education. Once this occurs, organizations will only have to do continuing education in these areas, as most administrators will already come to the table with a basis for achieving agency goals of equitable public service delivery.

The addition of the concept of social equity in public administration curricula can be done in two ways. First, it can occur in an additive manner, meaning one or two class periods can be devoted to talking about EEO policies and managing diversity in the workforce. This would generally occur in specific courses, such as human resource management classes (Farmbry, 2005). Secondly, it can be permeated throughout the curriculum in a multicultural educational fashion.

Multicultural education is a movement designed to broaden the range of cultures we study. Gorski (2005) defines multicultural education as “a progressive approach for transforming education that holistically critiques and addresses current shortcomings, failings, and discriminatory practices in education” (2005). Some view multicultural education as a simple shift in the current curriculum. This might include adding new materials that are more inclusive of diversity and underrepresented groups. However, multicultural education goes beyond this and as Diaz (1992) notes, “a true multicultural curriculum integrates cultural content throughout subjects and grade levels, placing new content where it is pedagogically and contextually appropriate” (Diaz, 1992). To achieve this type of curriculum, a review of the entire program is required and all faculty members must be involved. While understanding the difficulty of restructuring the entire program curriculum, it remains imperative that our curriculum be significantly reflective of the national, as well as the global diversity of culture. “The isolationist tendencies in our educational practices have not and will not produce the globally literate citizens this nations needs for the 21st century” (Diaz, 1992).

If the first step begins with the curriculum of public administration programs, then NASPAA would play a critical role in achieving the goals of social equity. Requiring accredited programs to include components of social equity in their core classes would virtually guarantee exposure to these topics. Exposure to these topics may result in students who will graduate to become culturally competent administrators in pursuit of social equity in public service delivery.

While exposure in the curriculum cannot *guarantee* that administrators will utilize the material upon entering the workforce, this can be said of any topic taught in the public administration program. For example, students learn about multiple budgeting techniques, but there is no real assurance these techniques will be utilized. Similarly, students learn about ethics

and how to potentially respond to ethical dilemmas, yet students may or may not choose to uphold these ethics on the job. Nevertheless, all MPA programs continue to present students with budgetary and ethical knowledge and expect them to successfully complete the course requirements and objectives.

Another consideration involves whether students will use the cultural competency training they might receive in a fair and just manner. Neither cultural competency or diversity management necessarily results in the betterment of underrepresented groups. For instance, public administrators may use their knowledge of cultural groups in a negative way. In the Abu Ghraib prison scandal, administrators harmfully used what they knew about the culture of the prisoners to make them give up information. Again, this speaks to curricula issues in general and cultural competency faces the same fate as other disciplines. As faculty members, we teach the material and hope that there will be transference of knowledge and an application of that knowledge upon entering the public service. In order to work towards the goals of social equity, we have an obligation as educators to, at the very least, equip students with the skills to do so.

A program's curriculum makes a statement about the values and principles a field holds in high regard. Public administration education also has the responsibility to turn out students with a body of knowledge that will allow them to serve the public in a just and fair manner. The issues of social equity are essential to the service of public administrators and therefore must also be given equal attention in our classrooms.

To recap, the conceptual map tells us the following: Social equity is the main goal, as the fourth and newest pillar of public administration. Valuing diversity and promoting the knowledge to manage diversity is one way to promote social equity in public service delivery. Cultural competency should go a step beyond managing diversity and may ensure the

institutionalization of social equity concepts. As other pillars are given creditability and attention in the MPA curriculum, so should social equity. This is best achieved through an inclusive curriculum. A means for achieving an inclusive curriculum is multicultural education.

Problem Statement And Research Questions

In 1992, the National Association of Schools of Public Affairs and Administration (NASPAA) added a diversity guideline into their accreditation standards. While these guidelines require the representation of women, minorities and handicapped individuals among the faculty and student body, there is only a minor mention of the need for students to develop the abilities to participate in a multicultural workforce and society. However, the Bureau of Labor Statistics (2003) reports that between 2000 and 2010, non-Hispanic Whites will compose only 31 percent of net new workers in the workforce (2003). “During this period of time, African Americans, Hispanics, and Asian Americans will represent 16.5 percent, 16.2 percent, and 8.8 percent, respectively, of new entrants” (Selden & Selden, 2001). The Bureau also projects that in 2050, 47 percent of society will be composed of people of color. Given these statistics, developing an understanding of different worldviews, values, and cultures related to diverse group membership is dire for all persons entering the workforce. It seems equally important for public administrators, whose goal is to serve the public in multiple capacities and to manage in our public organizations, to have knowledge and abilities that allow them to effectively handle the challenges brought about by a diverse society and workforce.

To ensure that students have the capacity to function in diverse organizational settings and with multicultural clients, NASPAA guidelines will need to include a cultural competency standard. This standard should require curricula that focus on cultural competency standards for public administrators. These standards should be in place to assist MPA students develop

cultural competency and should be enforced among programs through accreditation guidelines. A systematic assessment of what is currently being done can provide useful baseline data. The purpose of this research study is to provide rich, descriptive information examining the curricula of current NASPAA accredited programs. This study will be centered on the following question:

To what extent do NASPAA accredited programs provide cultural competency training to MPA students through their curricula?

As a field of public servants, representing a diverse society, public administrators should be culturally competent. These issues fit logically into all major courses in the MPA curriculum, including management, organizational theory, personnel, and ethics. Some schools may even wish to offer courses specifically dedicated to cultural competency training. My research will support the addition of social equity materials in public administration programs in order to achieve the goal of producing culturally competent public administrators.

Educators create curriculum by, either consciously or unconsciously, choosing to include certain types of knowledge in their pedagogy. In fact, without clear instructions or guidelines, schools in general reproduce the status quo or reinforce social hierarchies currently in place, even in spite of attempts to change things (Rychen & Salganik, 2001). As Ralf St. Clair reminds us, curriculum always reflects certain interests. “If the structures surrounding education are not challenged the default position is unconscious and unproblematic reproduction of inequitable social structures” (St. Clair, 2001). We must remind ourselves that adult education was, historically, a catalyst for change. Universities are seen as pillars of knowledge and as learning communities, dedicated to “excellence of mind and spirit” (Welch, Cleckley, McClure, 1997). However, without a conscious effort to teach from a multicultural education perspective, it is

possible that students may graduate from a university without ever being meaningfully exposed to cultures other than their own. This is despite the fact that many colleges and universities offer programs, offices, and broad policy statements that exhibit a commitment to diversity or multiculturalism. “Nonetheless, without real cultural immersion, no intercultural learning takes place” (Welch, Cleckley, McClure, 1997).

Multicultural education requires curricular changes and this is often given low priority and is resisted by many – faculty, students, and administrators alike (Morgan & Roberts, 2002). Multicultural education will be discussed in more detail in chapter two, however, it is important to note that it is through multicultural education that cultural competency will begin to be realized. In order to promote cultural competency in public administrators, the curriculum must be radically transformed to produce real results. Multicultural education is an avenue for that change. “It must be emphasized that though the holding of a diploma confirms that the holder has acquired certain skills and competencies, finally, the true test lies in the application of these skills and competencies by the individual in the way he or she performs in the work situation” (Rychen & Salganik, 2001).

While all dimensions of diversity are important and ultimately affect that way that we interact, work, and design policy, race continues to be at the center of the social equity debate. Because it is the center of this debate, this dimension will also be the center of this dissertation. Other dimensions of diversity, while worthy of further study and examination, are beyond the scope of this project. Although policies such as affirmative action and equal employment began to combat institutions of racial discrimination in this country, it continues to exist. Teaching students diversity management skills is the first step in preparing them to become culturally competent. While diversity differences include other marginalized groups such as gender,

sexual orientation, physical or mental abilities and religion – race remains the most critical dimension of diversity. Gunnar Myrdal’s (1944) study offered academic and political leaders evidence of the lasting effects of slavery and contemporary racism on the part of whites. Current research suggests race remains a pressing issue. For instance, a 2003 study found that racial discrimination continues to exist in the workplace against job applicants whose names were perceived as sounding black or ethnic. “These applicants were 50 percent less likely than candidates perceived as having "white-sounding names" to receive callbacks for interviews, no matter their level of previous experience” (CampusProgram.com, 2004). This study suggests that long standing discrimination continues to beset our nation. Perhaps the most recent evidence that race matters in the United States is the new Patriot Act that, in effect, allows the racial profiling of young Arab men.

Why Race Is The Focus

The United States is a race-centered society. People are socialized to view themselves and others in terms of race. We use race-induced vocabulary to describe ourselves, and those around us, on an everyday basis. Our historical culture has taught us, unfortunately, to “link phenotypic differences with presumptions about moral character, personality, interpersonal behavior and intelligence” (Stanfield & Dennis, eds., 1993). These presumptions based on race were most prevalent during the nineteenth century when citizens used the “nonhumanness” of people of color to justify their oppression of them. While science has disproved this link between characteristics and phenotypic differences, social categorization along racial lines continues to be an American norm in our race-centered society.

Race must be viewed as a complex set of social meanings that are constantly being transformed by political struggle. Omi & Winant (1994) offer a definition of race: “race is a

concept which signifies and symbolizes social conflicts and interests by referring to different types of human bodies” (1994). Although the concept of race suggests certain phenotypes discussed above, selection of these particular features along racial lines is inevitably a social and historical process. Race continues to play a primary role in the way we structure and represent the social world. In the past, government and society in general have treated people very differently based on their race. It is impossible to suddenly become a “color-blind” society in which we notice race, but do not act upon it. Race continues to signify difference and structural inequality. We notice race everyday and in fact, this is the first thing we tend to notice about someone whom we meet (Omi & Winant, 1994). We utilize their race to provide clues about who a person is and then divide this understanding into racial categorizations.

Sociologists once believed that as our society developed, race would become more and more “irrelevant as principles of group formation, collective identity and political action” (Gonzales, 1998). However, the concepts of race have continued to be expressed and reinforced by public policy and continue as the biggest factor in which citizens identify themselves and others. This is true in the continual tracking of race and ethnicity through the U.S. Census in order to allocate economic and social resources. Racial identity remains a prominent issue in our society as a result of governmental policies that continue to differentiate based on racial categorizations.

Since the founding of the republic, the purpose of the classifications of race was to separate those people who were entitled to full opportunity and participation in our society from those who were not entitled based on their racial or ethnic origin (Gonzales, 1998; Anderson & Fienberg, 2000). The abolition of slavery and the ratification of the Fourteenth Amendment required that all Americans be granted equal protection under the law. At the turn of the century,

the Supreme Court noted that differential treatment based on race was acceptable as long as the policies conformed to the “separate but equal” clause. “Accordingly, the statistical system continued to build racial classifications into the emerging data systems of the nation, including systems of administrative records, immigration records and vital registration systems, as well as the census” (Anderson & Fienberg, 2000).

This is precisely why race is considered a “suspect category”. As Rohr (1989) notes in *Ethics for Bureaucrats*, “It is perhaps no exaggeration to say that questions of race, in one form or another, have been the most important issues in American politics” (1989). Before the Civil War, the United States not only participated in the practice of slavery, but actually “housed an enslaved race”. The Thirteenth Amendment’s prohibition of slavery was indeed meant as a step towards racial equality and the Fourteenth Amendment went on to address the discrimination experienced by freed slaves. Numerous court cases have dealt with issues of race since the inception of these Amendments. *Dred Scott v. Stanford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Loving v. Virginia*, and *Regents of the University of California v. Bakke* have all played a role in labeling race a “suspect classification”.

In the *Loving* case, the Court held that the Equal Protection Clause demands that racial classifications be subject to the most rigid scrutiny and if they are upheld, it must be shown that they are necessary to achieve some state objective. In *Bakke*, issues of strict scrutiny were revisited. Classifications based on race must pass a more severe test than mere reasonableness allows. Race is considered a suspect classification and is subject to “strict judicial scrutiny” which requires “compelling state interest”. In other words, more than a reasonable relationship to a legitimate state interest must be identified and it must be shown that there is no alternative means to achieve its compelling interest other than the suspect classification.

Most recently, in *Gutter v. Bollinger*, the Supreme Court ruled that the University of Michigan law school's affirmative action approach to enrolling a "critical mass" of minorities was acceptable. In effect, the Court "ratified diversity as a rationale for race-conscious admissions in higher education" (Gordon, 2004). The color-blind rationale of Justice Powell's opinion in the 1978 Bakke case was adopted which ruled out racial quotas, but allowed for the consideration of race in admission procedures. In the minority opinion, briefs filed by U.S. corporations and military officials were seen as substantial evidence that the compelling government interest in diversity programs was significant. "Businesses argued that an educated, culturally diverse workforce was essential for competitiveness in the U.S. and world economies (Gordon, 2004). An examination of these numerous examples demonstrates that race remains an important factor in politics and in everyday life.

The Urban Institute's *National Report Card on Discrimination in America* (1998) reports that an analysis of the 1997 National Survey of America's Families (NSAF) shows that disparities exist among the well being of racial and ethnic groups. Whites and Asians repeatedly fare better than Blacks, Hispanics, and Native Americans, even at higher incomes. This is significant because income differences do not fully explain the inequalities in well being across racial groups. The groups also differ significantly across several measures including poverty, family structure, child support, food hardship, housing hardship, health status and insurance coverage (1998). These differences suggest that inequalities among racial groups continue to exist in contemporary society and that new policy approaches may be necessary in order to reduce these disparities.

A 2003 study by the Institute of Medicine (IOM), *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*, accounted for insurance status, age, income and

severity of the condition and still found a significant variation in the rates of medical procedures by race. IOM reports that racial and ethnic minorities in this country experience a lower quality of health services. This includes not being given routine medical procedures and being less likely to be given appropriate cardiac medications, kidneys transplants or bypass surgeries. They are, however, more likely to receive unpleasant procedures such as lower limb amputations for diabetes (Smedley, Stith, & Nelson, 2003).

Lastly, in a study from The Urban Institute, *Who Graduates?*, it was reported that racial-ethnic minorities (with the exception of Asians) have lower graduation rates than their White peers. “Minority students make up less than 40 percent of public school students nationwide. However in the current study we project that racial-ethnic minorities will make up the *numerical majority* of all non-graduates for the high school class of 2003-04” (Swanson, 2004). The high school completion rate for Whites is 75 percent while the completion rate for minority groups is just slightly over 50 percent.

As long as race remains consequential and continues to reflect differences in power and resources in the United States, it will remain important for public administrators. To propose that we become a “color-blind” society in which we all are “Americans” would deny the power differences that continue to exist among and between racial groups. Assessing race is the only way in which we can work to eliminate inequalities among them. Although discrimination by race has diminished somewhat, it still exists. The Civil Rights Act of 1964, and similar legislation, that followed has helped curb the most obvious forms of discrimination in our society; however discriminatory practices based on race still exist in more covert and subtle forms. This discrimination is masked by the presumption of minority inferiority (Darity &

Mason, 1998). As a result, as long as racial discrimination continues to exist, it will remain important to assess and study race as it relates to our public policies and outcomes.

Study Rationale

“Educational institutions are microcosms of culture and the society that supports them” (Utah Valley State College, 2004). Colleges and universities should provide students the opportunity to obtain and practice their cultural competency skills that will guide them in their professional and personal lives. Higher education has the responsibility of providing examples of cultural competency, as well as education in this area, including “underlying concepts, critical thinking skills to help in decision making, a broad view of universal ethical codes, and a sense of responsibility for others when making personal choices” (Utah Valley State College, 2004).

The purpose of curriculum is to identify what knowledge is essential and significant and to reinforce complex learning that leads to the mastery of skills. Fenwick English (1987) states that the definition of curriculum is the goals, objectives, knowledge and skills students will know after instruction. Curriculum, then is the plan that guides the work of the classroom and can be seen as the end product of instruction (1987). The curriculum of a particular program represents what is valued and respected by the department. If departments’ value social equity and cultural competency skills for future public servants, then the curricula will easily reflect these values and the techniques to garner these skills will be easily seen within it.

The Academic Affairs Department of Louisiana State University (2000) notes that there are several reasons for curricula expansion to include topics of race and culture, among other variables, that will lead to cultural competency. For example, cultural competent curricula will expand and clarify students’ views of society and assist them in connecting social categories. This curricula expansion will create a new perspective by which students can make judgments in

their personal and professional lives in the future. The classroom is the first place in which public servants learn skills in decision-making, interpersonal relationships across races and examining choices about culturally competent policy making. The changing demographics of our society demand that higher education curricula possess different “lenses” for analyzing and interpreting the world (Hunkins, 1999) in order to educate students for effective citizenship (Banks, 2004).

Societies must reflect and incorporate the diversity of their citizens “and yet have an overarching set of shared values, ideals, and goals to which all citizens are committed” (Banks, 2004). These shared values should be centered on justice and equality in order to protect the rights of all minority and majority groups. These concepts are the basis for all cultural competency learning and will assist students in mastering the essential skills for good governance and equitable public administration. Curriculum change centered on multicultural education is one way to foster the learning discussed here. Multicultural education will help students acquire the skills and the attitude they need to recognize cultural differences and to make reflective choices and actions to promote democracy and equality.

Filling the Gap

NASPAA contends that the main purpose of accredited programs’ curricula is to prepare students for professional leadership in public service. Therefore, “curriculum components are designed to produce professionals capable of intelligent, creative analysis and communication and action in public service” (National Association of Schools of Public Affairs and Administration, 2002).

NASPAA defines three areas of common curricula components that must be present in accredited schools: 1) Management of Public Service Organizations, 2) Quantitative and

Qualitative Techniques of Analysis and Understanding of the Public Policy, and 3)

Organizational Environment. However, NASPAA states that these area requirements should not define specific courses or imply that equal time should be spent in each area. Most importantly, these requirements should not be interpreted in a manner that would impede the development of special strengths in each program. Lastly, NASPAA states, “the common and additional curriculum components shall develop in students general competencies that are consistent with the program mission” (National Association of Schools of Public Affairs and Administration, 2002). NASPAA seems to support the development of specific competencies by individual programs and they have developed a clear, well-outlined diversity component in their guidelines. However, while diversity is endorsed by NASPAA (Standards 5.5 and 6.1), the results of earlier research studies by White (2004) and Mills and Newman (2002) suggest that much curriculum implementation work remains.

NASPAA accreditation guidelines recognize “the need for students to develop a capacity to function in organizational settings with diverse workforces, clients and related groups” (NASPAA, 2003). There is little evidence to suggest that widespread development is occurring through formal coursework, making an analysis of MPA curricula imperative. Having a required course on cultural competency or developing some other required avenue for students to obtain these skills would be the only way to ensure that all students are receiving the same amount of training and developing skills in the area of cultural competency upon completion of their program. A requirement that is contingent on graduation from the program would be ideal. This dissertation seeks to examine the current level of cultural competency training in MPA curricula, as well as, to provide a critical discussion of the adoption of new NASPAA guidelines.

Overview of Chapters

The remainder of this dissertation is organized in the following manner. Chapter two provides an extensive literature review of social equity, diversity, cultural competency and multicultural education. A brief history of NASPAA and its relation to the development of cultural competency standards is also discussed. Chapter three provides an overview of the methodological approach, content analysis as well as, specific information about the data collection and analysis process. Chapter four presents the study findings. Lastly, chapter five is a summary of the research findings, common themes and patterns. A discussion of an ideal course specifically focusing on social equity is presented for academic professionals, along with methods for incorporating social equity into existing core courses. Policy implications conclude the study.

CHAPTER TWO

CHAPTER TWO

The Pillars of Public Administration

The field of public administration rests upon certain principles that have been discussed among scholars and practitioners for some time. These central principles or values are often referred to as the three E's or the three pillars of public administration: efficiency, effectiveness and economy. Briefly, efficiency refers to the utilization of resources and involves the relationship between inputs and outputs. Effectiveness deals with the extent to which the agency achieves the goals or objectives of the organization or program. Lastly, economy means acquiring resources at the lowest cost while maintaining the objectives of the organization or agency (Akram Kahn, 1988).

There has been a considerable amount of debate over whether public administration should include a fourth pillar. Many have argued that the fourth pillar stands for equity or social equity (Frederickson, 1990; Nalbandian, 1990; Wooldridge, 1998; Svara & Brunet, 2004). This disconnect seems to be representative of the fact that social equity is indeed a concept central to the ideals of public administration and needs to be among the pillars or main values of the field. Indeed, Frederickson and other New Public Administration scholars have written in the area of social equity since the 1970s urging public administrators to “show a greater sensitivity to the forces of change, the needs of clients, and the problem of social equity in service delivery” (Schafritz and Russell, 1997). George Frederickson notes that equity in public service delivery should be one of the standards by which public service is judged. “Variations from equity should always be in the direction of providing more and better services to those in lower social, economic, and political circumstances” (McCurdy, 1977).

To end the debate, the National Academy of Public Administration's (NAPA) Board of Directors recently adopted social equity as the fourth pillar of public administration and is currently taking the necessary steps to pursue social equity with the same vigor as it has done in the past with efficiency, effectiveness and economy (National Academy of Public Administration, 2005). Examining the concept of social equity is necessary in order to understand how to promote it.

Social Equity

Schafritz and Russell (1997) define social equity as equal treatment by the political system or fairness in delivering public services. While they claim that the U.S. has not achieved social equity, it has been moving in that direction over the years. Social equity "is now a major criterion for evaluating the desirability of any public policy or program" and began as a response to the inadequacy of efficiency and economy to act as guides to public administration (1997).

The concept of social equity is extremely relevant to the field of public administration for a variety of reasons. To begin, justice, fairness and equality are central issues in public administration. First, implementation of the law is the work of public administrators and is the reason the field is often said to be the 'law in action'. Second, the law is rarely so clear and precise that it can uniformly be applied from case to case. Third, if public administration is the law in action, then it inevitably requires interpretation and discretion in its applications (National Academy of Public Administration, 2000). "Fourth, our public institutions are the settings in which our elected leaders, working in our system of democratic self-government, struggle with issues of fairness, justice, and equality" (National Academy of Public Administration, 2000). To understand social equity as a duty of the field of public administration means "moving beyond a commitment to the rationalist perspective of administration and policy and instead understanding

and embracing the reality that state agencies have helped shape the old as well as the contemporary racial and cultural order” (Stafford, 1999). Based on these reasons, public administration has an obligation to address the issues of fairness, justice and equality in American life.

Several scholars have discussed the importance of social equity for public administration. Wise (1990) offers three reasons. First, public servants affect individual’s living standards through the material rewards achieved by their jobs. For instance, whether citizens receive equal access to public services depends on the composition of the civil service. Second, there are intrinsic rewards that are unique to the public service, such as the opportunity for self-realization. Lastly, employment in the public sector affords an opportunity for substantive political representation. This concept relates to the idea of passive and active representation. Active representation contends that members of the public service must assume responsibility for achieving democratic outcomes (1990).

For these reasons, Svava & Brunet (2004) identify four areas with which public administration should be concerned relative to social equity. The first is procedural fairness, which includes the examination of issues surrounding due process, equal protection and equal rights for existing EEO policies. This area is based on managerial processes including promotion, hiring, and award of contracts. Ethical and legal standards obligate public administrators to protect the constitutional rights of citizens in this area. An exclusion of procedural fairness raise serious concerns surrounding the area of social equity. The second aspect of social equity relevant to public administration is distributional equity. Distributional equity concerns the equity distribution of benefits and services to the citizenry. Ensuring equity in this area would require public administrators to review services, practices, and policies in

order to analyze the level of access diverse groups of citizens have to public services. Public administrators may wish to address this area of social equity in a normative way. From the normative standpoint, one must ask, should the same level of services be provided to all people and should public administrators push for a policy commitment in this area? Many public programs attempt to equal the playing field to create a more equitable society. These types of programs include Temporary Assistance to Needy Families (TANF), Supplemental Security Income (SSI), Medicaid, etc.

Process equity involves the quality of services delivered to diverse groups and the consistency of this quality. The quality of services should be the same regardless of the distributional criterion that is used. In other words, do postal workers provide the same level or quality of service in all neighborhoods on their route? For example, the number of flyers, advertisements, or the correct delivery of mail. The last area of equity focuses on outcomes. Do public policies and programs have the same affect or impact for all groups served? Are there specific disparities for specific groups by race or income level? Again, on a normative level, public administrators must deal with the issues of the level of inequality that is deemed acceptable between groups and determine to what extent government agencies should work to alleviate these inequalities (Svara & Brunet, 2004).

Lastly, a desire to serve the public through employment with the government is related to the aspiration to serve the public interest. This desire and the intrinsic rewards gained from it is what distinguish public service from employment in the private sector or in other realms. Wise (1990) notes that the principles of social equity provide a code of ethics and rules of conduct for public administrators that assist them in balancing the needs and conditions of all members of society. By ensuring the representation of multiple interests through their work in organizational

and agency setting, public administrators are providing a means of fostering equity in the policy process (Selden & Selden, 2001). For the reasons mentioned above, social equity plays an important role in the work of public administration.

Public administrators at all levels of government have an obligation to advance the concepts of social equity. The Civil Rights Act of 1964 and the Voting Rights Act of 1965 granted equitable treatment under the law to women and minorities. While these laws exist and legal ramifications amount in the event of violation to the laws, much work still remains before the United States can claim that social equity has been achieved. As a result, the first role or duty of the public administrator is to administer the laws in a fair manner. Second, public administration must not only work to administer the laws in a fair manner, but must also actively seek to increase the level of diversity within the workforce. Lastly, public administration must be responsible and responsive to the changing needs of the civil service workforce. Education in the areas of social equity must begin in our college and university MPA programs. Shafritz and Russell (1997) contend the spirit of the new public administration is to go the “extra mile” when reaching for the goal of social equity. While public administrators cannot force the rest of society to conform to the concepts of social equity, they can provide inspiration and cultural competent moral leadership in an attempt to evoke the same spirit from its constituencies.

Representative Bureaucracy

Until recently, much of the social equity literature has focused on one form of equity and that has been the concept of representative bureaucracy. The term representative bureaucracy was first coined by Donald Kingsley in 1944 and later expounded upon by Samuel Krislov in 1967. This term grew to mean that a bureaucracy will be more responsive to the public interest, and therefore will effectively serve democratic principles if government employees are

representative of the public that it serves (Kingsley, 1944; Krislov, 1974). The rationale behind representative bureaucracy is that passive representation will lead to active representation - the pursuit of policies reflecting the interests and desires of the people. Passive representation refers to the extent to which the bureaucracy employs diverse employees into the civil service. Active representation is the idea that policies that reflect the diversity of society will be pursued and equity will be achieved. In other words, a more diverse bureaucracy will support a wide range of perspectives that will be considered. “A bureaucracy that reflects the diversity of the general population implies a symbolic commitment to equal access to power. When members of distinctive groups become public officials, they become legitimate actors in the political process with the ability to shape public policy” (Selden, 1997).

Research suggests that values relating to race and ethnicity are important determinants of a person’s policy decisions. The idea of representative bureaucracy stems from the under representation of women and minorities in middle and upper civil service positions coupled with the idea that opinions and thoughts concerning policy practices form along racial, ethnic and gender lines. By ensuring that a broad range of interests are represented or considered in the implementation and formulation of public policies and programs, representative bureaucracy provides a means of fostering equity in the policy process (Selden & Selden, 2001).

This concept implies that if a bureaucracy employs a diverse group of people from society than it will result in policy outcomes that reflect the interest and needs of all groups of people in society. This concept is based on the fact that administrators in government agencies are responsible for program implementation and that the decisions they make ultimately shape public policies. This being said, employing the concept of representative bureaucracy will insure that the public interest and in turn, democratic principles, are being served. In other words, if the

bureaucracy reflects the public in terms of race, ethnicity and gender, than the interests of the people in these distinctive groups will be represented better than if the bureaucracy reflected only the majority group in society. This is based on the fact that early socialization experiences give rise to attitudes and values that help shape the behavior, ideas and decisions of individuals (Selden, 1997). When all interested parties are represented in the policy process, the result is equity.

Many citizens are leery of government employees and politicians who are charged with representing the people they serve. Governments, particularly at the federal level, tend to be influenced by lobbyists and special interest groups. Rather than representativeness, the government tends to be influenced by responsiveness. This is where interest groups or rich influential individuals (typically white males) donate money and votes to political candidates or organizations. This is done so that their personal interests are represented in the political debate. In return, officials take purposive actions that benefit the groups that donated money. As a result, leaders tend to remain white, middle-aged and rich. However, these leaders are charged with being representative of the people they serve and in turn, designing and providing services that are sensitive to diverse populations (Pulera, 2002).

The term representative bureaucracy is often now used to express the goal of equal employment opportunity and affirmative action programs (Shafritz & Russell, 1997). It is the policy of the federal government to provide equal opportunity in employment to all people. Equal Employment Opportunity (EEO) is a federal employment system that dictates that individuals cannot be negatively excluded from employment opportunities based on race, gender, sex, religion, age, national origin, or color. While EEO policies are important, public administrators must move the discussion beyond this level and truly commit to achieving social

equity. Typically, public administration curriculum focuses on EEO policies in the teaching of social equity. Managers within organizations and government agencies mainly focus on abiding by such policies as oppose to working as change agents within the field of public service. A primary, normative goal in the reinventing government movement should be to insist that public administrators focus on contemporary issues related to social equity.

There are several contemporary social equity issues formulated by the NAPA Standing Panel on Social Equity (2000) that move beyond what could be accomplished through Civil Rights legislation and that still stand as major issues to achieving the goal of social equity despite the existence of 40 years of legislation. These issues include managerial and organizational equity, service distribution equity, equity between jurisdictions and agencies, equity and the market, equity between nations, and equity between generations.

McGregor (1974) suggests that the courts have been the primary change agent in the area of social equity. He asserts that public administration and the civil services have not advocated for achieving equity in society. Rather, public administrators have largely focused on defining excellence and using the merit system to protect incumbent bureaucrats from the “unqualified.” He challenges public administration to become a dynamic force in the attempt to balance merit and equity principles.

The Civil Rights Movement provided legislation that clearly dictated that discrimination based on race would no longer be tolerated by law and as a result, provided equal opportunity and treatment to all groups of citizens. However, much research has examined the discrimination and inequality that continues to exist in our society and specifically in our public services (Moroney, 1997; Gooden, 2000; Navarro & Shi, 200; Gibelman, 2003). Due to the persistence of discrimination and the various “isms” in our society, it is safe to say that the goals

of social equity have yet to be achieved. As a result, public administrators must work to ensure that social equity matters become as visible as other core values such as effectiveness, economy and efficiency (McGregor, 1997).

Frederickson (1990) contends that social equity should hold the same importance as efficiency and economy in the area of public service and believes that social equity is a concept that's time has come – however, due to the continual slow nature of government, the time for social equity has been continued to be pushed off. This must now become an urgent item on the public administration agenda and finally take its proper place as a pillar of public administration. MPA programs are the key to developing a sense of urgency in public administrators to address the issues of social equity.

Managing Diversity

More recently, social equity literature has focused on issues of “managing diversity”. This is due in large part to the changing nature of our workforce. The Bureau of Labor Statistics and reports such as *Workforce 2000* report that the U.S. workforce is drastically changing demographically. Wooldridge, Smith-Mason and Maddox (2005) note “understanding the challenges and opportunities that diversity brings is critical to twenty-first century public managers” (2005).

In the late 1980s, a new model of organizational management, diversity training, began to emerge as a response to changing workplace needs. This “diversity model” gained momentum in the 1990s and continues today. While much of this type of training deals with issues such as sexual harassment and the Americans with Disabilities Act (Bendick, Egan, & Lofhjelm, 1998), research has shown that the new diversity model is more of an intervention and a proactive approach to fully and equitably integrating and rewarding workers of different racial, ethnic and

gender backgrounds. “This model not only advocates that organizations actively recognize, accept, and value diversity in workplaces because it has become a highly salient issue, but also advances the philosophy that diversity is a desirable goal in itself. Thus valuing diversity is a normative as well as an empirical position” (Soni, 2000).

Managing diversity requires the development of strategies, programs and policies by public servants to accommodate the diversity within their employees as well as, among the publics they serve. As our world becomes more diverse, the homogeneity of our workforce, education and training becomes more obsolete. As this happens, workplaces can often become the breeding ground for misunderstandings and discrimination when differences are misunderstood or communication is hindered. Services can also be designed that are inappropriate or ineffective if organizations are not able to relate to the diversity of their clients. When diversity becomes a key goal and is fused into the overall goals of the organization by top management, the commitment will generally follow down through the rest of the organizational hierarchy (Ricucci, 2002). If managing diversity is treated with the same vigor and commitment as achieving other strategic goals, then resources and time should be spent ensuring that these goals are reached. An organization that values diversity will lead their employees down the road to achieving the goal of social equity.

Managing diversity moves just beyond the concepts of representative bureaucracy and affirmative action. Rather, managing diversity involves effectively employing the differences among employees to accomplish organizational goals. Not only does this involve increasing the number of diverse public servants, but also giving public servants the tools to manage the diversity of the public. Diversity workshops or training may include ways of working effectively with people who are different from you in some demographic way. Embracing diversity or

showing a “commitment to diversity” emphasizes building skills that allow organizations to get the best out of every employee (based upon their unique differences). It also involves increasing productivity by employing diverse employees (Rice, 2005). Diversity allows citizens to feel as though they are being represented within their public agencies and therefore have someone who can relate to their needs.

In this sense, managing diversity is another form of representative bureaucracy. While managing diversity demonstrates a move towards active representation it still does not fully address the issues of an increasingly diverse and global society. Managing diversity stops short of reaching the goals of social equity. In order to ensure that public services are distributed equally and fairly, to ensure justice and to demonstrate a commitment to equality for all, a more complete set of skills and knowledge is required. I propose that in order to meet the goals of social equity, the field of public administration must commit to cultural competency.

Cultural Competence

While some professional organizations and associations have examined and explored the possibilities and need for cultural competency within their professions for several years, scholars are just beginning to explore the concept. In addition, the concept of cultural competency in public administration is developing very slowly and has yet to be clearly accepted by some scholars of public administration (Rice, 2005). This may be due in part to the fact that cultural differences are viewed as invisible or negative in public service delivery as they do not fit with the principles of equality and neutrality. “In short, cultural competency in public administration is largely uncharted and marginalized groups – especially people of color – have not been consistent, highly regarded topics in the study of the administrative state” (Stafford, 1999 as

cited by Rice, 2005). Due to these deficiencies, the definition of cultural competency is derived from other professional fields.

Davis and Donald (1997) define cultural competency as the “integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes” (1997). Professionals who are culturally competent respond respectfully and effectively to people of all cultures, races, ethnic backgrounds and languages so as to value and recognize the diversity among the individuals within these groups.

Culturally competent organizations and professionals are needed to respond to demographic shifts of the workforce and of society in general. If we view cultural competency as an ongoing commitment to practices and policies pertaining to diversity, then we will be able to *institutionalize* a practice that will ensure social equity. In order to produce justice and equity, cultural competency must be viewed as the goal (Weech-Maldonado, 2002).

There are five essential elements that contribute to a system's ability to become more culturally competent. The system should (1) value diversity, (2) have the capacity for cultural self-assessment, (3) be conscious of the dynamics inherent when cultures interact, (4) institutionalize cultural knowledge, and (5) develop programs and services that reflect an understanding of diversity between and within cultures. These five elements must be manifested in every level of the service delivery system. They should be reflected in attitudes, structures, policies, and services (Health Resource and Services Administration & U.S. Department of Health and Human Services, 2001). Cultural competency then, takes managing diversity a step further. The very concept “managing diversity” conjures up an image that diversity is somehow

bad or out of control and therefore needs to be “managed”. This is based on historical references to the “other”, meaning other than the mainstream white European person, being bad or less than. Managing diversity, then, does not allow the field of public service to strive for justice and social equity. Rather than just increasing the number of diverse public servants, we ought to be training all public administrators to be culturally competent so that they are able to work with and effectively work with any situation or person within the organization, in their society, or globally.

Without training, either through educational programs or workplace training, the goal of cultural competency will not be realized. As our society becomes more diverse, employers have begun investing in diversity training and revamping their organizations in order to be more welcoming and inclusive. Workforces that are welcoming to diversity will increase their range of applicants and will be able to hire the most talented workers. Realizing the move in this direction, institutions of higher education ought to be preparing their students to obtain this knowledge prior to entering the workforce. Specifically, MPA programs ought to be graduating culturally competent public administrators who will enter the field with the knowledge and the capability of working towards the goals of social equity.

Providing cultural competency training has several benefits. This training enhances workforce and customer satisfaction, improves communication, and improves organizational performance (Weech-Maldonado, 2002). Educational programs interested in producing culturally competent students should participate in several successful practices. The Health Resources and Services Administration (2001) suggests the following: 1) define cultural broadly; 2) involve the community in defining and attending to service needs; 3) collaborate with other agencies; 4) value others cultural beliefs; 5) provide training; and 6) institutionalize

cultural competency. Employing a broad definition of culture means to understand how ones race and ethnicity affect how a person seeks and uses services. Valuing these differences is the beginning of gaining cultural competence. Involving clients or constituents in service assessment, development, and implementation helps to create culturally competent polices, practices and programs. Partnering with other organizations will also assist in bringing about these objectives. Organizations with expertise in the area of diversity or culturally competent service provisions are likely to be a valuable asset to an organization. Cultural competency is an ongoing process that will need to be continually refined and learned. As a result, training should be a continual process as well. Displaying a commitment to cultural competency by adding it as a goal within strategic plans and continuing to provide training and activities promoting its development will help institutionalize the concept and give students a better chance of achieving it (Health Resource and Services Administration & U.S. Department of Health and Human Services, 2001).

Cultural Competency and Professional Programs

Major institutions in our society, such as health care, education, the criminal justice system and other social policies operate within the context of “historically accumulated white privilege, national values, and contemporary culture” (The Aspen Institute, 2004). Although we expect these policies and programs to be race and gender neutral, they are inescapably influenced by this context and therefore have the tendency to result in racially disparate outcomes. If the context of these policies is not understood and accounted for through cultural competence, racial and gender disparities will be viewed as unintended consequences of “neutral” policies (The Aspen Institute, 2004). Some fields recognize these everyday issues in policy and have taken professional and educational steps to change these practices through their professional work with

the public. Public administration programs may be able to learn valuable lessons from other professional programs, as they adopt cultural competency training into their own educational programs.

The concept of cultural competency is widely discussed in several professional fields, including social work, counseling, and education. Educational programs in these fields typically employ a holistic approach to cultural competency training in their curriculums. In the field of social work, cultural competency is a stated goal in both the professional standards as well as, in the accreditation standards. The National Association of Social Work (NASW) in the Standards for Cultural Competence Social Work Practice and in the Code of Ethics discusses the ethical responsibility of social workers to be culturally competent. Within the Code of Ethics, competence is discussed both as a value of the profession and as an ethical standard. However, NASW recognizes that cultural competency is a concept that is never fully realized, but instead is a lifelong process for social workers since they will always encounter diversity within their client groups and daily situations. Cultural competency is viewed as an ongoing learning process (NASW, 2004).

In addition, the Council on Social Work Education (CSWE), the accrediting association for social work graduate and undergraduate programs, has produced specific diversity and social justice standards as part of their accreditation process. Diversity standard M6.6 discusses social work education as being committed to teaching students to understand and appreciate diversity. It states that programs must provide education about the differences and similarities in the beliefs and experiences of people and teach social workers to serve diverse populations. The diverse populations required to be discussed in the curriculum are distinguished by race, ethnicity,

culture, class, gender, sexual orientation, religion, physical or mental disability, age, and national origin (CSWE, 2004).

Standard M6.7, *Promotion of Social and Economic Justice*, states that accredited programs must supply students with an understanding of social and economic injustice, oppression and discrimination. The programs must provide skills that will enable the students to promote social change and learn avenues to alleviate injustice. Strategies of intervention, both theoretical and practical in nature, will be taught so that social workers can strive to achieve social and economic justice professionally (CSWE, 2004).

The field of counseling also views cultural competency as an important value and standard. The Council for Accreditation of Counseling and Related Educational Programs provides minimal standards that accredited programs must meet in order to prepare professional counselors, counselor educators and student affairs professionals. Each program must provide curricular experiences that elicit knowledge in eight core areas, including social and cultural diversity. The social and cultural diversity standard requires programs to provide in-depth understanding of the

cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities (Council for Accreditation of Counseling and Related Educational Programs, 2004).

This standard requires programs to teach theories of multicultural counseling, identity development and multicultural competencies (Council for Accreditation of Counseling and Related Educational Programs, 2004). In addition, the American Counseling Association (ACA) and the Association of Multicultural Counseling and Development (AMCD) have been promoting the ideals of social justice through the concept of *multicultural counseling*

competencies. These professional organizations maintain that culturally skilled counselors will be capable of discussing issues of racism, discrimination, white identity development and the relationship of these issues to their personal and professional development as counselors (Arredondo & Perez, 2003). Culturally competent counselors will “work at an organizational level to address, change, and eliminate policies that discriminate, create barriers” (Arredondo, Toporek, Brown, Jones, Locke, Sanchez, Stadler, 1996).

The Teacher Education Accreditation Council (TEAC) was founded in 1997 in order to improve academic degree programs for professional educators (pre-K through 12). TEAC accredits undergraduate and graduate professional education programs to assure the quality of college and university programs. During its accreditation process, TEAC examines and verifies that the educational program prepares competent, caring, and qualified professional educators (TEAC, 2004). The Teacher Education Accreditation Council’s *multicultural perspectives and accuracy* standard mandates that the knowledge of other cultural perspectives, practices, and traditions is included in liberal arts educational programs. TEAC requires:

evidence that the candidates for the degree understand the implications of confirmed scholarship on gender, race, individual differences, and ethnic and cultural perspectives for educational practice. For all persons, but especially for prospective teachers, the program must yield an accurate and sound understanding of the educational significance of race, gender, individual differences, and ethnic and cultural perspectives (TEAC, 2004).

In addition, literature on teaching from a multicultural curriculum is prevalent in the field as well. Multicultural education is a nonhierarchical approach that respects and celebrates diversity. A multicultural perspective is based on the fact that all humans have contributed to world development and that most achievements are the result of mutual, interactive, and

international efforts. A multicultural approach “is thus a fundamental necessity for anyone who wishes to achieve competency in almost any subject” (Van Deburg, 1997).

Why is there a need for Cultural Competency among Public Administrators?

The delivery of public services is dependent upon line workers in the field of public administration. Public administrators may work at the various levels of government, including city, county, state or federal. In addition, workers with MPA degrees are entering the non-profit and business sectors at rapid paces (Blunt & Spring, 1991). Public servants must possess specialized knowledge in various areas in order to be responsive to societal problems. With this responsibility of professionalism comes the exercise of discretion. Public administrators are asked to make judgments about various situations that must be both lawfully and morally sound. The public administrators responsiveness to the citizenry that it serves is what separates public servants from the business world. Public servants must look beyond the bottom line in the work they do for the community at large.

Slavery ended long ago in the United States and this country has accepted more immigrants into its borders than any other. The Civil Rights Act affords equal employment opportunity and segregation is illegal. So why is there a need for cultural competency? Is cultural competency a skill truly needed by public service professionals? To answer this question, it is helpful to look at several case examples of situations in which cultural competency may have improved very inappropriate decisions by public administrators. The first two examples are extreme cases of the results of a lack of cultural competency while the latter three examples provide the reader with examples pertaining to daily routines and responsibilities of public administrators.

Example 1: Japanese Internment Camps during WWII

Shortly after the attack on Pearl Harbor in 1941, the United States was mobilizing for a long war that many feared the U.S. would lose. Many residents, particularly those on the Pacific coast, feared more Japanese attacks on their cities and homes. Leaders in California, Oregon and Washington insisted that people of Japanese ancestry be relocated to isolated inland areas. This pressure resulted in Executive Order (EO) 9066, signed by President Roosevelt on February 19, 1942. This EO resulted in the forcible internment of 120,000 people of Japanese ancestry. Of these, more than two-thirds were citizens of the United States and none of them had ever shown any disloyalty to the country. The War Relocation Authority was created to administer the relocation centers and camps, which were scattered in the West in isolated desert areas. The relocation of Japanese-Americans began in April 1942 and lasted until 1944 when President Roosevelt rescinded Executive Order 9066. The last of the camps were closed in March 1946 (Library of Congress, 2005).

Cultural competency training could have played a positive role in this situation. The Japanese-Americans that were placed in the internment camps were American citizens. While the justification for their internment was based on national security, we were afraid that their loyalty to their country would cause them to do harm to the U.S. Due to a lack of understanding and cultural competency, an assumption was made that a U.S. citizen would have stronger loyalty to another country based solely on their race. The Japanese-Americans were, in effect, viewed as noncitizens. Cultural competency assists public administrators in having a clear understanding and respect for those who are viewed as “other” and give us the skills necessary to interact in ways that value all citizens.

Example 2: Racial profiling after 9/11

Since the September 11th disaster, we have witnessed an increase in United States' willingness to accept law enforcement and security actions based strictly on skin color or ethnicity. This racial profiling has focused mostly on the nation's Arab, Muslim and South Asian populations. Policies designed to largely impact certain groups in reality create a larger national security problem, since law enforcement resources are diverted to populations of people rather than to behaviors that may be eminent prior to a terrorist attack. "Since the 9/11 terrorist attacks, it has been the official policy of the United States government to stop, interrogate and detain individuals without criminal charge – often for long periods of time on the basis of their national origin, ethnicity and religion" (ACLU, 2004).

On November 9, 2001, Attorney General Ashcroft ordered the FBI and other law enforcement officials to search out and interview at least 5,000 men. This group of men was between the ages of 18 and 33 and had legally entered the U.S. on non-immigrant visas in the past two years. The list was also drawn from men who came from specific countries linked by the government to terrorism. This list was assembled exclusively on the basis of national origin. The Justice Department acknowledged that it had no reason to believe that any of the men on the list had any pertinent knowledge to a terrorism investigation. However, the FBI still arrived unannounced to the homes, worksites, universities and mosques of thousands of Arabs, Muslims and South Asians to conduct "voluntary" interviews. Although the interviews were deemed voluntary, they were inherently coercive and few felt free to refuse. The agents, sometimes joined by immigration officials, asked questions about religious practice, mosque attendance and their feelings towards the United States. The practice of racial profiling "runs counter to what is arguably the core principle of American democracy: that humans are created equal, and are

entitled to be treated equally by the government, irrespective of immutable characteristics like skin color, faith and ethnic or national origin” (ACLU, 2004).

Example 3: Flying the confederate flag on state property

The confederate flag was raised over the South Carolina state capital building in 1961 and remained atop the State House dome until 2000. Much controversy has surrounded the flying of the confederate flag and has made it a well-known topic in South Carolina politics and culture. The confederate flag symbolizes the Confederacy and the coalition of southern states that tried to separate from the United States in the 1860s. Many southerners believe the flag is a symbol of history and pride that honors the ancestors who fought and died for the South. However, the Confederacy also strongly defended the institution of slavery and the NAACP points out that the flag is widely used as a symbol of white supremacy and defiance against the civil rights movement (Page, 2000). In 2000, a bill was passed that ordered that the flag be taken down from the capital dome but allowed it to be flown on a 30-foot flagpole near the Confederate Soldier Monument. Some contend that since it is still flying on government property, it still remains an offensive and unacceptable solution. Public administrators involved in the passage of this bill may have benefited from cultural competency skills when making a decision to allow the flag to continue to fly on government property. Cultural competency skills would have given administrators the knowledge that the flag represents an offensive symbol among many African-Americans and allowed them to appreciate its connection with racism and oppression in America.

Example 4: Job analysis and applicant selection

Cultural competency also plays a role in the daily routines and responsibilities of public administrators. For example, public administrators who are asked to review job applications

may find themselves in situations that require cultural competency skills to bring about the most equitable solution. Gooden and Wooldridge (2005) discuss a situation in which the position description seeks applicants with a college degree *or* 4 years of related work experience. The organization has an unwritten policy of preferring a college degree and the selection committee begins to weed out those who do not have one. One colleague on the selection committee speaks up and after some persuading and discussion, the group decides to look at both education and work experience when determining which applicants to interview. Cultural competency training may have assisted the other members of the selection committee in understanding cultural differences related to work and education. In addition, this type of training underscores the importance of equitable and just treatment of all people and might have prevented the desire to weed out those without a college degree in the first place.

Example 5: Language assistance

Public administrators also need cultural competency skills on a daily basis when they administer certain federal programs. For instance, Rice (2005) notes that the Developmental Disabilities Assistance and Bill of Rights Act of 1994 defines cultural competence as “services, supports or other assistance that are conducted or provided in a manner that is responsive to the beliefs, interpersonal styles, attitudes, language, and behaviors of individuals who are receiving services, and in a manner that has the greatest likelihood of ensuring their maximum participation” (Rice, 2005). This law requires language assistance to those with limited English skills by insisting that health care organizations offer bilingual staff members and interpreter services at no cost to the patient, provide consumers verbal and written notices in their preferred language when informing that of their rights to receive language assistance and make patient-related materials and signs in the languages of the most commonly encountered groups. These

cultural competency skills are imperative to ensuring that clients are receiving equitable services and fair treatment.

While there is no guarantee that cultural competency training for public administrators would have prevented or improved the above cases, public administration cannot afford to take chances when it comes to the lives of citizens. If cultural competency training has a reasonable influence on the way one reacts to moral and ethical situations of a cultural nature, then the field is obligated to provide systematic training in this area to its' students and professionals.

Adams and Balfour's *Unmasking Administrative Evil* (2004) discusses the ability of public institutions to cause pain and suffering and have several characteristics that make them prone to lapses in ethical judgment. These characteristics include *role differentiation* and *rountinization of tasks*. Role differentiation within bureaucracies makes it difficult for public servants to appreciate the consequences of their actions and dilutes their sense of responsibility. In the same way, rountinization of tasks weakens one's sensitivity to ethical dilemmas (Roberts, 2000). Achieving larger goals often supersede the consequences of such unethical actions. Public servants who believe they are only following the orders of elected officials find this to be an adequate defense for human rights abuses. This was particularly the case in the Abu Ghraib prison scandal. Adams and Balfour (2004) suggest that promoting "a historical consciousness that is aware of the fearsome potential for evil on the part of the state and its agents" is one way to begin fighting administrative evil. They contend that learning from past examples in history is one way to do this. When the administrative evils are based on race, as are the examples given above, then the way to combat these ethical lapses is to train public administrators in the eccentricities of race. In other words, provide public administration students with cultural

competency training so that upon entering the workforce, they will be well equipped to deal with the many ethical situations that will require their knowledge and attention.

The absence of cultural competence can lead many public servants down a road paved with injustice, discrimination and disregard for their responsibilities to the people and to democracy. There have been countless examples, including the ones discussed above, that show that the field of public administration should not, indeed, cannot, allow students to leave MPA programs without at least being exposed to cultural competency training. Although students may in fact enter public administration programs and fulfill all of the necessary requirements and training in the area of cultural competency and graduate with no intention, desire or ability to promote social equity, this should not be a reason to disregard the importance of the training, just as it is not appropriate to disregard training in quantitative methods or budgeting because we feel students will not use or appropriately apply the concepts.

There is no mistaking the fact that our world is becoming more and more diverse everyday and that this trend will continue until the majority becomes the minority in this country. As a people, we must learn to live and work together. As public administrators working for the government, we have a responsibility to not only set an example for the rest of the working world, but also to be a representation of the changing world around us when we create and implement programs, policies and institutions that affect the citizens in our society.

Public Administration Conceptual Values: Social Equity, Representative Bureaucracy and Cultural Competency

In considering the field of public administration and the accreditation standards that guide its masters programs, an investigation of the commitment made by MPA programs to provide cultural competency training for students who will enter the workforce as public servants is needed. Research by Mohapatra et al. (1993) and Golembiewski (1995) cited by Pitts and Wise

(2004) contends that local and state officials view skills in cultural diversity management as important. Many scholars and professional groups indicate that students entering the field of public administration and affairs need to experience not only a diverse classroom, but also have the ability to work with and understand cultural differences. For these reasons, cultural competency is a valued skill for public administration students entering the field of public service. The next step is to investigate whether students are given the opportunities through higher education curricula to achieve these desired skills.

Tribulations associated with race have continued to beset this nation, as they have since its' founding. Americans have looked to the political process for gradual progress and remedies of these problems (Hacker, 1997). As public administrators, our duty to the citizens we serve is to become a means for achieving compromise and for struggling for social change. Our process should be to redress injustices, redistribute resources, and improve the atmosphere in which people live and work. Therefore it is imperative that colleges and universities expose MPA students to the concepts of social equity through a multicultural approach to education. Assisting students to achieve the goals of social equity upon their entrance into the workforce will begin with the ability to be culturally competent public administrators.

This dissertation examines the extent to which MPA programs accredited by NASPAA provide cultural competency training. Currently there is no mandate or standard that insists that programs include cultural competency in their programs of study or is there a measure of how much training students currently receive in this area. If public administration is to truly evaluate social equity as the fourth pillar of public administration, NASPAA should add a cultural competency requirement to its standards.

A Case for Multicultural Education

Multicultural education grew out of the civil rights movement in the United States in the 1960s, as a minority response to the failure of compensatory education programs proposed and launched by the Kennedy and Johnson administrations (Castenell & Pinar, 1993). Multicultural education strategies were developed to assist teachers who were trying to find solutions to issues imposed on their classrooms by a rapidly changing and crisis-filled society (Banks & Banks, 1997).

In the beginning, the responses to multicultural education were made without adequate thought or careful planning that would make courses and programs educationally sound or that would assist with institutionalizing them in the educational system. Rather, holidays, ethnic celebrations, and courses that focused on one particular minority group were prevalent in the multicultural education reforms during the 1960s and early 1970s. Increasing diversity numbers was also important at this time as more minority teachers and administrators were entering the education scene.

Since that time, the concept of higher education has emerged into two very different “diversity” concerns. The first is diversity of populations within the ‘university-as-social-institution’ (which is the idea of the 60s) and the second, ‘diversity in the curricula’, or multiculturalism. This concept responds to the fact that the present cultural curriculum mainly consists of the thoughts of white, European males, while the thoughts of the diverse student body are not reflected in the curricula (O’Brien, 1998).

Despite the rapidly changing demographics in the past two decades, Anglo-and Eurocentric curricula continue to prevail in our schools. When multicultural content is taught, typically it is taught in an additive manner. Topics related to race are taught in special courses or

programs that focus solely on one particular ethnic group. Usually, these courses are offered as electives. “A true multicultural curriculum integrates cultural content throughout subjects and grade levels, placing new content where it is pedagogically and contextually appropriate” (Diaz, 1992). To achieve this type of curriculum, a review of the entire curriculum is required and all faculty members must be involved. While understanding the difficulty of restructuring entire program curriculum, it remains imperative that our curriculum be significantly reflective of the national, as well as the global diversity of culture. “The isolationist tendencies in our educational practices have not and will not produce the globally literate citizens this nations needs for the 21st century” (Diaz, 1992).

A “whitewashing” of differences among people of various races and cultures and a failure to recognize or acknowledge their contributions has the affect of silencing their voices. Women and students of color are taught to ascribe to the notion that scholarship produced by white, male authors is the model for their own scholarship. By excluding the scholarship of women and minorities, universities discourage underrepresented groups from participating in academia and entering their own scholarship into the marketplace of ideas. “Other sources of silencing are the choices of readings, course topics, and field experiences” that are constructed for future public administrators which may ignore issues of diversity and equity (Darling-Hammond, et. al, 2002). Crossing these boundaries in curricula is essential to improving the overall quality of academic education and producing future academics in the field.

As Powell suggests, “students must develop multicultural literacy and cross-cultural competency if they are to become knowledgeable, reflective, and caring citizens in the 21st century” (2001). These types of knowledge, skills, and attitudes are necessary for democratic participation and an equitable learning environment is the only place in which they can be

nurtured. Educational institutions cultivate competencies in this area through seeking and validating diverse ideas (Powell, 2001).

Critiques of Multicultural Education

The debate over multicultural education has been a popular one. To fairly assess how multicultural education might assist programs in curriculum transformation to include social equity topics and cultural competency training, one must also review the common critiques. Some of the criticisms of multicultural education include 1) it is only relevant for students of color; 2) it is anti-west and anti-American; 3) it focuses on differences and as a result divides students rather than connecting them; and 4) it reinforces the fragmentation of society by racial categorizations and excludes many groups in the process.

Many scholars (D'Souza, 1995; Glazer, 1997; Leo, 2000) debate the idea that multicultural education is largely focused on minorities and other marginalized groups. Proponents and critics alike note that a multicultural education will assist in combating problems encountered by students of color, such as low self-esteem, under-representation in colleges and comparatively low educational achievements. While there may be specific advantages that are inherent in the groups that have been traditionally marginalized by educational content, all students will benefit from examining and learning from multiple perspectives. Education has historically been seen as a catalyst for change and therefore, representing multiple voices will give an opportunity for all students to embrace diversity prior to entering the workforce or professional arena as an adult. Multicultural education is defined as a movement aimed at empowering all students to become "knowledgeable, caring and active citizens in a deeply troubled and ethnically polarized nation and world" (Banks, 2002).

Some critics view multicultural education as “anti-American” or “against the West” since it encourages students to seek their identity in a particular ethnic group rather than in an American culture that is unified (Gorski, 2005). Multicultural education is actually grounded in Western democratic ideals such as freedom, justice and equality and is largely a Western movement. Although multicultural education is not against the West, it does propose that a full picture of the West be taught in the curriculum, including uncomfortable issues such as racism, sexism and the discrepancies between the ideals of freedom and equality (Banks, 2002). Discovering commonalities that bind us as “Americans” or “Westerners” requires communication that begins with a discussion of our separate experiences. Acknowledgement and appreciation of diverse experiences helps create a common ground on which a “more inclusive and powerful learning community can rest” (Darling-Hammond, French & Garcia-Lopez, 2002).

Webster (1997) discusses the critique of the pluralist approach to multicultural education and how it creates divisiveness in society and our classrooms. The pluralist approach recognizes that the United States is made up of much diversity and therefore our common culture is multicultural. Pluralists recommend that educational curriculum include the diversity of cultures within the United States. Critics are concerned about the relationship between the inclusion of ethnic experiences and infusing ethnic perspectives.

Any curricula inclusion of the experiences of racial and ethnic groups could generate a further request for an inclusion of their perspectives on their experiences also, and that these perspectives be presented by members of a given group. It is but a short step to the suggestion that these experiences be favorably presented and that the presentation be “transformative,” that is, critical of the “mainstream perspective (Webster, 1997).

Pluralists contend that while we are multicultural, we are also a single nation joined together by common values and beliefs and therefore this type of curriculum

should teach unity within diversity. Including the voices of traditionally marginalized groups does not mean that mainstream voices or history have to, in affect, be silenced or replaced. Rather, multicultural education attempts to provide students with a more complete and accurate understanding of society and the world. Multicultural education calls for the inclusion of all voices in the curriculum. Others point out that (Gorski, 2005) the non-inclusiveness of public school curricula perpetrated the educational system long before multicultural education was proposed and “in fact, multicultural education was developed in response to a lack of curricular inclusiveness in public school curricula” (Gorski, 2005). Multicultural education did not create these issues simply due to the fact that it chose to address them.

Hollinger (1992) argues that the liberal acceptance of all established ethnic groups leaves the current imbalance of power unchallenged. He notes that multicultural education or multiculturalism reinforces the fragmentation of society into ethnic groups that compete against one another and are primarily concerned with their own well-being. He challenges the role of race in our society and rejects the notion that groups should have to fit into five racial categories of group membership (African American, Asian American, Euro-American, Indigenous and Latino). He calls the conglomerate of group membership the *ethno-racial pentagon*. He states that rather than appreciate multiple identities in people, we ought to allow people to choose either to emphasize or diminish the significance of their racial affiliations. This choice would be based on consent rather than biological factors. This line of thinking favors the cosmopolitan element of the multiculturalism movement, which promotes multiple identities and favors voluntary affiliations. He calls this cosmopolitan-inspired step beyond multiculturalism

“postethnic”. David Hollinger (1992) discusses his vision, which goes beyond multiculturalism. He hopes that ethnic differences will remain but will not be important to one's identity and proposes a blurring of the ethno-racial categories. This vision is largely similar to the idea of the “melting pot” and he seems to be proposing that racial classifications and as a result, racial preference policies, be abolished. “Hollinger hints that race-neutral, class-based reforms should take precedence over race-conscious approaches to social policy” (Lind, 1996). While Hollinger admits that racism is real, he says races are not and therefore we should replace identity with affiliation. However, one must be cautious of removing a racial classification system that is still so entrenched in our society. Not only do policies and funding streams rely on this classification system but unfortunately, society also places great meaning on the classification of race. Hollinger makes a good argument for moving away from classifications but falls short of offering a solution to actually becoming a “postethnic America”.

In the 21st century, the demographics of the United States continue to evolve rapidly and these changes are reflected in our educational institutions (Castenell & Pinar, 1993). Higher education must not only meet the needs of the diverse student body, but must also educate them to participate in a diverse society. “If we see higher education as a place merely to assimilate students into a traditional culture or knowledge base, we may not be adequately preparing them for personal or professional success in a culturally pluralistic society” (Judkins & LaHurd, 1999). A goal of multicultural education is to help all students, majority and minority alike, to develop the skills, knowledge and attitudes they will need to survive and function effectively in a culturally diverse society (Diaz, 1992). It seems logical, then, that the curricula taught and used in institutions of

higher education would strive to prepare students for working in and studying in a diverse environment. However, this has not been the case in many fields and disciplines.

The classroom must become a meeting ground of cultures, where the worldviews of the students meet those of the teachers and the institutions in which they teach. Teaching is fundamentally a form of cultural exchange and multicultural education should ensure the inclusion of all cultures. Courses that address areas of diversity through multicultural education can provide a meeting ground in which various viewpoints can be debated, discussed, and better understood.

Teaching from a multicultural curriculum is a laudable goal for two reasons. First, the classroom is a preparation ground for the working world. Having a common ground for working with others who do not share the same experiences or worldviews is essential in our changing society. In the world of work, we do not get to choose our colleagues. Second, acknowledging diversity through a multicultural framework is an act of inclusion (Darling-Hammond, et al., 2002). We must teach students to be conscious and aware of diverse cultures, thoughts, and traditions because the classroom is a mirror of the outside world. Diversity is “a catchphrase, a code word that signifies not a single meaning, but a vast ongoing conversation about who we teach, how we teach, and why we teach” (Darling-Hammond, et al., 2002).

Multicultural education is important for several reasons relevant to public administration. First, all public services should operate in a way that is responsible to its citizenry. For example, local museums should reflect the diversity of the city’s composition and the library and should meet the demands and interest of all potential users. Second, public services should be offered in a nondiscriminatory basis. Some discrimination occurs without the offender ever realizing that

they are being discriminatory. Many students entering the field of public service may have notions and prejudices they are not consciously aware of that will be reflected in the way they manage and work as a public servant. Exposure to multiculturalism is one avenue for creating equality in public services.

Multicultural Education and Public Administration

A field of public servants, representing a diverse society, should have at least primary knowledge of cultural competency and social equity issues. These issues fit logically into all major courses in the MPA curriculum, including management, organizational theory, personnel, and ethics, to name a few. Some schools may even wish to offer courses specifically dedicated to issues of social equity to adequately cover the area. Mitchell Rice (2001) states:

The primary objectives of these courses are: (1) to prepare students, who have career aspirations to be employed in the public sector, to meet the diversity and representativeness challenges in society they will face as future public administrators, public managers, and public service delivery personnel; (2) to enhance students' appreciation and understanding of cultural diversity and to provide cultural competencies needed to interact successfully in a rapidly demographically changing society in the United States and globally; and (3) to provide students with an in-depth and broader understanding of how race and ethnicity issues play out in several important issue areas in the public policy arena. These courses emphasize that public administration/public management is a dynamic process involving the provision, allocation, management and distribution of public services to diverse constituencies representing different races, ethnicities, backgrounds, and gender.

Since students in MPA programs are likely to enter into management, policy analysis, and research positions, it is essential that they have these skills. The workplace is changing and as managers, MPA students are going to be on the frontlines of dealing with this change.

In terms of the curriculum, a study by Myers (2002) examined the top 50 graduate programs in public affairs. Among these programs, eleven schools had at least one course with race or race-related words in a course title. “Among the 11, there were a total of 26 race-related courses out of 1,222 total courses offered. In short, the share of courses on race-related topics was a mere 2.13 percent” (2002). Myers concluded 39 out of 50 schools do not have a race-related course in their programs of study.

The National Association of Schools of Public Affairs and Administration (NASPAA) also calls for public administration to demonstrate its commitment to diversity in its professional programs. In its accreditation guidelines, NASPAA's Standards for Professional Master's Degree Program in Public Affairs and Administration sets this commitment as a clear objective:

Standard 5.5 requires programs seeking accreditation to provide "evidence that specific plans are being implemented to assure the diversity of the composition of the faculty with respect to the representation of minorities, women, and handicapped individuals." Standard 6.1 asserts that goals, policy and standards pertaining to student admissions should reflect "specific concern for the representation of minorities, women, and handicapped individuals." In addition to the standards concerning faculty and student diversity, these guidelines also recognize the need for students to develop a capacity to function in organizational settings with diverse work forces, clients and related groups (NASPAA Guidelines, 2003).

NASPAA accreditation guidelines clearly state that schools should be committed to not only increasing the number of minority faculty members and students, but should be preparing its students to work in a diverse workforce. NASPAA believes that graduates of master's degree program in public affairs and administration “are required to function in increasingly diverse and heterogeneous organizational settings” (NASPAA, 2003). As a result, students should have exposure to related issues in their course work that will “develop in them the capacity to work effectively with individuals representing

diverse backgrounds (NASPAA, 2003)". In short, our students have a professional need to be culturally competent. In order for this to occur, changes in the accreditation standards are the only way to ensure that all MPA programs implement such a step. To suggest that NASPAA guidelines be altered, one must first understand the structure and history of the organization.

NASPAA and Cultural Competency: A Brief History of NASPAA

The National Association of Schools of Public Affairs and Administration (NASPAA) was founded in 1970 at Princeton and incorporated in 1977. Prior to 1970, Council on Graduate Education for Public Administration's (CGEPA), the former name for NASPAA, membership was around 65 institutional representatives. Growth continued at a rapid pace and by 1975, NASPAA had over 150 university members and over 200 by 1980. Current NASPAA membership includes programs at 250 universities throughout the United States (NASPAA, 2004). Member programs include public affairs, public policy, public administration and public management. The accrediting body for NASPAA's masters programs is the Commission on Peer Review and Accreditation (COPRA). COPRA accredits masters programs in public affairs, administration and policy. It is recognized by the Council on Higher Education Accreditation (CHEA). Members of NASPAA are given the opportunity to participate in accreditation reviews performed by COPRA. These reviews include a self-study with peer review and a site visit.

NASPAA was founded as a satellite or extension of the American Society for Public Administration (ASPA) for fiscal, legal and administrative purposes. In 1974, NASPAA became financially able to employ a full-time director, a secretary and project staff that was supported through grants. With this financial capability came autonomy and in 1977, NASPAA separated from ASPA completely. Between 1974 and 1975, enrollment of women and minorities began to

increase. During this time, of the estimated 20,000 graduate students enrolled in NASPAA schools, just over 3,000 were minority students and just fewer than 4,000 were women (Henry, 1995). From the period of 1971 through 1976, about 200 minority master's students received financial awards from NASPAA. These foundational programs brought prominence to NASPAA and were highly prized by members and potential members. The minority grants also brought incidental administrative and overhead funds that assisted in getting NASPAA financially established in the early years. Information on the continuation of the minority grants that assisted NASPAA in becoming financially stable in its earlier years is virtually non-existent. Research into this information indicates that NASPAA does not currently provide minority scholarships or funding.

In the beginning, NASPAA attempted to include many professional programs into its member institutions. Aside from public administration and policy, NASPAA also welcomed programs in criminal justice, urban planning, urban studies, or urban affairs; rural community planning and development; international affairs; environmental planning, control, or studies; law enforcement, correctional or judicial administration; public works administration; public health planning and administration; and community development. However, after several years, it became apparent that the core constituency of its members would be programs in public administration and public affairs. In addition, a majority of the public policy programs stayed with NASPAA even though the new Association for Public Policy and Management (APPAM) was beginning to develop. The effects of these changes and the leveling off of growth in higher education programs in the 1970s limited NASPAA to the 200 to 300 programs that have now supported if for many years (Henry, 1995).

Beginning in 1977, NASPAA leaders began discussing the idea of accreditation, understanding that this might be the only way to secure autonomy for public affairs education. In prior years, the talk of accreditation had been avoided and for the most part, unwanted, by the institutional members mainly due to the diversity and size of the existing members. Although there was a committee on standards, this committee was not active. In other words, the committee was not asked to develop standards and in fact, standards were not desired at that time. The dominating thought was that the approach to standards should involve limited inquiries into particular problems of the field and instead develop comprehensive criteria by which member programs might be examined or classified. In the early stages of NASPAA, a working paper was developed entitled "The Response of Higher Education to the Needs of the Public Service" that discussed, in part, standards relating to program size and organizational status. These criteria were "presented as advocacy aimed at government and university top decision makers and resource allocators, rather than as proposals for internal application in NASPAA" which subsided many of NASPAA members fears surrounding accreditation development (Henry, 1995).

In 1973, the Standards Committee was asked to gather information that might be needed to have NASPAA move towards the development of academic guidelines for institutional members. In response, the Committee went beyond the request of gathering information and developed a complete statement of 'guidelines and standards' for professional master's degree programs. This statement included a matrix of competencies that public administrators should possess and to which schools should structure their curricula and instruction around. These competencies included several subject matters including Political, Social, and Economic Context; Analytical Tools; Individual, Group, and Organizational Behavior; Policy Analysis; and

Administrative/Management Processes. For each of these areas, appropriate knowledge, skills and abilities were listed. All NASPAA members, as well as several professional organizations, were asked to participate and contribute to the list. Because the standards were based on student's competencies towards particular subjects and not on size or status of the university, they were largely accepted. Originally, the fear of accreditation standards arose out of the fear of "over-standardization and conformity at the expense of program innovation and creativity." However, NASPAA decided to let each university apply the standards in its own way, if it chose to do so. The Committee did encourage programs to participate in self-studies in regards to the guidelines and standards. In return, NASPAA was prepared to suggest consultants for the self-studies if requested. The findings and recommendations of the self-studies were then reproduced and distributed to the members.

At the 1977 annual meeting in Colorado Springs, the Executive Council, the Goals Committee, and the Standards Committee showed strong support for the new proposal. Debate over the standards continued, as they seemed to be on the verge of accreditation guidelines; however, the committee continued to insist that entry into the process was voluntary and would not affect a university's status in NASPAA. The proposal passed by a substantial margin. Institutional reviews began in 1978-79. By 1980, the first list of programs "in substantial conformity" was published. At the annual meeting in 1983, members voted to convert the process to formal accreditation and seek recognition of NASPAA as an official accrediting agency. In 1986, NASPAA was recognized as an accrediting agency by the Council on Postsecondary Accreditation (Henry, 1995).

In 1991, NASPAA established a three-year program totaling \$75,000 in grants for innovative ideas on increasing diversity in member institutions. These efforts were

supplemented in 1992, when NASPAA added a diversity guideline into their accreditation standards. Standard 5.5 requires programs seeking accreditation to provide "evidence that specific plans are being implemented to assure the diversity of the composition of the faculty with respect to the representation of minorities, women, and handicapped individuals." Standard 6.1 asserts that goals, policy and standards pertaining to student admissions should reflect "specific concern for the representation of minorities, women, and handicapped individuals." These guidelines also recognize the need for students to develop a capacity to function in organizational settings with diverse work forces, clients and related groups (NASPAA Guidelines, 2003). While the above recognizes the need for students to develop a capacity to function in settings with diverse groups, or put differently, to be culturally competent, NASPAA does not provide specific curriculum requirements to ensure that students are receiving the types of skills necessary to ensure that they are able to competently function in diverse settings. There is currently no mandatory requirement that MPA programs provide cultural competency training to their students. Without a systematic assessment of the curriculum used in NASPAA accredited schools, there is no way to measure how well schools are performing in terms of cultural competency. Recognizing the role of the public administrator to serve multiple publics, it is important to ensure that students of public administration acquire this competency.

“Public administration education needs to incorporate into its curricula and courses, in a very substantive way, the topics of social equity and diversity in order to be more relevant to contemporary students” (Rice, 2004). Specifically, and at the very least, topics of race and its relationship to public administration and policy are imperative in the age of globalization and modernization. One solution to ensure that students are gaining competencies in this area, that will in turn enable them to work toward equity in public

policy, is to make additions or to restructure NASPAA accreditation standards to include this important topic. Maintaining that issues of equity and social justice are goals in which public administration strives to achieve is not efficient if the goals are not institutionalized in ways that ensure conformity. NASPAA lists several common curriculum components within their accreditation guidelines. The field should follow the example set by NAPA and take proactive and systematic steps to ensure the success of social equity as the fourth pillar of public administration.

CHAPTER THREE

CHAPTER THREE

Overview of Research Design

The overall goal of this study is to determine whether MPA programs accredited by NASPAA provide students with cultural competency training. This research aims to fill a gap in the public administration literature pertaining to cultural competency for public sector organizations and workers. The extent to which MPA programs address issues of race in their classrooms and teach students specific skills that will help them work as public servants in a culturally competent way is described herein. This analysis focuses on how programs infuse cultural competency awareness into the curriculum and expose students to social equity issues. In addition, this dissertation assesses the connection between the MPA programs activities and curriculum to the intended outcome - teaching cultural competency. Since cultural competency is viewed as an ongoing process with multiple avenues for discovery, I recognize that there is no single approach to cultural competency training. Rather, the purpose of this dissertation is to understand how MPA programs are addressing the need.

Triangulation, or using different approaches or avenues to learn about the MPA programs, was used for this data collection. Posavac and Carey (2003) note “it is the accumulation of evidence from many traces that leads to a conclusion”. Triangulation was borrowed from surveyors by qualitative evaluators (Sanders, 1974). Seeking information from various sources enable the researcher to draw conclusions that were collaborated in different ways. Therefore, this study is a content analysis that relies upon multiple data sources: course syllabi, web materials and follow-up telephone and/or e-mail contact.

Content Analysis

Content analysis “is useful in analyzing a range of visual or verbal materials” (Gustafson, 1998). It is a systematic technique for analyzing the content of a message or communication and for observing and analyzing it. While content analysis is a method of analysis, it is also a method of observation. However, this type of observation is different than that which is used in interviews or direct observation of certain behavior. Rather, the researcher takes the communications or text that people have already produced and begins to ask questions of the communications (Budd, Thorp, Donohew, 1967).

There are several advantages to conducting observations in this manner. First, it allows the researcher to observe public messages or text, as they exist. It allows the investigator to conduct the observation without worrying that his or her attention will bias the communicator. This is often a great concern for researchers who are observing or interviewing respondents, especially when the topic is sensitive or has a socially desirable response.

The use of this technique allows the researcher to make inferences from written materials. Documents are coded for particular words, issues, categories or themes and then are subject to statistical analysis and interpretation. “Fuzzy” concepts are translated into countable categories found in a matrix. Classical content analysis involves reducing texts to a unit-by-variable matrix and “analyzing that matrix quantitatively to test hypotheses” (Denzin & Lincoln, 2000). The matrix is developed by applying a set of codes to a set of qualitative data. Review of such a matrix will generate patterns and allow the researcher to answer questions about the data. Content analysis as a research strategy is widely used in the social science field. It has been used in describing societal cultural elements and for analyzing social change. “Culture is reflected in

the beliefs, sentiments, and moral themes of a society, and these cultural elements are reflected in various social writings...” (Sanders, 1974).

Content analysis usually involves several stages. First, the investigator formulates the research question, theory and hypotheses. Here the researcher determines what question s/he would like to answer through the use of the data. While content analysis will help answer the questions, it will not develop the questions for the researcher, therefore, it is imperative that much thought is invested in this stage of the process. Second, s/he selects a sample and defines categories. Researchers conducting content analysis examine words, sentences, pages, documents, and meanings, in addition to what is missing from the text. Based on the research questions to be answered, categories or codes are designed to assist in this process (Weber, 1990).

Next the researcher will interpret, code and count the significant text in order to apply interpretive and numerical analysis to the research. Content analysis is used for exploratory and confirmatory purposes. Fourth, s/he may scale items or in some other way arrive at scores. This is the process of measurement or the assigning of numbers that stand for some aspect of the text. It consists of counting the occurrences of units such as specific words, phrases, or themes and numbering them.

Finally, s/he interprets the findings according to appropriate concepts or theories. This involves the translation of meaning in the text into some other abstract analytical or theoretical language (Weber, 1990). In other words, “researchers identify themes, describe them, and compare them across cases and groups. Finally, they combine themes into conceptual models and theories to explain and predict social phenomena” (Denzin & Lincoln, 2000).

Content analysis involves relating or comparing findings to a particular standard, norm or theory. This is done in order to infer specific characteristics of the data. Content analysis is not just word counting or frequency counting. Rather, discernable patterns are detected and a complex set of interrelated words or views are used to identify a mode of reasoning. Content analysis is a technique for making these inferences through the objective and systematic identification of specified characteristics of messages. It aims to improve the quality of inferences made by analysis of text (Carney, 1972). In this way, content analysis forces the researcher to be very disciplined about what he or she is looking for and why. In other words, the investigator must be sure to consistently stay grounded in the project's frame of reference. This type of analysis provides a way to asked a predetermined set of questions to a chosen body of text in a way that produces countable results. Therefore, its purpose is to provide knowledge and insight as well as, a practical guide to action.

There are several advantages to using content analysis. First, it is an unobtrusive technique and does not interfere with the behavior of the phenomena being assessed as other modes of analysis often do. Content analysis also accepts unstructured material, meaning there does not have to be a pre-structured questionnaire or set of interview questions. This is particularly important since the text is being analyzed after it has been generated from the specific source and the categories of analysis may not be able to be anticipated before the material is obtained and inspected (Krippendorff, 1980). Lastly, either through the use of a large number of coders or computer-assisted software, content analysis can cope with large volumes of data.

One of the disadvantages of text-based coding is that attention is automatically deflected away from the activities that are not categorized. In other words, content analysis involves

establishing a set of categories and assessing the data in those categories. The categories therefore, must be “sufficiently precise to enable different coders to arrive at the same results when the same body of material is examined” (Denzin & Lincoln, 2000).

Many software programs are now available to assist researchers in conducting qualitative analysis. Traditionally, researchers coded text by marking them with markers or highlighters, cutting and pasting them onto file cards that were sorted and shuffled. From these cards, analysis was typed. Beginning in the 1980s, software programs designed to assist researchers in analyzing qualitative research began to appear on the market. While the researcher must still know what needs to be done and be able to perform these tasks, the software can provide the tools in which to do so.

Qualitative data analysis requires sensitivity to detail and context. By exploring and interpreting complex data, the researcher aims to create new understanding of a particular topic. Data may come from interviews, group discussions, field notes, archival documents or other records. Methods of analysis, such as content analysis involve examining text, coding and reviewing coded material by topic, carefully searching for patterns, constructing theories and producing reports (QSR International, 2002). QSR NUD*IST software is extremely helpful when working with large data sets as it allows easy access to data and automation of clerical tasks, speeding up the process of analysis.

Population and Sample Selection

According to the 2003-04 roster of accredited programs, NASPAA’s membership consists of 249 member institutions. Of these members, 57 percent or 142 schools offer accredited degrees in public affairs and administration. In order to become an accredited program, a rigorous peer review must be conducted by the Commission on Peer Review and

Accreditation (COPRA). This includes a year-long self-study reviewed by COPRA, a three-day campus visit by a COPRA site team and a final review (NASPAA, 2004). Many of these 142 schools offer masters degree in public policy or management. However, for the purposes of this study, only accredited schools that offer master of public administration degrees will be included in this analysis (N = 123). By examining only one degree, the extent to which program curricula differ is lowered.

Data Collection Procedures

Using triangulation as a research technique is very effective in obtaining data that produces reliable and valid answers to specific research questions. The use of a variety of avenues to obtain data allows the researcher an overall picture of the particular issues s/he is investigating. Data for this dissertation was gathered in several ways.

Step One: Reviewing Websites. Qualitative research begins by making observations and gathering information about program events, activities, materials, and settings. Observations are recorded in field notes. To fulfill this step of qualitative research, I examined each school's program website to gain background information on each school's program. In this age of technological advances, websites often provide the first impression of the program to potential students. Websites also contain valuable program information. In the job market, the Internet has become an increasing avid avenue for recruitment. According to Eprexix (2001), "in 1998, only 29 percent of Fortune 500 organizations utilized Web technology in their recruiting efforts. This figure rose to 79 percent in 2000 and is expected to reach 100 percent by 2003" (2001). With increased competition for qualified students in higher education and with the boom of Internet savvy young adults, many schools contend that "reaching students through the Web and e-mail is easier, faster, and cheaper than using telephone calls or postal mail" (Foster, 2003).

As web-based recruiting increases, many colleges and universities are displaying admissions information for prospective students on their websites and even include new technologies such as virtual tours, chat rooms and electronic mailing lists for prospective students. Therefore, in this age of technological advances, much information about each school can be found online. In this research project, steps were taken to ensure validity. In instances in which curriculum information was not available from the school's website, I contacted the MPA program and ask specifically for copies of their syllabi to be e-mailed or mailed to me directly.

Each program's website was reviewed for core course syllabi. In many instances, current syllabi were found on the website and therefore contact with the school was not needed. In these cases, the syllabi were printed from the website and stored in folders and filed under the appropriate school's name. Given this increase in internet-based recruiting, of the 72 schools that were included in the data analysis, I was able to find electronic versions of the core course syllabi in 31 of these schools (43 percent).

Searching the school's website required multiple search avenues. For instance, in some cases, there was a specific link for MPA syllabi on the website where one could find the syllabus for the program's core courses. However, sometimes this link provided examples or sample syllabi for the core courses that may have been outdated or may have merely provided an overview of the course. In these instances, I contacted the program director to request current copies of the syllabi after explaining my research project.

Secondly, another search avenue used for website review was to look at the individual professors websites. If one clicks on a program's link for faculty members, often times there is a website listed for each professor in the department. I searched the links for all faculty members on each school's website. There were instances in which some professors had their syllabi

posted on their websites and I printed the material this way. This meant that I located partial information from the core course syllabi, but then I had to follow up with either the director or the individual professor for the remaining core syllabi. I found some electronic copies of syllabi in another 26 schools (36 percent). In these cases, I contacted the schools to receive hard copies of any courses not available online or electronically.

Lastly, I also searched the website for Spring 2005 or Fall 2004 course schedules that indicated which professor taught courses for the current academic year. I then compared the schedules with the core course list for each program to determine which professors taught core classes. In many cases, this allowed me to send e-mails to professors directly requesting copies of their syllabi rather than having to ask the MPA program director to collect the syllabi for me. In most instances, the professors had an electronic version of their syllabus that they sent to me quickly.

For websites that did not provide the above information, either by listing sample syllabi or by giving links through professor websites, I located the director of the MPA program for each school. I then sent an e-mail letter (See Appendix A) either to the director of the department or the director of the MPA program (usually the latter if it was indicated on the website). Some directors obtained the syllabi and sent a packet of information to me, either electronically or through the mail. Others indicated that I should contact each professor individually. Still others forwarded my request to their faculty members asking them to send me copies of their syllabi. Of the seventy-two schools in this project, only fifteen of them sent all hardcopies rather than electronic versions of their syllabi.

Step Two: Reviewing the Syllabi. In order to conduct this study, I requested syllabi from all NASPAA accredited MPA programs. The first round of letters was sent in the early part of

February 2005 and yielded a response rate of 22 percent. Of the 123 schools involved in the study, I received complete sets of syllabi for 27 schools in my first round of data collection. There were many cases in which I was able to collect partial data or some syllabi from the schools, but not all of the core course syllabi to make a complete set. In the first round of data, 43 percent (53 schools) of the schools were partially completed, meaning I needed more syllabi to have a complete set of the schools core course curriculum. Forty-two of the schools (34 percent) did not respond to my first request for information and one school responded by saying that they no longer had an MPA program at that university.

In the second round of data collection (March 2005), 29 more schools were completed, bringing the total response rate to 46 percent. Twenty-six schools were still in partial status and 36 schools did not respond to the second e-mail request. In the second round of data collection, the original letter to that particular professor was pasted at the bottom of the e-mail and a new letter was sent reminding them of the research request and asking them to please send copies of their syllabi. The letter either requested a specific syllabus in cases where I was able to discern which professor taught that course that particular semester or it was sent to the director requesting copies of all core course syllabi (See Appendix A).

The third round of data collection was completed in late April, early May of 2005 and increased the response rate to 55 percent. Twelve additional schools were completed in this round. Nineteen schools remained in the partial category and 31 schools did not respond to any of the research requests for information. In many cases, I attempted to contact multiple persons within the department if I had not received a response from the director in the first two rounds of data collection. For example, if I received no response, I sent a letter to the faculty member or to the administrative office assistant.

The final round of data collection was conducted in early June 2005. Only four additional schools were completed in this stage of data collection, bringing the overall response rate to 59 percent (N = 72). While some individual professors replied to the request, without full sets of their department's curriculum, the schools remained in the partial category. At the end of the data collection, 15 schools remained in this category and 31 schools did not respond to any of the research requests.

Having obtained the data set, a curriculum study through the use of content analysis was conducted. A review of the MPA curriculum included a complete evaluation of subject matters encompassed in the syllabi from each school's program. Each syllabus was reviewed for topics relating to race and/or cultural competency. Topics of cultural competency were examined to note the methods of instruction being used to teach MPA student's cultural competency techniques. This information is used to make suggestions and recommendations for cultural competencies standards recommended for adoption by NASPAA (discussed in more detail in chapter five). Using QSR Nud*ist, version 6 (N6), a qualitative software program, a codebook (See Appendix B) was developed to create specific levels of analysis that were used to search each school's core curriculum. Coding for specific terms or phrases allowed me to view the extent to which race or cultural competencies were addressed within the core MPA curriculum of the programs studied.

Step Three: Sharing Summary Profiles. For this research project, I developed a profile of each MPA program, detailing the courses that pertain to or lead to the development of cultural competency skills. This profile was sent to each MPA program chair in August 2005, requesting a review of their profile (See Appendix C) and offering them an opportunity to comment on any information found within their profile. This ensured that the information gleaned from the

Internet and from returned syllabi was current and accurate before I included it in my analysis. These summaries were descriptive in nature and did not attempt to evaluate the programs or judge their effectiveness.

Of the 72 schools, 34 did not respond to the request to review their profiles. Of the 38 schools that replied, 14 of the schools indicated that the profiles were completely correct and noted no changes. Nine of the schools responded with minor changes such as a change in the department name or course number. Seven schools also noted that while the core course summary was correct, their department did offer workshops or elective courses in the area of cultural competency. Lastly, 11 schools indicated that segments be added to specified core courses as they had knowledge that cultural competency material was presented in those courses. Due to the use of a liberal coding structure, these requests were added even if there was no indication in the syllabus that this material was present. Importantly, no school reported that I missed one of their program's core courses.

Step Four: Preparing Reports and Discussing Results. After verifying the accuracy of the information, I presented a description of the MPA programs involved in this study and drew evaluative conclusions of them. Information gleaned from the curricula review helped determine whether the current curriculum provides opportunities for students to gain cultural competency training before entering the workforce. N6 was used to determine underlying themes, similarities and differences among the NASPAA schools. In other words, syllabi were examined for race-related words and coded for the various topics in the codebook. I examined syllabi for preferences expressed within curriculum content, meaning which phrases or topics were discussed the most and in what courses were they likely to be found.

Based on the N6 analysis, courses that were coded as having a high focus on social equity terms or cultural competency skills were examined again at this stage of the research project. Several professors were contacted by phone and e-mail to discuss their use of cultural competency topics in the classroom. Based on semi-structured interview questions, individual professors offered suggestions on a model course in the area of social equity and on how to incorporate social equity discussions into various courses within the MPA curriculum.

Common trends were identified and analyzed for the purpose of proposing “best practices” models and strategies for public administration programs interested in incorporating cultural competency training into their programs of study. These results are discussed in detail in chapter four and a sample syllabus is offered in chapter five.

Content Analysis with NASPAA-accredited schools curriculum

QSR N6 was selected to facilitate analysis of each school’s syllabi in the data collection. Formerly known as NUD*IST, an acronym that stood for Non-numerical, Unstructured, Data: Indexing, Searching and Theorizing. In other words, NUD*IST works with textual documents (in this case, department syllabi), and *indexes* of components of these documents, *searches* for words and phrases and supports *theorizing* by retrieving indexed text segments and through the construction of a hierarchically structured tree to order index categories (Buston, 1997).

Hardcopies of syllabi were scanned into the computer, resulting in a PDF file. The PDF files were then converted to text files using a program called ABBYY PDF Transformer. Next, a codebook was developed. The process of creating and applying a coding scheme consists of several basic steps and these steps were followed in the development of my codebook. First, the recording units had to be defined. This concerns defining the basic unit of text to be classified. Typically investigators will code by the word, sentence, theme, paragraph or the whole text. N6

offers the option of coding the line, sentence, or paragraph. For the purposes of this research, each line was coded in my N6 project data.

In order to give the most benefit of the doubt to the schools, I employed a liberal coding structure. Using this liberal coding structure meant that any mention of the terms in the codebook found within the syllabi was counted as one component or segment. For example, one syllabus listed a lecture entitled “Managing Diversity.” The mention of diversity in this syllabus would automatically mean that this particular school was counted at least once for having a course covering a social equity topic. One caveat of the study is the presence of these terms did not measure the breath or depth of diversity exposure in each course.

My codebook was developed in a series of stages drawing upon the collected syllabi and NASPAA guidelines. In order to code for the type of course the syllabus represented, I used the NASPAA curriculum components mentioned in their standards (Section 4.2 – Common Curriculum Components). There are eight components listed in the standards: 1) Budgeting and financial processes; 2) Decision-making and problem-solving; 3) Economic and social institutions and processes; 4) Human Resources; 5) Information management, technology applications and policy; 6) Organization and management concepts and behavior; 7) Policy and program formulation, implementation and evaluation; and 8) Political and legal institutions and processes. Specific courses were coded within each component. For instance, courses in ethics were coded as “political and legal institutions and processes” and computer application programs were listed under the “information management” component. The codes concerning race were drawn from the U.S. Census definitions and school names were used to identify which school the syllabus came from. Lastly, other codes were developed using definitions and current literature within the field.

The next step in the process is to test the coding on a sample of text. This helped clarify the category definitions in the codebook and identify ambiguities requiring revisions or additions to the codes. When using software or human coders, it is always important to check that the coding was completed correctly. Based on the preceding two steps, revision to the coding structure may need to be made (Weber, 1990). I conducted a small sample coding session and added additional codes as a result of my initial coding. This test also allowed me to become familiar with the limitations of the N6 software and understand the specific steps I would need to take when coding the data to ensure accuracy.

Once revisions were made, another sample or test code should be conducted until the desired results are achieved. Once reliability is achieved, the researcher can code all of the text using the codebook. Once completed, the output from the computer reports should be checked to insure that the coding rules were applied correctly. To begin coding in N6, the Text Search function was used to determine which words in the codebook occurred most frequently. Text searches report if and where each word in the codebook is located so that the researcher has an idea of where to search when coding the documents individually.

Limitations to the Research Design

It is important to discuss the limitations of the research design. First, all syllabi are necessarily designed to provide limited course information. No syllabus tells us all there is to know about a course or every topic that is discussed within the classroom. But, arguably, all syllabi should provide a roadmap or information on major aspects or topics of the course. At the very least, the syllabus should be able to illuminate, broadly speaking, the topics the students will be exposed to during the course. Because of this, the syllabus serves as a very useful data source as we determine to what extent cultural competency training should be increased within MPA

curricula. It is reasonable to assume that topics not mentioned in the syllabus are therefore not major or primary topics in the course.

Second, the curricula analysis only provides cross-sectional data. The current examination cannot account for courses that are offered in alternate years or courses that may be offered in the future or have been offered in the past. Syllabi vary considerably across programs as well as among professors. This research was inevitably a snapshot in time. One professor may devote a considerable amount of attention to social equity topics in one section of a course while another teaching the same course does not. Therefore, what is taught in one semester may not be duplicated for future students depending on which professors are teaching in a particular semester. However, if cultural competency is indeed a skill that the department values, then core curricula offered every year will be able to demonstrate a commitment to this value.

Next, this analysis did not examine elective courses or other methods of instruction such as workshops or seminars that may provide cultural competency training to MPA students, unless they were included as part of the core curriculum. While I recognize that these avenues of instruction may indeed provide students with the opportunity to gain skills in the area of cultural competency, they are not uniformly applied to all students within a particular program. Core curricula, or courses that are required as a condition of degree completion, is the only way to *guarantee* that students are receiving cultural competency training. Voluntary workshops or speakers may only reach particular populations of students and perhaps only students who already have an interest in this type of skill. Without instruction in core courses, large numbers of students may never receive this type of training.

Fourth, differences in curricula may occur among schools in different regions of the United States or even among schools within the same regions. Differences may also be seen on

the basis of school size, status, the number of faculty members or administrative policy.

However, all schools in this analysis share a common link: NASPAA accreditation. NASPAA accreditation guidelines provides standards and mandates that will make an examination of these schools worthy regardless of differences within programs.

Although allowing schools to review and comment on their profiles may improve the accuracy of each program's information, there is also a risk of eliciting socially desirable responses. An inquiry into whether they provide educational training to students on issues such as race and cultural competency may cause schools to provide socially desirable information (Matthews, Baker, & Spillers, 2003). As a result, data may be skewed through this process.

A last limitation to the research design involved the year of the syllabi used for the data analysis. In some cases, school officials sent syllabi that were from previous academic years even through the letter requested syllabi from Fall 2004 to Spring 2005. In these instances, a follow up e-mail was sent to the professor and/or director asking for a current syllabus. If the individual indicated that the syllabus had not changed and asked that I use the syllabus sent to me or if they indicated that the course was last offered in the year shown on the syllabus, then the document was used for the purposes of this study. Due to this, not every syllabus was from either Fall 2004 or Spring 2005.

Significance of the Work

Cultural competency uses a systems perspective that values differences and is responsive to diversity at all levels of all organizations (i.e. policy, governance, administrative, workforce, provider, consumer/client). It is the promotion of quality services to underserved, marginalized groups through the valuing of differences and integration of diverse attitudes, beliefs, and practices. In light of our rapidly changing demographics, future public administrators need to

develop new competencies in order to work effectively with diverse populations. Several other professional fields have developed cultural competency standards for their students and professional members. Due to the nature and the responsibility of public servants to serve multiple publics, the field of public administration should also adopt cultural competency standards that would be taught through MPA curricula in institutions of higher education. This dissertation assesses the current state of the field and recommends cultural competency standards to be adopted by public administration programs accredited by NASPAA. Chapter four turns our attention to the research findings.

CHAPTER FOUR

CHAPTER FOUR

As the fourth pillar of public administration, social equity issues should be addressed within the MPA curriculum. Depending on the amount of courses offered in this areas, we can then speculate on how “cultural competent” students will be once they graduate. If there is little or no exposure to the areas of social equity, diversity, or representative bureaucracy, conclusions can be drawn concerning how well MPA programs are preparing students to be culturally competent public servants.

In examining the data, trends became apparent. In order to structure the results, I began by looking at which NASPAA-accredited MPA programs are most active or demonstrate the most coverage in cultural competency. Next, I examined the trends within each program. For instance, what core courses tend to focus on cultural competency and within those courses, which topics were most often addressed? This will help paint a picture of the data and allow us to draw inferences of how much exposure to cultural competency MPA students are receiving through the curriculum at their respective schools.

School Trends

Of all the schools that participated in this research study, none of them had a stand-alone core course in social equity or cultural competency skills. In addition, six of the schools made no mention of the coded topics in their syllabi. However, the majority of schools made some mention of the coding units in at least one of their core courses. Based on the number of segments that were presented in each course, I was able to rank the schools (See Table 1). Schools were ranked according to the amount of coverage in their core curriculum. Again, using a liberal coding structure, one segment constituted any mention of the social equity terms in the codebook. Coverage was divided into three categories: high, moderate and low.

Table 1: School Ranking by Amount of Coverage

| Amount of Coverage | School Ranking |
|----------------------------|---|
| High Coverage | |
| <i>15 or more segments</i> | University of Utah (16) |
| <i>12 – 14 segments</i> | Boise State University (13) |
| | Virginia Commonwealth University (13) |
| | Virginia Tech (13) |
| | Appalachian State University (12) |
| | Auburn University at Montgomery (12) |
| Moderate Coverage | |
| <i>9 – 11 segments</i> | University of Alabama Birmingham (11) |
| | Cleveland State University (10) |
| | Brigham Young University (9) |
| <i>6 - 8 segments</i> | Arkansas State University (8) |
| | Baruch College, CUNY (8) |
| | California State University, Long Beach (8) |
| | Florida International University (8) |
| | Portland State University (8) |
| | University of Illinois at Springfield (8) |
| | University of Kansas (8) |
| | University of Nebraska Omaha (8) |
| | Long Island University – CW Post Campus (7) |
| | Oakland University (7) |
| | San Francisco State University (7) |
| | Seattle University (7) |
| | University of Illinois at Chicago (7) |
| | University of North Carolina, Charlotte (7) |
| | Arizona State University (6) |
| | University of Central Florida (6) |
| Low Coverage | |
| <i>3 – 5 segments</i> | College of Charleston (5) |
| | Georgia State University (5) |
| | New York University (5) |
| | University of Colorado at Denver/Colorado Springs (5) |
| | University of Louisville (5) |
| | University of Maine (5) |
| | American University (4) |
| | George Mason University (4) |
| | Georgia College and State University (4) |
| | Kentucky State University (4) |

| Amount of Coverage | School Ranking |
|-----------------------------------|--|
| | SUNY College at Brockport (4) |
| | University of Akron (4) |
| | University of South Carolina (4) |
| | Wichita State University (4) |
| | Florida Atlantic University (3) |
| | Florida State University (3) |
| | George Washington University (3) |
| | Iowa State University (3) |
| | New Mexico State University (3) |
| | Old Dominion University (3) |
| | Suffolk University (3) |
| | University of Missouri – Columbia (3) |
| | University of North Texas (3) |
| <i>2 or fewer segments</i> | California State University, Bakersfield (2) |
| | California State University, Dominguez Hills (2) |
| | North Carolina State University (2) |
| | Pennsylvania State University – Harrisburg (2) |
| | Texas State University – San Marcos (2) |
| | University of Georgia (2) |
| | University of Nevada, Las Vegas (2) |
| | University of Tennessee, Chattanooga (2) |
| | Wayne State University (2) |
| | Wright State University (2) |
| | Grambling State University (1) |
| | Northern Illinois University (1) |
| | University of Missouri – Kansas City (1) |
| | Syracuse University (1) |
| | University of Arkansas Little Rock (1) |
| | University of Southern California (1) |
| | University of South Florida (1) |
| | University of Tennessee, Knoxville (1) |
| | California State University, Fresno (0) |
| | University of Albany SUNY (0) |
| | University of Kentucky (0) |
| | University of North Florida (0) |
| | University of West Georgia (0) |
| | Valdosta State University (0) |

While the majority (65 percent) of the schools fell in the low coverage category, meaning they had five or fewer segments in their core curriculum related to social equity, six schools demonstrated high coverage. Noticeably, the University of Utah was ranked the highest, with 16

segments in their core curriculum. These sixteen segments were found among five of their core classes. For instance, in the Human Resources course, students are given a human resource management simulation in which they are the City Administrator and are charged with creating a job description for the new Director of Human Resources in this particular city (Franklin). They are asked to describe the HR Manager's duties and responsibilities as well as the role of the HR function in the city, the impact of the HR function on organizational culture and a statement of values related to human resources for Franklin to be approved by the Mayor. Diversity and issues of fairness and justice are addressed, in this particular assignment, by asking students to answer the following question:

What are the most important values to be followed by human resource management in the City of Franklin? Consider the following list, but feel free to include others that should be included in your job description/state of values.

- Diversity – Racial? Ethnic? Physical ability? Religion?
- Teamwork/cohesiveness
- Variety of perspectives
- Equality
- Equity
- Justice
- Decentralized decision-making (hiring, firing, promotions, etc.)
- Centralized control of HR decisions
- HR office located in a central office for the whole city
- HR functions located in each city department
- Privatize all possible services
- Provide services to the public
- Other Values?

This is a good example of how students can learn to become culturally competent and work towards the goals of social equity through real life simulations in the classroom. In Utah's Administrative Theory course, a course period is spent on various issues of social justice,

including representative bureaucracy, affirmative action and diversity. Other readings for this class include:

- Civil Service Reform in Great Britain – Dorman Eaton
- A Theory of Human Motivation – Abraham Maslow
- The Human Side of Enterprise – Douglas McGregor
- Representative Bureaucracy – Samuel Krislov
- Democracy and the Public Service – Frederick Mosher
- From Affirmative Action to Affirming Diversity – Roosevelt Thomas, Jr.
- From Red Tape to Results – Al Gore
- Problems of Municipal Administration – Jane Addams
- Exploring the Limits of Privatization – Ronald Moe
- A Public Management for All Seasons? – Christopher Hood
- The American System – Morton Grodzins
- Federalism, Intergovernmental Relations – Deil Wright

The Constitutional Law course spends two weeks on suspect classifications, addressing court cases related to race, gender, sexuality and disability. Below is an example taken from this particular syllabus.

October 14, 2004

Suspect Classifications: Race, Chapter 10, §3 (A) (D), pp. 702-709. *Toving v. VA*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Arlington Heights v. Metropolitan Housing Dev. Corv.*, *Washington Davis*.

Gender and Sexuality, Chapter 10, § 3 (C). *Reed v. Reed*, *Frontiero v. Richardson*, *Craig v. Boren*, *Michael x Superior Court*, *U.S. v. VA*, *Miller v. Albright*, *Kahn v. Shevin*, *Romer v. Evans*, *Boy Scouts v. Dale*.

October 21, 2004

Suspect classifications: Disabilities, Alienage and Legitimacy, Chapter 10 § 3 (F) (6). *Heller x Doe*, *Graham v. Richardson*, *Bernal v. Fainter*, *Matthews*.

Lastly, the ethics seminar focuses on issues of equity, particularly in the sense of “interpreting and applying communal and institutional values that are sewn deep into the fabric of political society. For Americans, these include such values as equality, liberty, property...”. The Capstone in Public Management did not yield specific coding from my analysis; however,

the director informed me that four segments include discussion of diversity and culture. Again, having a liberal coding structure meant that I accepted the corrections made to the summary profiles by the directors of the programs, even if I was not able to confirm them through my own analysis of the syllabi.

Boise State University also ranked among the top schools in terms of coverage of social equity issues. In the Organizational Theory course, a portion of a class was spent on the multicultural organization and managing diversity and an assignment were given on this segment as well. Below is an excerpt from the course syllabus.

The Symbolic Frame

Reframing: Ch 13 Organization as Theater

Ch 14 Organizational Culture in Action

Classics: **Reform Through Changes in Organizational Culture**

William Ouchi, *The Z Organization*

Thomas Peters & Robert Waterman, *In Search of Excellence: Simultaneous Loose-Tight Properties*

Peter Senge, *The Fifth Discipline: A Shift of Mind*

Joan Acker, *Gendering Organizational Theory*

Taylor Cox, *Creating the Multicultural Organization: The Challenge of Managing Diversity*

Core Assignment 4: The Symbolic Frame (100 point)

Organizational culture theorists gave serious thought to how organizations create and change meaning. Your team is to assemble a list of important, enduring principles from the symbolic frame that have stood the test of time. Divide the principles among team members.

Each team member will write a portion of the team's paper and be graded individually. For each principle, the following information is necessary:

1. Describe each principle, using contributions of various theorists.
2. Justify that the principle has stood the test of time by identifying an example of its existence in public organizations today.
3. Suggest ways that the principle can be used by leaders and managers as a tool in their toolkit.

Similarly, Boise's Assessment course devotes a class period to discussing the "Role of the Public Administrator in the Modern World". In this session topics include equity, equal employment opportunity, affirmative action, and diversity and public administration. The Human Resources course dedicates two weeks to discussing issues of diversity. Topics and readings can be seen below.

February 16 and 23, 2005 Issues in Diversity -- Ethnicity and Race, Sexual Preference, Personal Roles, Age, and Gender

Reading:

- Patton, et. al., case #2, pp. 414-415
- Riccucci, #22 in Thompson
- Triandis, H. C. (1995). A theoretical framework for the study of diversity. In M. M. Chemers, S. Oskamp & M. A. Costanzo (Eds.), *Diversity in organizations* (pp. 11-36). Thousand Oaks, CA: Sage.
- Fitzgerald, L. F. & Swan, S. (1996). Why didn't she just report him: The psychological and legal implications of women's responses to sexual harassment. *Journal of Social Issues*, 51(1), 117-138.
- Lewis, G. B. (2001). Lifting the ban on gays in the civil service: Federal policy toward gay and lesbian employees since the cold war. In J. S. Ott & E. W. Russell (Eds.), *Introduction to Public Administration: A Book of Readings* (pp. 455-469). New York: Longman.
- Mills, C. (2001). Workplace wars: How much should I be required to meet the needs of your children. *Philosophy & Public Policy Quarterly*. 21 (1), 15-20.

Virginia Commonwealth University (VCU), ranked in the top as having high coverage in the area of social equity, maintained 13 segments in which social equity issues were addresses across six of their core courses. For example, in the overview of the Principles of Public Administration course, the professor writes the following:

In this particular section of PADM 601, in addition to the usual overview of the field of Public Administration, you will develop enhanced sensitivity to the following sub-themes: the "New Governance" which makes up part of the "Turbulent Environment" of today's PA; characteristics of, and strategies for developing, High Performing Public and Non Profit Organizations; the increased diversity of the population and of the workforce and its implication for public and non-profit organizations; and concepts and issues in Social Equity and Public Policy.

This course devotes three sessions to discussing the turbulent environment of today's public administrator, workforce and population diversity and social equity and public policy. The professor notes in the syllabus that at the end of the session on social equity, "class participants will be able to describe the concept of Social Equity and discuss its importance. You will be able to suggest strategies that will increase the equitable distribution of public goods and services". Course assignments in this course that lead towards cultural competency include a paper on the growth and views towards the public sector in the United States and two other countries and a scholarly paper on Social Equity and Public Policy in which students discuss the origins of social equity, identify a policy area and recommend and discuss strategies to improve social equity in this public policy area.

The Capstone course at VCU has as a course objective to "update and enhance knowledge, skills and behaviors in selected areas of public administration including ethical issues, diversity and globalization". In addition, the Research Statistics course uses race as a variable in one of the homework assignments:

What is the relationship between white infant mortality rates, time, constant expenditures on Medicaid and constant expenditures on WIC? What is the relationship between nonwhite infant mortality rates, time, constant expenditures on Medicaid and constant expenditures on WIC?

Virginia Tech also falls into the category of high coverage among the core curriculum. Virginia Tech's Concepts and Approaches course include sessions related to representative bureaucracy and globalization and diversity. Topics and readings for these class sessions are as follows:

Class Five: (09/21/04) The Public Interest and Administrative Responsibility

Topics to be addressed include: administrative responsibility; public choice movement, public goods, public opinion, administrative discretion, representative bureaucracy, accountability, and citizen participation.

Readings:

Starling, Chapter 4

Goodsell. "Public Administration and the Public Interest" in *Refounding Public Administration* (1989).

Long, Norton. "Conceptual Notes on the Public Interest for Public Administration and Policy Analysts." *Administration and Society*. Vol. 22, Number 2, pp. 170-81

LABOR DAY REPORT: *THE NATIONAL STATUS OF WHISTLEBLOWER PROTECTION ON LABOR DAY 2002*

Class Six: (9/28/04) Globalization and Diversity Issues

Topics to be addressed include: Boundaries, sovereignty, risk, collaboration, equity, inclusiveness, and interdependence.

Readings:

- Starling, pp. 23-41, Chapter 10
- ASPA's Statement on Globalism
- Stiglitz, Joseph. "Globalism's Discontents." *American Prospect*. Winter, 2002. pp. A16-A21
- Sonia M. Ospina, Realizing the Promise of Diversity
- One more Reading: TBA

The Public Policy Processes and Analytical Approaches course has a course period called "Citizen Involvement in Policy: Social Equity Concerns" and the Human Resource course readings and course topics related to representative bureaucracy and Affirmative Action.

Appalachian State University also ranked in the high coverage category and specifically had five segments in both their Capstone course and their Public Personnel Administration course. The Capstone course was devoted to a series of situations or problematic scenarios that the public administrator had to resolve. This course did a good job giving examples that included minorities and EEO/AA policies. The Personnel course has several class periods as well as, an assignment devoted to social equity topics that can be seen below.

(March 15) Recruitment and Selection in the Public Sector**Required Readings:**

Chapter 2 [Staffing the Department] in Hickman and Lee

Chapter 9 [Social Equity and Diversity in the Workplace] and pages 83-91 in Cayer "From Affirmative Action to Full Spectrum Diversity" article by James Slack

(April 5) Discrimination Claims How to Avoid Them

Required Readings:

Chapter 4 [Race Discrimination] in Allred

Chapter 5 [Sex Discrimination] in Allred

Chapter 6 [Age Discrimination] in Allred

Full Spectrum Diversity Exercise: Women and minorities, historically, have been under-represented in professional, scientific and managerial positions in public and private organizations. In your 15 page, typed and double-spaced paper, discuss the historical and structural reasons for the under-representation of these groups in the public sector in particular and why under-representation poses a recruitment problem for public sector organizations in the future. Discuss the most commonly proposed solutions for remedying work environments that lack diversity.

Identify in the literature and from class discussions some innovative ways to remedy lack of diversity in the public sector workforce. Critically evaluate all the solutions you have identified-what are their prospects for improving diversity in the workplace-their strengths and drawbacks? Identify at least six of them and explain why you support them. Why are the others that have been identified in the literature less effective from your viewpoint and also from practical application in the real world?

From the understanding developed about recruitment and selection procedures, what types of selection systems will do the most to increase full spectrum diversity with broader representation of women and minorities in key positions in public sector organizations? Explain why.

The last school in the high coverage category is Auburn University at Montgomery. In the Introduction to Public Administration course, the professor has a session on Responsiveness and Representativeness. Topics in this session include representative bureaucracy, Equal Employment Opportunity, Affirmative Action and sexual harassment. Pluralism is also discussed in other sections of the course. The Applied Research and Program Evaluation course gives students readings related to race including an article titled, “Racial Stereotypes and Whites’ Political Views of Blacks in the Context of Welfare and Crime”.

The schools in the high coverage category offer public administration educators models from which they can draw their own ideas for classroom discussion of social equity topics. Even in this high coverage category however, most schools or courses discussed their topics in an additive nature, meaning one course session or a portion of a course session was dedicated to

these topics. For instance, as discussed earlier, social equity can be infused throughout the entire course resulting in an inclusive curriculum or can have one section that focuses on social equity in an ad hoc manner, resulting in an additive curriculum. The majority of the syllabi I reviewed added social equity topics in an additive manner. Typically, topics were covered in only one course, they were not addressed in the objectives and class projects did not involve social equity issues or analysis. Only three syllabi were coded as employing an inclusive curriculum. Two of these three were found at the same university and from the same professor.

Another interesting finding of my analysis can be seen when comparing the schools ranked in Table 1 to the ranking of top graduate programs in public affairs by *U.S. News and World Report 2006* (which is based on data collected in 2004). Forty-four schools from the *U.S. News and World Report 2006* rankings participated in my research study. Table 2 shows how the schools fared in comparison to their ranking as the top graduate schools to their rankings in the amount of coverage they offer in their core curriculum to issues of social equity.

Specifically, the University of Utah, which was ranked number one in my amount of coverage table is ranked 50 by *U.S. News and World Report 2006*. Boise State, VCU, Virginia Tech, and Auburn University at Montgomery, four other top ranked schools in the amount of social equity coverage are ranked 105, 74, 33, and 65 respectively by the U.S. News report. In fact, the top-ranked schools by *U.S. News and World Report 2006*, all fell into the low coverage category of my research results (Syracuse, University of Georgia, University of Southern California, American University, George Washington University, and SUNY – Albany).

The majority of the schools that fell into the moderate coverage category are, for the most part, ranked between 50 and 100 in the *U.S. News and World Report 2006* rankings. *U.S. News and World Report 2006* notes that they rank schools based on 15 areas related to academic

excellence. While the report did not list the specific 15 areas that were used to rank the schools, it would seem that “commitment to values of the field” would be an appropriate ranking category (U.S. News and World Report, 2004). In public affairs programs specifically, then, a commitment to social equity, as one of the field’s core values, would need to be a category in which to rank schools.

While having this as a specific ranking category may not change the rankings based on success in this area alone, it is disheartening to see that the top ranked schools by *U.S. News and World Report 2006* show low coverage of social equity issues and cultural competency training in their core curriculum. This is especially troublesome since many programs attempt to model themselves around top-ranked schools.

The low coverage of social equity issues and cultural competency training may be based on several factors. For example, NASPAA, the accrediting organization for MPA programs, does not require coverage in this area and therefore schools may not deem it necessary to include in the curriculum. Another reason may be due to the newness of NAPA’s adoption of social equity as the fourth pillar of public administration. Generally, much time and effort is involved in making changes to courses or designing new ones. Many schools have extensive approval processes as well. Therefore, some schools may have chosen to make changes based on the addition of social equity as a pillar but are continuing to work through the administrative aspects of changing the curriculum.

Also, schools that are already ranked highly may not want to tamper with what is already viewed as a successful program. This is the ideology that if it’s “not broken, don’t fix it”. However, since social equity represents the fourth pillar of public administration, the curriculum at the top schools ought to be reflective of this. Low coverage could also be due to unawareness.

Departments may not actively reflect on the curriculum and therefore, are aware that their programs do not provide exposure to cultural competency or social equity. Without an understanding of how often the process of curriculum review takes place at each school, it is hard to determine if this is the case. However, it seems logical that most schools would review the curriculum around the same time as their NASPAA reaccreditation. Lastly, another reason for the low coverage may be that schools are uninterested in making changes to their curriculum to cover cultural competency skills or social equity topics. This may be the case for several reasons. Perhaps schools do not feel like they have the faculty, staff resources or expertise to advance such topics in their courses. They may also not want to lengthen the program by adding another course or eliminating one that already exists in order to make room for a course in social equity. While it is not possible to say for certain that these factors contributed to the low coverage findings, they are possible explanations for the patterns that were discovered. Ultimately, further study in this area is needed to determine why schools have such low coverage of these topics.

Table 2: Comparison of *U.S. News and World Report 2006* and Amount of Coverage Ranking

| U.S. News Report Rank | Name of School | Rank by Amount of Coverage |
|-----------------------|-----------------------------------|-------------------------------|
| 1. | Syracuse University | Low Coverage, 1 segment |
| 4. | University of Georgia | Low Coverage, 2 segments |
| 7. | University of Southern California | Low Coverage, 1 segment |
| 10. | American University | Low Coverage, 4 segments |
| 12. | George Washington University | Low Coverage, 3 segments |
| 13. | SUNY--Albany | Low Coverage, no segments |
| 14. | University of Kansas | Moderate Coverage, 8 segments |
| 18. | New York University | Low Coverage, 5 segments |
| 26. | Arizona State University | Moderate Coverage, 6 segments |
| 27. | Florida State University | Low Coverage, 3 segments |
| 28. | Georgia State University | Low Coverage, 5 segments |
| 31. | University of Nebraska--Omaha | Moderate Coverage, 8 segments |
| 33. | Virginia Tech | High Coverage, 13 segments |
| 34. | University of Kentucky | Low Coverage, no segments |
| 37. | Northern Illinois University | Low Coverage, 1 segment |

| | | |
|------|--|--------------------------------|
| 39. | University of Colorado--Denver | Low Coverage, 5 segments |
| 41. | University of Missouri--Columbia | Low Coverage, 3 segments |
| 42. | Cleveland State University | Moderate Coverage, 10 segments |
| 47. | George Mason University | Low Coverage, 4 segments |
| 49. | University of Illinois--Chicago | Moderate Coverage, 7 segments |
| 50. | University of Utah | High Coverage, 16 segments |
| 52. | CUNY--Baruch College | Moderate Coverage, 8 segments |
| 54. | North Carolina State University | Low Coverage, 2 segments |
| 55. | Portland State University | Moderate Coverage, 8 segments |
| 60. | Pennsylvania State University, Harrisburg | Low Coverage, 2 segments |
| 63. | University of North Texas | Low Coverage, 3 segments |
| 65. | Auburn University--Montgomery | High Coverage, 12 segments |
| 66. | Brigham Young University--Provo | Moderate Coverage, 9 segments |
| 67. | Florida Atlantic University | Low Coverage, 3 segments |
| 68. | San Francisco State University | Moderate Coverage, 7 segments |
| 69. | University of Illinois--Springfield | Moderate Coverage, 8 segments |
| 73. | University of South Carolina-- Columbia | Low Coverage, 4 segments |
| 74. | Virginia Commonwealth University | High Coverage, 13 segments |
| 77. | California State University--Long Beach | Moderate Coverage, 8 segments |
| 79. | Florida International University | Moderate Coverage, 8 segments |
| 82. | University of Alabama--Birmingham | Moderate Coverage, 11 segments |
| 85. | University of North Carolina-- Charlotte | Moderate Coverage, 7 segments |
| 86. | University of Tennessee--Knoxville | Low Coverage, 1 segment |
| 90. | Wayne State University | Low Coverage, 2 segments |
| 95. | Iowa State University | Low Coverage, 3 segments |
| 101. | University of Central Florida | Moderate Coverage, 6 segments |
| 102. | University of Louisville | Low Coverage, 5 segments |
| 105. | Boise State University | High Coverage, 13 segments |
| 116. | Wichita State University | Low Coverage, 4 segments |

(U.S. News and World Report, 2006)

Most schools had some kind of coverage in at least one of their courses of issues related to social equity. Only fifteen schools had just one course that mentioned one of the coded terms in their department's curricula. Most often schools had two courses that discussed these topics. Specifically, 24 schools or 33 percent had two courses that could be coded as mentioning social equity terms. Fifteen schools (21 percent) had three courses and 10 schools (14 percent) had some mention of these topics in four of their courses. Only two schools (.027 percent) were

coded as having five courses with social equity terms in the syllabus. While it is encouraging to see that most schools have something in their core courses that could be counted as covering social equity issues, most syllabi displayed a minor mention of these topics.

Each syllabus was coded according to the amount of focus each course dedicated to the topics of social equity (minor mention, moderate mention or primary focus). Since there were no stand-alone social equity courses, no syllabus was coded with the primary focus code. Most syllabi were coded as having a minor mention. The code minor mention was used when there was one article, class or portion of a class that included a topic in the codebook, such as affirmative action or diversity. The code moderate mention was used when a several classes covered these topics and/or the various codes were seen throughout the syllabus. Twenty-two courses, among 18 schools, were coded as having a moderate focus towards social equity topics.

Out of 72 schools and 628 syllabi, only 21 syllabi specifically mentioned the term social equity. As a foundational pillar of the field, social equity was discussed in less than one-half percent (.033) of all the syllabi reviewed in this dissertation research. Some courses did address issues of equity, although not specifically social equity. Thirty-nine courses mentioned issues of equity, which accounts for .062 percent of the syllabi. If the terms equity and social equity are combined, then almost one percent (.095) of the core courses among the schools in the research project discussed these issues in their courses.

Table 3 displays each school and the topics that were found in core courses within each of the NASPAA required curricula components. Table 3 can be read in the following manner. Each school is listed vertically on the left side of the table. Across the top are the curricula components indicated by NASPAA accreditation guidelines. Specific courses are located within each component. For example, ethics courses are located in the political and legal institutions

and processes component. Under each component I have listed the topics that were coded within each syllabus. This gives the reader an idea of the social equity topics that are addressed in the core course curriculum at the various participating schools.

Table 3: Social Equity Topics in Core Curriculum by School

| School | Budgeting and Financial Processes | Decision-making and Problem-solving | Economic and Social Institutions | Human Resources | Information Management | Organizations and Management Concepts and Behaviors | Policy and Program Formulation, Implementation and Evaluation | Political and Legal Institutions and Processes |
|--|-----------------------------------|-------------------------------------|----------------------------------|--|------------------------|---|---|--|
| American University | | | | | | 1) Diversity 2) Culture | Representative Bureaucracy, Asian | |
| Appalachian State University | | | | Diversity, Affirmative Action, Race, Social Equity, Minority | | | | 1) Culture, Minority, Diversity, Hispanic, African American 2) Affirmative Action, Diversity, Social Equity, Equity |
| Arizona State University | | Diversity, Race, Ethnicity | Equity | Equity | | 1 unit per director (unspecified) | | |
| Arkansas State University | | Ethnicity, Race, Hispanic | | Diversity, Race | | Diversity | | Representative Bureaucracy, Social Equity |
| Auburn University at Montgomery | | Race, African American, Caucasian | | Diversity, Social Equity, Affirmative Action | | Culture, Equity | | Affirmative Action, Culture, Pluralism, Representative Bureaucracy |
| Baruch College, CUNY | Equity | | | | | 1) Diversity 2) Race, Ethnicity | | Diversity, Ethnicity, Race |
| Boise State University | | Race, African American, Caucasian | | Diversity, Ethnicity, Race | | Diversity, Multiculturalism | Culture, Equity | Affirmative Action, Diversity, Equity |
| Brigham Young University | | | Diversity, Ethnicity | Diversity | | 1) Diversity 2) Diversity | | Diversity, Culture |
| California State University, Bakersfield | | | | Affirmative Action, Diversity | | | | |
| California State University, Dominguez Hills | | | | Affirmative Action | | | | Social Equity |
| California State University, Fresno | | | | | | | | |
| California State University, Long Beach | Diversity | | | Diversity, Ethnicity, Race | | Culture, Equity | 1) Diversity 2) Equity | |
| Cleveland State University | | African American, Caucasian | Equity | | | Culture, Diversity, Pluralism, Equity | | Social Equity |
| College of Charleston | | | | Affirmative Action, Equity, Minority | | | | 1) Race 2) Culture |
| Florida Atlantic University | | | | Affirmative Action | | 1) Social Equity 2) Diversity | | |

| School | Budgeting and Financial Processes | Decision-making and Problem-solving | Economic and Social Institutions | Human Resources | Information Management | Organizations and Management Concepts and Behaviors | Policy and Program Formulation, Implementation and Evaluation | Political and Legal Institutions and Processes |
|---|-----------------------------------|-------------------------------------|----------------------------------|---|------------------------|---|---|--|
| Florida International University | Equity | | | Minority | | Equity, Race, Minority, Multiculturalism | | 1) Affirmative Action 2) Affirmative Action |
| Florida State University | | | | | | Diversity | Equity | Representative Bureaucracy |
| George Mason University | Social Equity, Equity | | | | | | | Race |
| George Washington University | | African American, Caucasian | | | | Diversity | | |
| Georgia College & State University | | | Diversity, African American | Diversity | | | | Diversity |
| Georgia State University | | Race | | Affirmative Action, Diversity, Equity, Minority | | | | |
| Grambling State University | | | | Affirmative Action | | | | |
| Iowa State University | Diversity | | | Affirmative Action, Diversity | | | | |
| Kentucky State University | | Affirmative Action, Diversity | | | | Culture, Diversity | | |
| Long Island University, C.W. Post Campus | | | | Affirmative Action, Diversity | | | | 1) Equity 2) Affirmative Action, Pluralism, Social Equity |
| New Mexico State University | | | | Affirmative Action, Diversity | | Diversity | | |
| New York University | | | | | | 1) Culture, Diversity 2) Minority, Diversity, Affirmative Action | Equity | |
| North Carolina State University | | Equity | | | | Diversity | | |
| Northern Illinois University | | | | Affirmative Action | | | | |
| Oakland University | | | | Diversity, Race, Social Equity | | | | |
| Old Dominion University | | | | | | | Pluralism | Affirmative Action, Race |
| Pennsylvania State University at Harrisburg | | | | Affirmative Action, Diversity | | | | |

| School | Budgeting and Financial Processes | Decision-making and Problem-solving | Economic and Social Institutions | Human Resources | Information Management | Organizations and Management Concepts and Behaviors | Policy and Program Formulation, Implementation and Evaluation | Political and Legal Institutions and Processes |
|---|-----------------------------------|-------------------------------------|----------------------------------|---|------------------------|---|---|--|
| Portland State University | | 1) Diversity 2) Diversity | | Diversity | | | Equity | 1) Affirmative Action, Equity, American Indians 2) Equity |
| San Francisco State University | | Race | | Diversity, Race | | Culture, Diversity | Pluralism, Asian | |
| Seattle University | | | | Affirmative Action, Diversity | | | Race | 1) Equity 2) Diversity, Social Equity, Representative Bureaucracy |
| Suffolk University | | | | Affirmative Action | | African American | | |
| SUNY College at Brockport | | Race | | Affirmative Action, Diversity | | | Equity | |
| Syracuse University | | | | | | Minority | | |
| Texas State University - San Marcos | | | | Diversity | | | | Affirmative Action |
| University of Akron | | | | Affirmative Action, Diversity | | Diversity | | Affirmative Action |
| University of Alabama at Birmingham | | Diversity | Race, Equity | African American, American Indian, Asian, Caucasian, Hispanic | | Culture | | Diversity, Ethnicity |
| University of Albany, SUNY | | | | | | | | |
| University of Arkansas at Little Rock | | | | Affirmative Action, Diversity | | | | |
| University of Central Florida | | | | Affirmative Action, Culture, Diversity | | | | Affirmative Action, Diversity, Representative Bureaucracy |
| University of Colorado at Denver & Colorado Springs | | | | | | Diversity | | 1) Minority 2) Affirmative Action, Diversity 3) Pluralism |
| University of Georgia | | Equity | | Affirmative Action | | | | |
| University of Illinois at Chicago | | | | Affirmative Action, Diversity | | Diversity | | |
| University of Illinois at Springfield | | | | Affirmative Action, Diversity, Social Equity | | Asian | | Affirmative Action, Diversity, Social Equity, Representative Bureaucracy |

| School | Budgeting and Financial Processes | Decision-making and Problem-solving | Economic and Social Institutions | Human Resources | Information Management | Organizations and Management Concepts and Behaviors | Policy and Program Formulation, Implementation and Evaluation | Political and Legal Institutions and Processes |
|---|-----------------------------------|-------------------------------------|----------------------------------|--|------------------------|---|---|---|
| University of Kansas | | | | Affirmative Action, Diversity, Social Equity | | Diversity | | 1) Social Equity, Representative Bureaucracy 2) Affirmative Action, Race |
| University of Kentucky | | | | | | | | |
| University of Louisville | Culture | Race | | Affirmative Action, Race | | | Equity | |
| University of Maine | Equity | | | Affirmative Action, Social Equity | | | | Equity, Representative Bureaucracy |
| University of Missouri - Columbia | | Ethnicity | | | | Diversity | | |
| University of Missouri - Kansas City | | | | | | Diversity | | |
| University of Nebraska at Omaha | | | | | | 1) Equity | 1) Diversity | 1) Culture |
| | | | | | | 2) Equity, Representative Bureaucracy | 2) Equity | 2) Social Equity, Equity |
| University of Nevada, Las Vegas | | Race | | Diversity | | | | |
| University of North Carolina at Charlotte | | | | Affirmative Action, Diversity, Minority | | Equity | | Culture, Race, Representative Bureaucracy |
| University of North Florida | | | | | | | | |
| University of North Texas | | | | Affirmative Action, Diversity, Hispanic | | | | |
| University of South Carolina | | | | Affirmative Action, Asian, Equity, Minority | | | | |
| University of South Florida | | | | Diversity | | | | |
| University of Southern California | | | | | | Race | | |
| University of Tennessee at Chattanooga | | | | Affirmative Action, Diversity | | | | |
| University of Tennessee at Knoxville | | | | | | | | Diversity |
| University of Utah | | | | Diversity, Ethnicity, Race, Equity | | Diversity, Culture | | 1) Affirmative Action, Diversity, Representative Bureaucracy 2) Affirmative Action, Race |

| School | Budgeting and Financial Processes | Decision-making and Problem-solving | Economic and Social Institutions | Human Resources | Information Management | Organizations and Management Concepts and Behaviors | Policy and Program Formulation, Implementation and Evaluation | Political and Legal Institutions and Processes |
|---|-----------------------------------|-------------------------------------|----------------------------------|--|------------------------|---|---|--|
| University of West Georgia | | | | | | | | |
| Valdosta State University | | | | | | | | |
| Virginia Commonwealth University | Social Equity, Equity | Race, Caucasian | | | | Culture, Diversity, Equity | | 1) Diversity 2) Affirmative Action, Diversity, Social Equity, Equity |
| Virginia Polytechnic and State University | | | | Affirmative Action, Race, Minority, Representative Bureaucracy | | | African American, Social Equity | 1) Diversity, Equity, Representative Bureaucracy 2) Culture, African American, Hispanic, Equity |
| Wayne State University | | | | Affirmative Action | | | Pluralism | |
| Wichita State University | | | Equity | Social Equity | | Diversity, Race | | |
| Wright State University | | | | Diversity | | | | |

Program Trends

Within each program, some core courses demonstrated a stronger focus on cultural competency than others. As might be expected, almost all schools addressed these topics in their human resources course. Forty-eight of the 72 schools had some coded term in the curriculum for this core course. The topics listed the most within the 72 school's curriculum in this area were diversity (44 percent) and affirmative action (43 percent). Other topics that seen in this course were race and minority, usually found within the fair hiring literature.

Topics were also addressed equally in two other NASPAA required curricula components: 1) Organizations and Management Concepts and Behavior and 2) Political and Legal Institutions and Processes. Out of the 72 schools that participated in this project, 35 schools had topics in both sections respectively. The Organizations and Management Concepts and Behavior component most often included Organizational Theory and Behavior courses as well as Management Skills courses. The topic seen most often (68 percent) in this component was diversity, largely taught in a "managing diversity/workforce diversity" session. Other topics included culture and race.

The Political and Legal Institutions and Processes component includes ethics and law classes as well as many of the department's capstone courses. The most coverage in this curricula component was dedicated to Affirmative Action (48 percent), which is mostly seen related to constitutional court cases. Forty-two percent of the syllabi in this component focused on diversity while another 31 percent focused on representative bureaucracy.

Surprisingly, very few syllabi in the Policy and Program Formulation, Implementation and Evaluation component focused on issues of social equity. In fact, only 14 of the 72 schools showed representation in this component of their curriculum. Those that did have coded items in

their syllabi, focused largely on equity. The Economic and Social Institutions component also saw little social equity coverage. The few schools (six schools or .08 percent) that did mention it usually did so in case examples in which race or ethnicity was a variable.

Eight schools covered social equity topics in their Budgeting and Financial Processes component. Of the few schools that produced results in this area, most focused on equity concerns in budget allocation. Lastly, the Information Management curricular component did not have any coverage of social equity issues from any of the 72 schools. However, it should be noted that few schools had courses that fit into this component.

Key Themes

Several key themes can be noted from the analysis of the findings.

1. Fewer than a third of the MPA programs specifically addressed social equity or cultural competency in their core course curriculum.

Although NAPA has only recently elevated social equity to the fourth pillar of public administration, the concept of social equity is not a new one. In fact, nearly 40 years ago, Frederickson and other scholars from the Minnowbrook conference (Marini, 1971) stated that public managers are to make certain that all citizens are represented by our governmental system. The *New Public Administration* called on public managers to advocate for the underrepresented and to promote and ensure social equity. Despite the many years of discussing the need for public administrators to promote social equity, less than one percent of the schools even mentioned it in their curriculum.

2. No stand-alone course in social equity or cultural competency was found at any of the schools. When dedicated courses were mentioned, they were offered as elective courses or workshops.

When given the opportunity to review their summary profiles, many directors noted that electives or other methods were used to give students cultural competency skills. However, students may choose whether to take social equity or cultural competency skills electives and therefore may never be exposed to any course related to these topics. In effect, students who receive formal cultural competency or diversity training are self-selecting to do so. Therefore, students who are already culturally competent could be more likely to enroll in these elective courses, while students without cultural competency may choose not to enroll, indicating the potential for selection bias in enrollment. Since NASPAA states that students should be exposed to issues of diversity in their course work, preparing them to work effectively in a diverse society, we can conclude that elective courses do not meet national professional standards for public administration.

3. Topics of race are largely uncovered.

Although race remains a critical component in our society, very few courses specifically addressed issues of race. Constitutionally, race is considered a suspect category and public administrators abiding by the Constitution ought to be exposed to issues of race within their core MPA curriculum. However, of all the topics coded in the syllabi, race, ethnicity and pluralism were given the least amount of attention.

4. The majority of schools provided low coverage of social equity or cultural competency topics in their core curriculum.

Forty-seven schools fell into the low coverage category out of the 72 schools that participated in my research study. In other words, 65 percent of the schools in my study had 5 or fewer segments in their entire core curriculum related to social equity topics even though most schools had anywhere from five to 10 or more core courses. In addition, my coding structure allowed for any topic listed in the codebook to be counted. While this liberal coding structure was useful in accounting for the variable information able to be gathered from a syllabus, it may inflate the amount of time actually devoted to social equity topics.

5. Some schools did not provide any coverage of social equity topics or cultural competency training to their students through the core curriculum.

Six schools in my study did not provide any amount of coverage in their core curriculum courses. While this is a small percentage of my study, one can assume that other NASPAA-accredited schools fall into this category as well. As a core value of public administration and as the fourth pillar of the field, social equity should be discussed somewhere in the core curriculum. Not exposing students to social equity topics in an MPA program not only constitutes an injustice to the students and their education, but to the field as well. Public administration has a responsibility to provide students with the skills necessary to practice equitable public service.

Each of the themes discussed here indicates that much curriculum work remains if social equity is to truly become the fourth pillar of public administration. Based on the results of this research study, students are not receiving adequate exposure to social equity topics in the core curriculum of NASPAA-accredited MPA programs. If students are not given the opportunities

to study and participate in social equity issues in the classroom, then one can logically assume they will not develop skills in culturally competency from their program of study.

CHAPTER FIVE

CHAPTER FIVE

George Frederickson, in a March 2005 column of the *PA Times* reminds us that social equity was formally included as a public administration value in the 1970s. Yet, many public administrators and Americans in general “are not walking the social equity walk”. This is evident by the continual inequality among Americans. Frederickson insists that public administration begin applying social equity within the field and offers an agenda for achieving this goal. First, Frederickson notes in terms of social equity, we must think globally and act locally. Social equity issues and consequences are local matters. Second, he contends that we must engage in the war of ideas, asking not only is a program effective or good, but also *for whom* is the program effective or good (2005).

Next Frederickson reminds us that as professionals in this field, we know how to organize and mobilize in order to win the war of ideas; therefore we are natural social equity warriors. Fourth, a commitment to social equity obligates us to consider the interests of the disadvantaged and the underrepresented. He notes that at the upper and intermediate levels of public administration “we tend to avoid the uncomfortable issues of competence, although street-level workers have no illusions about competence” (Frederickson, 2005). Lastly Frederickson writes it is time for “moral indignation, for passion and anger”. No longer can public administration talk about social equity without passionately working towards achieving it. He notes that alternative methodologies and outlets for presentation are necessary. “Public administration should be all about seeing to it that public policies are fair and that the implementation of public policies is fair. We are long past needing to defend this proposition. It is time to walk the social equity walk” (Frederickson, 2005).

Issues of social equity are evident in all policy areas and arenas. “A specific public policy may be in a general sense good, but is seldom good or bad for everyone” (Frederickson, 1994). Since issues of social equity are inherently intertwined with public administration, it is important to understand how the field educates its students, its future professional members, in this area. How are cultural competencies transmitted in the formal education process? “Of the thousands of subjects, skills, concepts and values, which ones are judged important enough to be presented to students of public administration in formal degree programs” (Roeder & Whitaker, 1993)?

There are factors that might contribute to why social equity would be seen in some MPA programs and not in others. Faculty specializations, interests and competencies, as noted by Roeder and Whitaker (1993), determine to some extent the curriculum content of a particular school’s program. Beyond those required by accreditation, programs may tend to emphasize very different sets of competencies for their students. Even if NASPAA requires cultural competency standards or social equity to be included in the curriculum, there is no guarantee that schools will not just dedicate one course period to these issues and fulfill their obligations to the accreditation process. This appears to be the case surrounding issues of diversity. Rather than taking a minimalist approach, MPA programs need to treat social equity as if it is truly a value of the field. Social equity must become a flow of conversation (Personal Communication, September 22, 2005) in which departments invest in its explanation and discussion. This conversation will begin to prepare our future public servants to do the work of the public.

As the fourth pillar of public administration and as a long-standing value of the field, social equity should be among those competencies obtained in MPA programs. My research suggests that the discussion of social equity in core MPA program curriculum is limited. Other

issues that may assist students in their quest for cultural competency are minimally mentioned, such as affirmative action, diversity, and representative bureaucracy; however, social equity was given even less attention in the bulk of the syllabi reviewed in this research project. This lack of attention or dedication to social equity is troubling. As protectors of democracy and as servants of the public, the field of public administration has an ethical obligation to prepare students for work in a diverse workforce and among a diverse public. Cultural competency is therefore a crucial skill for Master of Public Administration students.

Competencies that are required for public administration leaders remain in a state of change. Those skills required in the past may no longer be as important as they once were since they inevitably reflect the environment of the times. Those required of future leaders could be different from those needed in leaders today. It is therefore essential to predict and prepare for the challenges future leaders will be faced with, so that competencies may be developed and identified for leaders in the changing environment (Organization for Economic Co-Operation and Development, 2001). Much research has been conducted in the areas of the changing nature of the workforce and society as well as the nature of a globalized society. Cultural competencies are needed for public administrators on a national level; however, they are also becoming increasingly dire due to the effects of globalization. While globalization may serve as a catalyst for the development of cultural competencies, we should not overlook the local need for cultural competency as public administrators work towards social equity attainment.

The Executive Core Qualifications (ECQ's) are a set of key competencies and characteristics developed by the U.S. Government for the Senior Executive Service (SES). One of the components of the "leading people" ECQ is cultural awareness. Leadership of a diverse

society and management of a diverse workforce demands competencies too many leaders lack today.

While the US government has been conducting training for leaders for some time in this area, the focus has been on affirmative action, equal employment opportunity and valuing others. These are important, but they are not enough. We must help our government's leaders create institutions, including systems, processes, and policies which support the development and contributions of all members of the workforce and society (Organization for Economic Co-Operation and Development, 2001).

Obtaining cultural competencies in order to achieve the goals of social equity is important to public administration for two reasons. First, working towards social equity allows public administration managers to develop the full potential of all its employees. This results in a more productive workforce and an organization that is more competitive in the global economy and the diverse marketplace (Carlton, Hawkey, Watson, Donahue, Garcia & Johnson, 1997). Second, social equity also includes the provisions of public services. In other words, what skills will be required to work towards equitable distribution of public services and to work with increasingly diverse clients and communities (Rice, 2005, Personal Communication, September 15, 2005)?

However, public administration's obligation to social equity should not be in debate here, as noted by Frederickson. Rather, public administrators should be discussing the methods and avenues for social equity attainment. My contention is that the first logical place to start would be within the formal MPA curriculum. This would assure that future public administrators would at least be armed with the necessary competencies to face the challenges of inequity and injustice in public service. As my research has demonstrated, little attention is paid to social equity in formal public administration curriculum. In order to adequately uphold our obligations

to the fourth pillar of public administration, core curriculum courses should include issues of social equity.

There are multiple ways in which social equity can be formally added to the MPA curriculum. First, a stand-alone course could be added to the core MPA curriculum that is specifically devoted to social equity. Another option is to integrate the ideals of social equity into all components of MPA curriculum, as is currently done with the first three pillars of Public Administration – efficiency, effectiveness, and economy. Ideally, this would include not only one class period devoted to social equity or other such ideals, (for instance, diversity, affirmative action, etc.) but rather an inclusive curriculum that would be seen throughout the course, in its learning objectives, assignments, readings, and class discussion.

In order to institutionalize our commitment to social equity, accountability of MPA programs to incorporate this value into their core is necessary. Naturally this would require the involvement and commitment of NASPAA. “NASPAA has had significant positive impacts in educating for the public service and helping to shape the discipline of public administration” (Roeder & Whitaker, 1993). The Curriculum Studies Group of NASPAA was developed to identify and assess managerial competencies. They are charged with not only identifying the skills, but also identifying how to teach these skills (Heimovics & Herman, 1989). It is clear that NASPAA has a defined role in promoting social equity and cultural competencies among MPA programs. NASPAA has played this role in the past and must continue to do so with the changing nature of our profession. The nature of this commitment must be evaluated and based on outcome assessments and a systematic evaluation of the accreditation process. In order to conceptualize how a new accreditation standard in cultural competency would look, we must now turn our attention to curriculum transformation.

Curriculum Transformation

More and more, educational institutions are developing programs to transform curricula and general education programs to address issues of cultural competency, social equity and diversity. Institutions can take advantage of new scholarship about the diversity of cultural traditions and histories in America and around the world to offer students a deeper and more complete picture of America's racial and cultural background. Most importantly, multicultural education and courses on diversity and social equity can and are preparing students for an increasingly complex and diverse community and workplace (Diversity Web, 2002).

Specific steps can be taken to transform public administration curricula to include social equity topics and to prepare public administrators to meet the challenges of responsible citizenship and public service. These steps will ensure that public administrators understand and are trained effectively for professional roles in a culturally diverse global community (Diversity Web, 2002).

The National Association of Schools of Public Affairs and Administration (NASPAA) contend that the main purpose of curricula is to prepare students for professional leadership in public service. Therefore, “curriculum components are designed to produce professionals capable of intelligent, creative analysis and communication and action in public service” (National Association of Schools of Public Affairs and Administration, 2002).

NASPAA defines three areas of common curriculum components that must be present in accredited schools: Management of Public Service Organizations, Quantitative and Qualitative Techniques of Analysis and Understanding of the Public Policy and Organizational Environment. However, NASPAA states that these area requirements should not define specific courses or imply that equal time should be spent in each area. Most importantly, these

requirements should not be interpreted in a manner that would impede the development of special strengths in each program.

Lastly, NASPAA states, “the common and additional curriculum components shall develop in students general competencies that are consistent with the program mission” (National Association of Schools of Public Affairs and Administration, 2002). NASPAA seems to support the development of specific competencies by individual programs and they have developed a clear, well-outlined diversity component in their guidelines. However, the results of this study suggest that while diversity is endorsed by NASPAA, much curriculum implementation work remains to achieve the competencies necessary to obtain social equity. Although the addition of a competency area that addresses social equity and cultural issues would mean a change in the department itself, Public Administrators must determine whether a move in this direction is important. Currently, NASPAA is considering adding a cultural competency standard into their accreditation guidelines. This could serve as a driving force for schools in the process of determining whether to participate in a curriculum transformation.

Stand-Alone Course

A stand-alone course in social equity for MPA programs would require immediate adjustment through the addition and development of a new required course, but perhaps would be less of an overall change in the department. Adding one course would not necessarily require programs to incorporate the ideals of social equity into their mission statements, program goals and objectives or require a complete curricula change in all core program syllabi and course structure.

However, public administration departments should still consider how additional required courses could affect their programs. Extending the number of overall courses needed for degree

completion is an obvious adjustment and could affect the desirability of the program to potential students. Alternatively, schools and departments could consider a series of weekend workshops that are required for degree completion, but that do not extend the number of courses needed to complete the program, therefore causing a student to stay enrolled for another semester. A third alternative is to replace a course with one that focuses on cultural competency. This would require departments to evaluate each required course in the program and decide what is essential to include. Some courses could be combined in order to make room for a course in cultural competency. Departments would need to evaluate whether combining or eliminating courses are possible options.

Although logistically adding a stand-alone course might appear to be the easier option, many programs or professors may not have the resources or necessary knowledge to design or teach a course in social equity. Drawing from a webcast seminar presented by the School of Pharmacy at the University of California, San Francisco on “Integrating Cultural Competence into Health Professions Curricula”, syllabi from my data collection and interviews with several professors who are currently incorporating social equity issues in their courses, I have developed a sample course syllabus for a course in social equity and cultural competency.

The syllabus below demonstrates sample lecture topics, readings, assignments and course objectives for a stand-alone course in social equity. The course is divided into two sections. Weeks one through seven focus on the context of social equity in the field of public administration. Here students learn about the history of social equity, theory, relevant laws and policy and various diversity groups. This portion of the course helps students understand the basis of social equity and its *relationship* to public administration. Weeks eight through twelve focus more on the application of social equity by public administrators. Students learn fair hiring

standards, benchmarks or outcome indicators for social equity, how the goals of social equity can be achieved through specific policy areas and communication techniques. Lastly, cultural competency tools are offered to help students manage for social equity. This portion of the course helps students understand the skills necessary to achieve social equity and its *importance* to public administration.

This syllabus is designed only as a sample or guide and schools would need to develop each topic area according to the goals and mission of the department. Course readings and assignments are offered as a starting point for professors. The topics offered in the syllabus could also be used for a workshop lecture series required of students throughout their MPA course work. Although one course focused on cultural competency skills and social equity for public administrators may not greatly change ideology or create public administrators who will make large scale changes to the injustices of the world in general, it is a good first step towards reaching the goals of social equity. The course syllabus below will assist programs and faculty members in having a beginning conversation about how they can be responsive to social equity concerns and the changing nature of our society.

SAMPLE SYLLABUS

Course Description

The objective of this course is to help students understand theories and skills that prepare them to become culturally competent public administrators. Cultural competence is the set of knowledge and skills that must be developed in order to be effective with a multicultural public. Students will be encouraged to give critical thought to the question of what it means to deliver culturally competent public services. The course will be divided into two distinct sections – context of social equity and application of cultural competency skills in achieving the goals of social equity.

Course Objectives

This course is designed to help students:

- To understand the definitions of culture and related concepts, the role of historical context in current events and to reflect on how one's personal world view affect their working relationship with colleagues and the public.
- To understand the concept of pluralism and the ability of governments to provide effective, efficient and equitable solutions and services.
- Learning management techniques that will allow the public administrator to enhance fairness, justice and equity in the outcomes of governance processes.
- Identify and assess various theories related to social equity and its relevance to outcome measurements.
- Identify opportunities for the promotion of social equity in policy design and implementation.

Course Outline

Week One: Introduction to Social Equity

- Definition
- History
- Types of Social Equity
- Measures of Social Equity (Access, Procedural Fairness, Quality, Outcomes)
- Rationale for importance to public administration

Recommended Readings:

- Frederickson, G.H. (ed.) 1974. Symposium on social equity and public administration [Special issue]. *Public Administration Review*, 34(1).
- Frederickson, G.H. (1990). Public administration and social equity. *Public Administration Review*, 50(2), 228-237.
- National Academy of Public Administration. (2000). *Standing Panel on Social Equity in Governance*, <http://www.napawash.org/>.
- Jennings, E.T. (ed.) 2004. Symposium: Social equity in public affairs education [Special issue]. *Journal of Public Affairs Education*, 10(2).
- Rosenbloom, D. (2005). Taking social equity seriously in MPA education. *Journal of Public Affairs Education*, 11(3), 247-252.

- Svara, J.H. & Brunet, J.R. (2005). Social equity is a pillar of public administration. *Journal of Public Affairs Education*, 11(3), 253-258.

Assignment: Write an essay in which you discuss the aspects of social equity most relevant to public administration? What is the role of social equity in public administration in a post-Civil Rights Era? Complete the cultural competency self-assessment tool.

Week Two: Race/Culture and its impact on public administration

- Racial and Cultural Group Identities
- Service provisions for different cultural groups
- Social Equity in Service Delivery

Recommended Readings:

- Omi, M. & Winant, H. (1994). *Racial formation in the United States: From the 1960s to the 1990s*. New York: Routledge.
- Tatum, B. (1997). *Why Are All the Black Kids Sitting Together in the Cafeteria?* New York: Basic Books.
- Fix, M.E. & Turner, M.A. (1998). *The national report card on discrimination in American: The role of testing*. Washington D.C.: The Urban Institute.
- Brannon, P.T. (2001). *Issues of race in public administration*. Prepared for ASPA's 62nd National Conference, Newark, NJ.
- Cresswell, S., Wishy, J. & Maxwell, T. (2003). *Fostering social equity and economic opportunity through citizen participation*. A discussion paper prepared for the National League of Cities. <http://www.albany.edu/igsp/pdf/nlcfinal.pdf>.
- Unnamed author, *Race – The Power of an Illusion, What Does the Census Tell Us about Race?* Public Broadcasting Service. http://www.pbs.org/race/000_About/002_04-background-03-01.htm.

Assignment: Describe a relationship between race and a policy issue using empirical evidence to identify patterns. What history has shaped the context of this policy issues? Is it still a problem? How can it be solved?

Week Three: The Environment of Diversity and the Changing Workforce

- Gender
- Race
- Ethnicity
- Physical Ability

Recommended Readings:

- Riccucci, N.M. (2002). *Managing diversity in public sector workforces*. Chapter 7: Diversity in Ability. Boulder Colorado: Westview Press.
- Stivers, C. (2002). *Gender images in public administration: Legitimacy and the administrative state*. Sage Publications.

- Pitts, D.W. (2004). *Diversity, representation and performance: Evidence about race and ethnicity in public organizations*. Seminar on the Detriments of Performance in Public Organizations. <http://www.clrgr.cf.ac.uk/events/Pitts%202004.pdf>.
- Burton, Jr., O. & Tryman, M.D. (2005). *Public service in America's urban areas: Why the bar in perception and practice remains higher for African-American public managers*. 104-117. In *Diversity and public administration: Theory, issues and perspectives*. Armonk, New York: M.E. Sharpe.

Assignment: Choose a diversity component found in the workforce and prepare a presentation in which you discuss the major questions/concerns we should be asking about this issue as public servants. What are the relevant questions for public service and what should we be doing about the issue? Be prepared to lead the class in discussion.

Week Four: The Environment of Diversity and the Changing Workforce Con't

- Sexual Orientation
- Religion
- Class
- Age
- Others

Recommended Readings:

- Thielmann, G.S. & Stewart, Jr. J. (1996). A demand-side perspective on the importance of representative bureaucracy: AIDS, ethnicity, gender and sexual orientation. *Public Administration Review*, 56(2), 168-176.
- Murray, N. (1997). *An inner voice for public administration*. Westport, Connecticut: Praeger.
- Wise, L.R. & Tschirhart, M. (2000). Examining empirical evidence on diversity effects: How useful is diversity research for public-sector managers? *Public Administration Review*, 60(5), 386.
- Tobias, R.M. (2001). An aging workforce: A time of opportunity or a time of calamity? *The Public Manager*, 30(2), 27.

Assignment: Choose a diversity component found in the workforce and prepare a presentation in which you discuss the major questions/concerns we should be asking about this issue as public servants. What are the relevant questions for public service and what should we be doing about the issue? Be prepared to lead the class in discussion.

Week Five: Workforce Diversity/Organizational Theories of Justice

- Representative Bureaucracy
- Organizational Justice
- Vicarious Self-Efficacy
- Social Categorization Theory
- Critical Race Theory
- Feminist Theory

Recommended Readings:

- Tajfel, H. & Turner, J.C. (1986). *The social identity theory of inter-group behavior*, 7-24. In *Psychology of inter-group relations*. Chicago: Nelson-Hall.
- Gilliland, S.W. (1993). The perceived fairness of selection systems: An organizational justice perspective. *AMJ*, 18(4), 694-734.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- O'R. Morton, N. & Lindquist, S.A. (1997). Revealing the feminist in Mary Parker Follett. *Administration & Society*, 29(3), 348-372.
- Dolan, J. (2000). The senior executive service: gender, attitudes and theory. *Journal of Public Administration Research and Theory*, 10(3), 513-29.
- Meier, K.J. & Bothe, J. (2001). Structure and discretion: missing links in representative bureaucracy. *Journal of Public Administration Research and Theory*, 11(4), 455-471.
- Schneider, C.J. (2003). Integrating critical race theory and postmodernism implications of race, class and gender. *Critical Criminology*, 12(1), 87-104.

Assignment: Compare and contrast theories discussed in class. Discuss which theories are best aimed at achieving the goals of social equity.

Week Six: Globalization and Social Equity

- The United Nations Public Administration Network (UNPAN)
- Devolution
- Human Rights
- World Market/Market Principles
- Terrorism and Globalization
- Global Ethic
- Internet

Recommended Readings:

- McMurtry, J. (1998). *Unequal Freedoms: The Global Market as an Ethical System*. Hartford and Toronto: Kumarian Press.
- Kettl, D. (2000). The Transformation of Governance: Globalization, Devolution and the Role of Governance. *Public Administration Review*, 60(6), 488.
- Garofalo, C. (2002). Globalization, moral justification and the public service. *Public Administration & Management*, 7(1), 56-70.
- Bertucci, G. (2004). *Innovation in Governance and Public Administration: Regional Challenges and Responses*. United Nations Public Administration Network. <http://unpan1.un.org/intradoc/groups/public/documents/un/unpan015112.pdf>.
- Wooldridge, B. (2004). Preparing Public Administrators for an Era of Globalization and Decentralization: A Strategic-Contingency Approach. *International Review of Administrative Sciences*, 70(2), 385-403.
- Gormley, Jr., W.T. *Reflections on terrorism and public management*. http://www.maxwell.syr.edu/campbell/Governance_Symposium/gormley.pdf.

Assignment: Write a paper in which you discuss the implications of globalization on public administration. What are the main concerns, problems, advantages? What competencies will public administrators need as the workforce becomes more globalized?

Week Seven: Legal Basis for Social Equity and Cultural Competency

- Relevant Laws
- Relevant Policies
- Ethical/Moral Issues

Recommended Readings:

- Hinman, L.M. (1999). *Contemporary Moral Issues: Diversity and Consensus (2nd Edition)*. Prentice Hall.
- Dauphinee, M.M. & Ramkhalawansingh, C. (1991). The ethics of managing a diverse workforce in government: Do unto others: Ethics in Government and Business. *Canadian Public Administration*, 34(1), 50-57.
- Ingraham, P.W. & Rosenbloom, D.H. (1998). The new public personnel and the new public service. (Special issue on public policy and administration: the Minnowbrook Perspective, part 2). *International Journal of Public Administration*, 21(6-8), 995.
- Lee, Jr. R.D. & Greenlaw, P.S. (2000). Employer liability for employee sexual harassment: A judicial policy-making study. *Public Administration Review*, 60(2), 123.

Assignment: Trace the history of relevant laws and policies that have shaped the social equity environment of today's public administration.

Week Eight: Affirmative Action, Equal Opportunity, Fair Hiring Practices

- Description and Discussion
- Legal Content
- Relationships to Public Administration
- Organizational Concerns

Recommended Readings:

- Humphries, M. & Grice, S. (1995). Equal employment opportunity and the management of diversity: A global discourse of assimilation? *Journal of Organizational Change Management* (May).
- Soni, V. (1999). Morality vs. mandate: Affirmative action in employment. *Public Personnel Management*, 28(4), 577.
- Hartmus, D.M. & Niblock, S.B. (2000). Elements of a good sexual harassment policy. *The Public Manager*, 29(1), 50.
- Grutter v. Bollinger, 539 U.S. 244 (2003). Docket Number: 02-241.
- Shank, D. (2003). Faith-based discrimination? Religious organizations and fair hiring. *Sojourners*, 32(5), 17-19.

Assignment: Review the sample resumes distributed in class. Imagine you are the HR director at the Department of Transportation and must choose three candidates for the current policy

analyst opening. Describe the pros and cons of each candidate and provide a rationale for your choice.

Week Nine: Social Equity and Outcome Measures

- Needs Assessment
- Key National Indicators Initiative
- Indicators and Disparity Identification

Recommended Readings:

- Oregon Progress Board, Benchmark Project. <http://egov.oregon.gov/DAS/OPB/>.
- Conrad, R. (2002). A progress report on Oregon's racial and ethnic minorities <http://egov.oregon.gov/DAS/OPB/docs/Parity/RE2002.pdf>.
- Coe, C. (1999). Local government benchmarking: Lessons from two major multigovernment efforts. *Public Administration Review*, 59(2), 110-111.

Assignment: Analyze a policy/program and develop recommendations for improvement using social equity processes. Develop and provide a sample assessment tool and a list of outcome measures used.

Week Ten: Justice, Fairness, Equitable Distribution of Service Delivery

- Federal and State Welfare Programs
- Felony Disenfranchisement
- Education
- Health Care
- Housing

Recommended Readings:

- Wallace, S.P. Levy-Storms, L., Anderson, R.M. & Kington, R.S. (1997). The impact by race of changing long-term care policy. *Journal of Aging & Social Policy*, 9(3), 20.
- Garcia, J.A. & Harris, R.D. (2001). Barriers to employment for welfare recipients: the role of race/ethnicity. *Journal of Ethnic & Cultural Diversity in Social Work*, 10(4), 21-42.
- Maruyama, G. (2003). Disparities in educational opportunities and outcomes: What do we know and what can we do? *Journal of Social Issues*, 59(3), 653-677.
- Thomas, J.M. & Hwang, Hee-Yun (2003). Social equity in redevelopment and housing: United States and Korea. *Journal of Planning Education and Research*, 23, 8-23.
- Mauer, M. & Kansal, T. (2005). Barred for life: Voting rights restoration in permanent disenfranchisement states. The Sentencing Project. <http://www.sentencingproject.org/pdfs/barredforlife.pdf>.
- Gooden, S. T., (2005). Examining the Implementation of Welfare Reform by Race: Do Blacks, Hispanics and Whites Report Similar Experiences with Welfare Agencies? *Review of Black Political Economy*, 32(2), 27-53.

Assignment: Write an editorial on a policy area discussed in class or approved by the professor. Discuss the distribution of service delivery. Is it fair? Equitable? The editorial should analyze the problem and suggest strategies for solutions in the public administration and policy environment.

Week Eleven: Cross-Cultural Communication Techniques

- Language and Communication
- Language Barriers, Interpreters, ESL
- Overview of Human Communication, Managing Meaning
- Diversity and Communication

Recommended Readings:

- Witherspoon, P.D. & Wohlert, K.L. (1996). An approach to developing communication strategies for enhancing organizational diversity. *The Journal of Business Communication*, 33(4), 375.
- Leigh, J.W. (1995). *Communicating for cultural competence*. Boston, Massachusetts: Allyn & Bacon.
- Arai, M., Wanca-Thibault, M. & Zalabak, P. (2001). Communication theory and training approaches for multiculturally diverse organizations: Have academics and practitioners missed the connection? *Public Personnel Management*, 30(4), 445.
- Nelson, G.L., Al Batal, M. & El Bakary, W. (2001). Directness vs. indirectness: Egyptian Arabic and U.S. English communication style. *International Journal of Intercultural Relation*, 26, 39-57.

Assignment: Identify and describe an organization and offer an explanation of the culture and communication style within that organization. Be sure to address issues related specifically to diverse populations.

Week Twelve: Managing for Social Equity

- What is Cultural Competence?
- Key terms: culture, cultural competence, cultural awareness, diversity, values, beliefs, strengths perspective, cultural competent skills development
- Achieving the goals of social equity
- Management Skills

Recommended Readings:

- Wise, L. (1990). Social equity in civil service systems. *Public Administration Review*, 50(5), 567-575.
- Chadwin, M.L. & Rogers, S.E, & Kim, P.S. (1995). Dealing with them: Preparing state and local officials for the cross-cultural challenge. *Public Administration Review*, 55, 517-521.
- Harris, P.R. & Moran, R.T. (1995). *Managing Cultural Differences*. Houston, Texas: Gulf Publishing.

- Kim, P.S. (1999). Globalization of human resource management: A cross-cultural perspective for the public sector. *Public Personnel Management*, 28(2), 227-241.
- Bailey, M.L. (2005). Cultural competency and the practice of public administration. In Rice, M.F. (ed.), *Diversity and public administration: theory, issues and perspectives* (177-196). Armonk, New York: M.E. Sharpe.
- Jennings, E.T. (2005). *Social Equity and the Government Performance and Results Act*. Prepared for presentation at the 8th Public Management Research Conference, Los Angeles, California, September 29 – October 1, 2005.

Assignment: Apply theoretical concepts of social equity to a practical application in the workplace.

- Identification of the problem or issues
- Discussion of relevant facts, including the organizational or broader context
- Identification of relevant theories and analytical approaches
- Analysis of the situation
- Identification and analysis of alternative solutions or approaches related to social equity
- Cultural competency skills needed to implement the solutions proposed
- Conclusion or recommended course of action, including a brief discussion of how findings are relevant to the role of the public administrator in today's diverse world.

Incorporation into the Core

Another avenue for exposing students to social equity topics and for assisting them in becoming culturally competent would be to incorporate the material into existing core courses. This would help ensure that all students are exposed to social equity materials and are receiving cultural competency training. This option would require restructuring courses to ensure uniformity and accountability to guarantee that individual professors are adopting the new material in concurrent fashions. In effect, diversity or cultural competency would have to be adopted by the department as a core value to make certain that all faculty members are aware that this is a step that must be made in order to guarantee that the values of the department are permeated throughout the classroom experience.

The syllabus offered above for a stand-alone course could also be adopted for the incorporation of social equity into the core curriculum. Professors could easily add several of the topics to different core courses. Assignments could be redesigned or altered to relate to the course focus yet include consideration of social equity. Again, the syllabus can be used as a starting point for professors interested in incorporating a discussion of social equity into their courses. The recommended readings can support professors in thinking of new ways to include diverse materials in their core courses.

However, this option would include more than just adding a section to typical core courses within the MPA program curriculum. For instance, most of the human resources management syllabi I analyzed made some mention of diversity, affirmative action, EEO policies and the like. Other courses such as organizational theory, ethics and introduction to public administration courses sometimes specifically discussed social equity in one course period.

However, to secure a real commitment to social equity, an sincere dedication to this pillar must appear in all of our course work.

There are multiple ways of achieving this goal. First, professors must become more sensitive in the selection of textbooks that address issues significant to diverse populations and issues of social equity. As Svara and Brunet (2004) report the coverage by introductory textbooks in public administration contains large gaps and is not sufficient. Educators must insist that authors and publishers include research that has been conducted on social equity, racial disparities, workforce diversity and so on. Faculty members, for the time being, can incorporate supplemental readings in their courses to compensate for the absence in traditional textbooks and to give students a broad perspective (Mahajan, 2002).

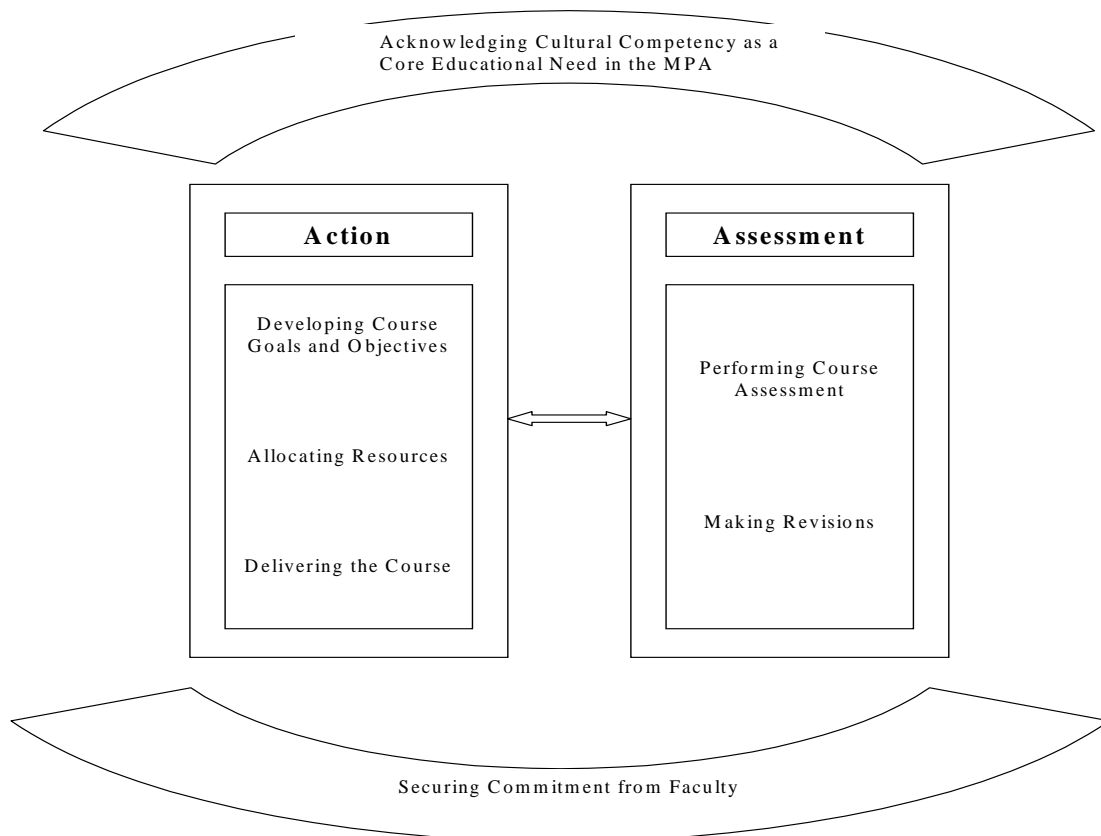
Secondly, professors can incorporate social equity into their assignments in core courses. For instance, simply adding a component on the assignment that asks students to discuss the social equity implications can begin critical thinking in this area and leads to a discussion on improvements in equitable service delivery.

Cases studies and examples used in class should also incorporate issues of social equity. Specifically, research methods courses should use variables such as race, gender, class and other diversity components to allow students the opportunity to research real-life situations and the effects of policy implementation on these various demographic groups. Experiential situations and internships opportunities should allow significant exposure to at least one other culture. This might be accomplished through travel to various communities, arranged management meetings, and student exchanges. Lastly, all topics in traditional discipline-focused courses should adopt a comparative focus. For example, public personnel practices could be compared among several countries (Kim, 1999).

Suggested Curriculum Transformations and Considerations for Integration:

In considering curriculum transformation and integration of social equity material into the core MPA curriculum, the following figure will assist programs in determining the necessary steps to do so.

Figure 2: Curriculum Transformation Process



Curriculum Transformation Steps:

- Acknowledging cultural competency as a core educational need in the MPA curriculum
- Securing commitment from faculty to deliver the curriculum
- Developing course goals and objectives
- Allocating resources (staff, time, materials, etc.)
- Delivering the course
- Performing a course assessment
- Making revisions

First, the department must acknowledge that cultural competency is a skill they wish to impart to their students through the MPA curriculum. Social equity has already been acknowledged as a value of the field and cultural competency skills will assist public administrators in striving for the goals of social equity in public service delivery. Next, garnering support for curriculum transformation from faculty members is imperative. Faculty members must be committed to the changed curriculum and to supporting its delivery. Doing an informal survey of faculty members will begin to indicate who is capable and willing to teach social equity content. These individuals can then assist other faculty members develop their own courses or identify resources they can use to prepare themselves for the change.

Third, course objectives and goals will need to be developed. Designing a curriculum committee, if one does not already exist, can speed this process and bring consensus to the nature and development of the course. It will also demonstrate the department's sincere commitment to and assessment of the change. Some faculty members may wish to test certain segments of the new material in existing courses during this process. Adjustments should also be made to program mission statements, goals and curriculum objectives. Social equity and cultural competency should be reflected as a professional goal of the program and of specific courses. Adding social equity as a goal reflected in the mission statement of the program will help institutionalize the competencies received in the curriculum by your students. It will also help set the culture of the organization for both faculty members and students as one that is committed to achieving the goals of social equity. Developing specific Knowledge, Skills and Applications (KSA's) for students will help them be competitive in the workforce upon graduation.

Resources will need to be secured or designated for faculty training and continuing education. In addition, textbooks, videos and other teaching tools may need to be purchased to

initially prepare the department for the transformation. Contractors may be secured to provide workshops or faculty development seminars. Collaboration with career professionals will help departments understand what skills are imperative for graduating MPA students. Invited lecturers can be helpful for both professors and students alike.

The next step of this process is delivering the course. As soon as possible, students should be exposed to the newly designed curriculum. No matter when a program decides to participate in an curriculum transformation, some students will inevitably be in the middle or ending their MPA program requirements. Therefore, they may not be exposed to adjusted material in courses they have already completed. For these situations, departments must determine the best methods for transmission of cultural competencies to these students. Workshops or lecture series may assist students in obtaining the material in a bulk fashion prior to graduation. Once the transformation is complete, all entering students will be exposed to the new material.

Lastly, as in any public administration program, departments must set up evaluative techniques. An outcome assessment should be conducted after the first year or two of the transformation to assess the curricular outcomes, abilities and knowledge of the students and the impact on the professional practice. Based on the results of the assessment, revisions should be made as necessary to the curriculum. If such a curricular change is mandated by NASPAA, assessments can be shared among schools and at conferences so that knowledge sharing and best practices can take place.

Curriculum change is a starting place for departments that wish to transition into multicultural education. MPA programs interested in making changes to their curriculum must obtain diverse participation in the planning and implementation of the new curriculum

(Appelbaum, 2002). Faculty members, staff, students and others who are knowledgeable in this area should be asked to join the discussion as the curricula transformation takes place.

Concluding Thoughts

This research demonstrates that little curricular work is being done in the area of social equity and in offering cultural competency skills to students at NASPAA-accredited schools. Several rationales for adding cultural competency standards and exposure to social equity topics in the curriculum have been discussed in this dissertation. First, given the changing nature of not only the workforce but of the constituencies we serve, cultural competency skills are imperative for the public administrator on the front lines as well as for those in management positions.

Secondly, social equity was recently elevated by NAPA as the fourth pillar of public administration. As an underlying value and conceptual pillar of the field, students ought to be exposed to the concept in their course work and given the skills necessary to achieve it. In addition, the importance of social equity has been discussed in the literature since the 1970s yet this research demonstrates that few accredited schools have course topics that address social equity in their core courses.

Lastly, public managers and front line workers need to have a clear understanding, appreciation and a skill set that will assist them in delivering public services in a just and equitable manner. Their competence in cross-cultural situations will impact how well the “organization advances social equity in the public service delivery process” (Rice, 2003) and within the workplace. This research demonstrates that MPA programs could provide students with more exposure to social equity issues and to cultural competency training. I urge NASPAA to continue to discuss the addition of a cultural competency standard and for schools to reexamine their core courses in light of the state of cultural competency training among the

nation's MPA programs offered in this dissertation. I hope a commitment to social equity will be reflected not only in our educational institutions but also in our training, research and practice.

Multicultural education is a progressive approach of transforming education. Grounded in the ideals of social justice and equity, multicultural education and public administration complement each other. Multicultural education portrays a "dedication to facilitating educational experiences in which all students reach their full potential as learners and as socially aware and active beings, locally, nationally, and globally" (Gorski, 2003).

"Multicultural curricula promotes equity and cultural pluralism by preparing citizens to work actively towards social structural equality..." (Appelbaum, 2002). Investing in cultural competency skills and social equity in the core will make the skills relevant and meaningful to students faced with these types of challenges in the workforce. Because MPA programs have not traditionally taught social equity skills, it becomes more difficult to see these skills as an important part of the core curriculum. However, we have an obligation to provide students with the necessary tools to manage and work in today's society. The need for cultural competency skills is only increasing as our world becomes more diverse and more global. Sidestepping or ignoring the issues will not make them go away, they will only make our students less prepared, resulting in their ineffectiveness as public servants.

Educational institutions are essential to laying the foundation for the transformation of society and the elimination of oppression and injustice through multicultural education. All programs and disciplines can benefit from the addition of social equity and cultural competency training through the use of multicultural education. However, public administration programs play an essential role in exposing students to this material, as they are our future public servants dedicated to upholding social equity. Increasing the amount of exposure public affairs and

administration students receive through MPA curricula will ensure that we are preparing public administrators who are competent in all pillars of public administration: efficiency, effectiveness, economy and social equity.

APPENDICES

**APPENDIX A:
RESEARCH REQUEST LETTERS**

SAMPLE LETTER - GENERAL

DATE

Dear Dr. **INSERT NAME:**

My name is Susan Perry and I am a doctoral candidate at the Center for Public Administration and Policy at Virginia Tech. I am in the process of evaluating MPA program curricula for my dissertation. Specifically, I am examining the transmission of public service competencies through MPA course curricula.

My sample consists of all NASPAA accredited MPA programs that confer degrees in public administration. For the purposes of my dissertation, I am strictly evaluating core MPA courses. After reviewing your school's website, I am writing to request a copy of the most recent (FALL 2004, SPRING 2005) syllabi for the MPA programs core courses.

This research is a new and growing area in Public Affairs Education and I would appreciate your help.

You may return the syllabi in any of the following ways:

1. E-mail as an attachment to suwhite@vt.edu
2. Fax to (757) 417-8024 (please call first)
3. Send a hardcopy to:
Susan Perry
1813 Jet Circle
Virginia Beach, VA 23454

In order to meet my research deadline, please return these materials by **INSERT DATE**. If you have additional questions, please feel free to call me at (757) 417-8024. Thank you in advance for your time and consideration.

Sincerely,

Susan Perry, MSW
Graduate Research Associate
Virginia Tech

SAMPLE LETTER - SPECIFIC

DATE

Dear Dr. **INSERT NAME**:

My name is Susan Perry and I am a doctoral student at the Center for Public Administration and Policy at Virginia Tech. I am in the process of evaluating MPA program curricula for my dissertation. Specifically, I am examining the transmission of public service competencies through MPA course curricula.

My sample consists of all NASPAA accredited MPA programs that confer degrees in public administration. For the purposes of my dissertation, I am strictly evaluating core MPA courses. After reviewing your school's website, I found that you may have taught the following course(s) recently:

POLSC 700: Research Methods in Political Science
POLSC 831: Seminar in Public Administration

I am writing to request a copy of your syllabus for this course from FALL 2004 or SPRING 2005. Also, if there are other core MPA courses that you teach, I would appreciate it if you would send those syllabi as well. This research is a new and growing area in Public Affairs Education and will assist with my research enormously.

You may return the syllabi in any of the following ways:

1. E-mail as an attachment to suwhite@vt.edu
2. Fax to (757) 417-8024 (please call first)
3. Send a hardcopy to:
Susan Perry
1813 Jet Circle
Virginia Beach, VA 23454

In order to meet my research deadline, please return these materials by **INSERT DATE**. If you have additional questions, please feel free to call me at (757) 417-8024. Thank you in advance for your time and consideration.

Sincerely,

Susan Perry, MSW
Graduate Research Associate
Virginia Tech

**APPENDIX B:
CODE BOOK**

Syllabi Codes

| Code/Node | Code Number | Description |
|-------------------------------------|-------------|--|
| Additive Curriculum | 1 | <ul style="list-style-type: none"> Indicates that cultural competency topics are added to the curriculum and are discussed on one particular day in an additive nature to the rest of the curriculum |
| Affirmative Action | 2 | <ul style="list-style-type: none"> A term used to describe special efforts to recruit and employ groups (minorities and women) who may have been discriminated against in the past Designed to correct underutilization of qualified women and minorities |
| Budgeting and financial processes | 3 | <ul style="list-style-type: none"> Course that focuses on the major concepts and skills associated with budget preparation for all levels of government Public processes, structures, principles of public finance, budget formats, performance measurement, capital budgeting, and budgetary decision making are usually covered Discusses the methods and political context of policy analysis and the role of budgets in policy-making and implementation Examples: Budgeting, Finance, Public Financial Management |
| Cultural Competence | 4 | <ul style="list-style-type: none"> Showing acceptance and respect for difference Self-assessment regarding culture Attention to the dynamics of difference based on race Development of cultural knowledge |
| Culture | 5 | <ul style="list-style-type: none"> The cast structure of behaviors, ideas, attitudes, values, habits, beliefs, customs, language, rituals, ceremonies, and practices peculiar to a particular group of people which provides them with a general design for living and patterns for interpreting reality |
| Decision-making and problem-solving | 6 | <ul style="list-style-type: none"> Course that explains research design (qualitative and quantitative), measurement, sampling, survey and evaluation research, coding, scale and index measurement and multivariate analysis Concepts of research design, probability, inferential statistics, theories of research strategy, research results reporting are usually covered |

| | | |
|--|----|---|
| | | <ul style="list-style-type: none"> • Application of relevant research techniques to problems in public sector management and analysis • Examples: Research Methods, Quantitative Methods in Public Administration, Statistics, Data Analysis, Analytic Methods |
| Diversity | 7 | <ul style="list-style-type: none"> • Understanding the unique differences in all individuals • These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies |
| Economic and social institutions and processes | 8 | <ul style="list-style-type: none"> • Course that teaches students how markets work and how to think about the economic aspects of public policy • Includes discussions on how markets allocate scarce productive resources as well as, the legal and political frameworks that underlie the market economy. Possible government interventions in the economy are also center to this type of course • Examples: Economics, Microeconomics in Public Administration |
| Ethnicity | 9 | <ul style="list-style-type: none"> • An ethnic quality or affiliation resulting from racial or cultural ties |
| Human Resources | 10 | <ul style="list-style-type: none"> • Course that traces the historical development of the civil service/merit system and discusses how it impacts the public personnel systems • Teaches about the various laws, policies, procedures, labor negotiations and analysis of the various components of a personnel system • Examples: Human Resource Management, Public Personnel |
| Inclusive Curriculum | 11 | <ul style="list-style-type: none"> • Indicates that the curriculum weaves cultural competency topics throughout each session of the course |
| Information management, technology applications and policy | 12 | <ul style="list-style-type: none"> • Course that allows students to study the development, use and purpose of computerized management systems in public sector organizations • Include topics such as introduction to management information systems, management of public systems, application of programs such as SPSS and other statistical and management programs • Example: Computer Applications in Public Administration |

| | | |
|---|----|--|
| Location/Early | 13 | <ul style="list-style-type: none"> Indicates that the particular topic was located towards the beginning of the course |
| Location/End | 14 | <ul style="list-style-type: none"> Indicates that the particular topic was located towards the end of the course |
| Location/Middle | 15 | <ul style="list-style-type: none"> Indicates that the particular topic was located in the middle of the course |
| Minor Mention | 16 | <ul style="list-style-type: none"> Indicates that very little of the syllabus was devoted to the particular topic |
| Multiculturalism | 17 | <ul style="list-style-type: none"> Fostering many cultures within a society rather than only the mainstream culture Emphasis on the unique characteristics of different cultures in the world, especially as they relate to one another A movement to broaden the range of cultures we study, in reaction to the prevailing opinion that the great accomplishments have been made almost exclusively by males of European descent Stressing the importance of different cultures, races, and ethnicities |
| Organization and management concepts and behavior | 18 | <ul style="list-style-type: none"> Course that teaches students about organizational change, effectiveness, and processes in public agencies Explores knowledge of organization theory and administrative behavior Provides an understanding of organizational problems and dynamics in the public sector Examples: Organizational Analysis, Organization Theory and Behavior, Organization Management and Change |
| Other | 19 | <ul style="list-style-type: none"> Item doesn't fit under any other code, but needs to be coded |
| Pluralism | 20 | <ul style="list-style-type: none"> A state or condition of society in which members of diverse ethnic, racial, religious, or social groups maintain an autonomous participation in and development of their traditional culture or special interest within the confines of a common community |
| Policy and program formulation, implementation and evaluation | 21 | <ul style="list-style-type: none"> Course that examines the techniques of policy analysis and evaluation and their application to policy arenas Theories and approaches to policy analysis Discusses the fundamentals of public policy formation, analysis, public organization theory, and management processes Discusses the methods and political context of |

| | | |
|--|----|--|
| | | <p>policy analysis</p> <ul style="list-style-type: none"> • Examples: Policy Analysis, Policy-Making and Implementation |
| Political and legal institutions and processes | 22 | <ul style="list-style-type: none"> • Provides a social context of public administration with an emphasis on political issues, agencies, historical development, defining the public interest and ethics • Deals with setting an appropriate example to bring ethical principles into both public policy considerations and the daily operations of local government • Examples: Ethics, Leadership, Foundation courses, seminars in public administration |
| Primary Focus | 23 | <ul style="list-style-type: none"> • Indicates that the particular topic was the primary focus of the course |
| Race | 24 | <ul style="list-style-type: none"> • The descendants of a common ancestor; a family, tribe, people, or nation, believed or presumed to belong to the lineage • Includes the following codes: Caucasian/White; American Indian/Alaska Native; African American/Black; Asian; Hispanic/Latino; Native Hawaiian/Other Pacific Islanders |
| Race/African American or Black | 25 | <ul style="list-style-type: none"> • Refers to people having origins in any of the Black racial groups of Africa |
| Race/American Indian and Alaska Native | 26 | <ul style="list-style-type: none"> • Refers to people having origins in any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment |
| Race/Asian | 27 | <ul style="list-style-type: none"> • Refers to people having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent • Includes people who indicate their race as Asian Indian, Chinese, Filipino, Korean, Japanese, Vietnamese, Burmese, Hmong, Pakistani or Thai |
| Race/Caucasian or White | 28 | <ul style="list-style-type: none"> • Refers to people having origins in any of the original peoples of Europe, the Middle East, or North Africa • Includes people who indicated their race as "white" • Includes Irish, German, Italian, Lebanese, Near Easterner, Arab or Polish |
| Race/Hispanic or Latino | 29 | <ul style="list-style-type: none"> • People who classify themselves in one of the specific Hispanic or Latino categories – "Mexican," "Puerto Rican," or "Cuban" |
| Race/Native Hawaiian and Other | 30 | <ul style="list-style-type: none"> • Refers to people having origins in any of the |

| | | |
|--|----|---|
| Pacific Islanders | | original peoples of Hawaii, Guam, Samoa, or other Pacific Islands |
| Social Equity | 31 | <ul style="list-style-type: none"> • The ethical and equitable treatment of citizens by administrators • Fairness in the delivery of public services • The ideal that every citizen deserves and has the right to be given equal treatment by the political system |
| American University | 32 | |
| Appalachian State University | 33 | |
| Arizona State University | 34 | |
| Arkansas State University | 35 | |
| Auburn University at Montgomery | 36 | |
| Baruch College, CUNY | 37 | |
| Boise State University | 38 | |
| Brigham Young University | 39 | |
| California State University, Bakersfield | 40 | |
| California State University, Dominguez Hills | 41 | |
| California State University, Fresno | 42 | |
| California State University, Long Beach | 43 | |
| Cleveland State University | 44 | |
| College of Charleston | 45 | |
| Florida Atlantic University | 46 | |
| Florida International University | 47 | |
| Florida State University | 48 | |
| George Mason University | 49 | |
| George Washington University | 50 | |
| Georgia College and State University | 51 | |
| Georgia State University | 52 | |
| Grambling State University | 53 | |
| Iowa State University | 54 | |
| Kentucky State University | 55 | |
| Long Island University, C.W. Post Campus | 56 | |
| New Mexico State University | 57 | |
| New York University | 58 | |
| North Carolina State University | 59 | |
| Northern Illinois University | 60 | |
| Oakland University | 61 | |

| | | |
|---|----|--|
| Old Dominion University | 62 | |
| Pennsylvania State University at Harrisburg | 63 | |
| Portland State University | 64 | |
| San Francisco State University | 65 | |
| Seattle University | 66 | |
| Suffolk University | 67 | |
| SUNY College at Brockport | 68 | |
| Syracuse University | 69 | |
| Texas State University – San Marcos | 70 | |
| University of Akron | 71 | |
| University of Alabama at Birmingham | 72 | |
| University of Albany, SUNY | 73 | |
| University of Arkansas at Little Rock | 74 | |
| University of Central Florida | 75 | |
| University of Colorado at Denver and Colorado Springs | 76 | |
| University of Georgia | 77 | |
| University of Illinois at Chicago | 78 | |
| University of Illinois at Springfield | 79 | |
| University of Kansas | 80 | |
| University of Kentucky | 81 | |
| University of Louisville | 82 | |
| University of Maine | 83 | |
| University of Missouri – Columbia | 84 | |
| University of Missouri – Kansas City | 85 | |
| University of Nebraska at Omaha | 86 | |
| University of Nevada, Las Vegas | 87 | |
| University of North Carolina at Charlotte | 88 | |
| University of North Florida | 89 | |
| University of North Texas | 90 | |
| University of South Carolina | 91 | |
| University of South Florida | 92 | |
| University of Southern California | 93 | |
| University of Tennessee at Chattanooga | 94 | |
| University of Tennessee at Knoxville | 95 | |

| | | |
|---|-----|---|
| University of Utah | 96 | |
| University of West Georgia | 97 | |
| Valdosta State University | 98 | |
| Virginia Commonwealth University | 99 | |
| Virginia Polytechnic and State University | 100 | |
| Wayne State University | 101 | |
| Wichita State University | 102 | |
| Wright State University | 103 | |
| Equity | 104 | <ul style="list-style-type: none"> • Justice according to natural law or right; • <i>Specifically:</i> freedom from bias or favoritism |
| Minority | 105 | <ul style="list-style-type: none"> • A part of a population differing from others in some characteristics and often subjected to differential treatment |
| Moderate Mention | 106 | <ul style="list-style-type: none"> • Indicates that a fair amount of the syllabus was devoted to the particular topic |
| Representative Bureaucracy | 107 | <ul style="list-style-type: none"> • A theory that suggests that organizations perform better if their workforces reflect the characteristics of their constituent populations |

Note: The curriculum areas listed in the codebook at the curriculum components mentioned in the NASPAA standards (Section 4.2 – Common Curriculum Components).

**APPENDIX C:
SUMMARY PROFILES**

SUMMARY INFORMATION

I. Name of University: American University

II. Name of School/College: The School of Public Affairs at American University

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 6

V: MPA Program Required Courses:

- PUAD 605: Problem Solving for Managers
- PUAD 610: Management Analysis
- PUAD 612: Public Administration in the Policy Process
- PUAD 616: Legal Basis of Public Administration
or
- PUAD 608: Comparative Administrative Systems for international students returning to countries without Anglo-American or European legal traditions, with permission of the academic counselor
- PUAD 630: Public Managerial Economics
- PUAD 650: Leadership in a Changing Workplace

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Leadership Course (Diversity)
- 1 segment in Management Course (Culture)
- 2 segments in Policy Process Course (Representative Bureaucracy, Asian)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Appalachian State University

II. Name of School/College: The College of Arts and Sciences

III. Name of Department: Department of Political Science and Criminal Justice

IV. Number of MPA Core Courses: 7

V: MPA Program Required Courses:

- PS 5000: Research Methods
- PS 5060: Seminar in Public Administration
- PS 5260: Organization Theory
- PS 5180: Policy Analysis and Program Evaluation
- PS 5460: Public Budgeting and Financial Administration
- PS 5360: Public Personnel Administration
- PS 5559: Capstone

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 5 segments in Capstone Course (Cultural, Diversity, Minority, African American, Hispanic)
- 5 segments in Personnel Course (Affirmative Action, Diversity, Race, Social Equity, Minority)
- 2 segments in Seminar Course (Affirmative Action, Representative Bureaucracy)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Arizona State University

II. Name of School/College: College of Public Programs

III. Name of Department: School of Public Affairs

IV. Number of MPA Core Courses: 9

V: MPA Program Required Courses:

- PAF 501: Public Service Research I
- PAF 502: Public Service Research II
- PAF 503: Public Affairs
- PAF 504: Public Affairs Economics
- PAF 505: Public Policy Analysis
- PAF 506: Public Budgeting and Finance
- PAF 507: Public Human Resource Management
- PAF 508: Organizational Behavior
- PAF 509: Public Service

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Economics (Equity)
- 1 segment in Human Resources (Equity)
- 3 segments in Public Service Research II (Diversity, Race, Ethnicity)
- 1 segment in Organizational Behavior (Noted by Director)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Arkansas State University

II. Name of School/College: College of Humanities and Social Sciences

III. Name of Department: Department of Political Science

IV. Number of MPA Core Courses: 7

V: MPA Program Required Courses:

- POSC 6003: Techniques of Political and Public Administration Research
- POSC 6533: Public Policy Analysis and Evaluation
- POSC 6543: Administrative Behavior
- POSC 6553: Public Budgeting and Finance
- POSC 6563: Seminar in Public Administration
- POSC 6583: Computer Applications in Public Administration
- POSC 6593: Public Personnel Administration

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in the Administrative Behavior Course (Diversity)
- 2 segments in the Personnel Course (Diversity, Race)
- 2 segments in the Seminar Course (Social Equity, Representative Bureaucracy)
- 3 segments in the Techniques of PA Course (Ethnicity, Race, Hispanic)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Auburn University at Montgomery

II. Name of School/College: The College of Liberal Arts

III. Name of Department: Department of Political Science

IV. Number of MPA Core Courses: 8

V: MPA Program Required Courses:

- POLI 7350: Seminar in Public Administration
- POLI 7000: Research Methods
- POLI 7260: Organizational Theory and Administrative Behavior
- POLI 7140: Financial Administration
- POLI 7150: Public Personnel Administration
- POLI 7330: Seminar on Administrative Leadership, Responsibility and Democratic Government
- POLI 7360: Seminar in Policy and Administration
- POLI 7520: Program Evaluation

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 3 segments in Research Methods Course (Race, African America, Caucasian)
- 2 segments in Organizations Course (Culture, Equity)
- 3 segments in Personnel Course (Affirmative Action, Diversity, Social Equity)
- 4 segments in Intro to PA Course (Representative Bureaucracy, Culture, Pluralism, Affirmative Action)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Baruch College, CUNY

II. Name of School/College: School of Public Affairs

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 8

V: MPA Program Required Courses:

- PAF 9100: Introduction to Public Affairs
- PAF 9170: Research and Analysis I
- PAF 9120: Managing Organizations in the Public and Not-for-Profit Sectors
- PAF 9130: Economic Analysis and Public Policy
- PAF 9103: Communication in the Public Setting
- PAF 9172: Research and Analysis II
- PAF 9140: Budgeting, Accounting and Financial Analysis
- PAF 9190: Capstone Seminar

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Budgeting (Equity)
- 3 segment in Capstone (Diversity, Ethnicity, Race)
- 2 segment in Organizations (Diversity)
- 2 segment in Communication in Public Setting per director (Race, Ethnicity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Boise State University

II. Name of School/College: College of Social Sciences and Public Affairs

III. Name of Department: Department of Public Policy and Administration

IV. Number of MPA Core Courses: 7

V: MPA Program Required Courses:

- PubAdm 500: Administration in the Public Sector
- PubAdm 501: Public Policy Process
- PubAdm 502: Organizational Theory
- PubAdm 503: Research Methods in Public Administration
- PubAdm 504: Public Budgeting and Financial Administration
- PubAdm 505: Public Personnel Administration
- PubAdm 600: Assessment

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 3 segments in Assessment Course (Diversity, Equity, Affirmative Action)
- 3 segments in Personnel Course (Diversity, Ethnicity, Race)
- 2 segment in Policy Process Course (Culture, Equity)
- 3 segments in Research Methods Course (Race, Caucasian, African American)
- 2 segments in Organizational Theory Course (Diversity, Multiculturalism)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Brigham Young University

II. Name of School/College: The Marriott School of Management

III. Name of Department: George W. Romney Institute of Public Management

IV. Number of MPA Core Courses: 15

V: MPA Program Required Courses:

- Public Administration Environment: PMgt 610, 682, 684.
- Human Resource Management: PMgt 640, 642R, 643, 645.
- Financial Resource Management: PMgt 621, 622, 628.
- Decision Making and Analysis: PMgt 603, 630, 632, 685.
- Communication: PMgt 662

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Career Management Course (Diversity)
- 2 segments in Ethics Course (Culture, Diversity)
- 1 segment in Human Resource Law Course (Affirmative Action)
- 1 segment in Human Resource Management Course (Diversity)
- 2 segments in Cost Analysis Course (Diversity, Ethnicity)
- 2 segments in Org Development Course (Diversity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: California State University, Bakersfield

II. Name of School/College: School of Business and Public Administration

III. Name of Department: Department of Public Policy and Administration

IV. Number of MPA Core Courses: 9

V: MPA Program Required Courses:

- PPA 500: Environments of Public Administration
- PPA 501: Analytical Methods in Administration
- PPA 502: Program Evaluation
- PPA 610: Public Human Resources Administration and Labor Relations
- PPA 611: Finance and Budgeting
- PPA 624: State, Local, and Intergovernmental Management
- PPA 671: Graduate Survey of Public Policy and Administration
- PPA 680: Public Management and Organizational Change
- PPA 691: Public Policy and Analysis

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 2 segments in Human Resources Course (Diversity, Affirmative Action)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: California State University, Dominguez Hills

II. Name of School/College: School of Business and Public Administration

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 9

V. MPA Program Required Courses:

- PUB 500: Environment and Practice of Public Administration
- PUB 501: Principles of Public Management
- PUB 502: Administrative Theory and Behavior
- PUB 504: Quantitative Methods in Public Administration
- PUB 506: Administration and Public Policy Analysis
- PUB 508: Seminar: Public Personnel and Labor Relations
- PUB 510: Seminar: Public Financial Management
- PUB 512: Foundations of Ethical Administration
- PUB 592: Capstone: Integrative Seminar in Public Administration
or
- PUB 599: Honors Thesis

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Human Resources Course (Affirmative Action)
- 1 segment in Ethics Course (Social Equity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: California State University, Fresno

II. Name of School/College: College of Social Sciences

III. Name of Department: Department of Political Science

IV. Number of MPA Core Courses: 6

V: MPA Program Required Courses:

- GPA 120G
- GPA 200
- GPA 210
- GPA 240
- GPA 241
- GPA 260

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- None

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: California State University, Long Beach

II. Name of School/College: College of Health and Human Services

III. Name of Department: Graduate Center for Public Policy and Administration

IV. Number of MPA Core Courses: 7

V: MPA Program Required Courses:

- PPA 500: Foundations of Public Policy and
- PPA 555: Public Budgeting
- PPA 577: Public Sector Human Resources Management
- PPA 660: Seminar in Organization Theory and Behavior
- PPA 670: Policy Issue Analysis
- PPA 696: Research Methods in Public Administration
- PPA 697: Directed Research

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Budgeting Course (Diversity)
- 1 segment in Foundations Course (Diversity)
- 3 segments in Human Resources Courses (Diversity, Ethnicity, Race)
- 2 segments in Organizational Theory (Culture, Equity)
- 1 segment to Public Policy Analysis per director (Equity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Cleveland State University

II. Name of School/College: Maxine Goodman Levin College of Urban Affairs

III. Name of Department: Public Administration Program

IV. Number of MPA Core Courses: 6

V: MPA Program Required Courses:

- PAD 600: Introduction to Public Administration
- PAD 601: Applied Quantitative Reasoning
- PAD 603: Public Finance and Economics
- PAD 604: Organizational Behavior
- PSC 605: Public Administration and the Political Process
- PAD 692: Capstone Seminar in Public Administration

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 2 segments in Quantitative Reasoning Course (African American, Caucasian)
- 1 segment in Intro to PA Course (Social Equity)
- 4 segments in Organizational Behavior Course (Diversity, Culture, Equity, Pluralism)
- 1 segment in Finance and Economics (Equity)
- 2 segments in Capstone Seminar Course (Diversity, Social Equity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: College of Charleston

II. Name of School/College: The Joseph P. Riley, Jr. Institute for Urban Affairs and Policy Studies

III. Name of Department: Department of Political Science

IV. Number of MPA Core Courses: 8

V: MPA Program Required Courses:

- PUBA 600: Perspectives on Public Administration
- PUBA 601: Research and Quantitative Methods for Public Administration
- PUBA 602: Public Policy
- PUBA 603: Administrative Ethics and Accountability
- PUBA 604: Personnel Administration
- PUBA 605: Financial Administration
- PUBA 701: Capstone Seminar
- PUBA 777: Internship

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Capstone Course (Race)
- 3 segments in Human Resource Course (Affirmative Action, Equity, Minority)
- 1 segment in Perspectives Course (Culture)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Florida Atlantic University

II. Name of School/College: School of Public Administration

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 9

V: MPA Program Required Courses:

- PAD 6036: Public Administration and Public Policy
- PAD 6053: Introduction to Public Administration
- PAD 6106: Organizations and Administrative Behavior
- PAD 6138: Case Studies in Public Administration
- PAD 6227: Seminar in Public Budgeting Techniques
- PAD 6417: Seminar in Public Personnel Administration
- PAD 6605: Administrative Law and Procedures
- PAD 6701: Applied Methods I
- PAD 6706: Applied Methods II

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Case Studies Course (Social Equity)
- 1 segment in Human Resources Course (Affirmative Action)
- 1 segment in Organizations Course (Diversity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Florida International University

II. Name of School/College: School of Social Work, Policy and Management

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 11

V: MPA Program Required Courses:

- PAD 6053: Political, Social and Economic Context of Public Administration
- PAD 6436: Professionalism and Ethics
- PAD 6605: Administrative Law and Procedures
- URS 6028: Policy Analysis and Planning
- URS 6130: Human Resource Policy and Management
- URS 6155: Quantitative Methods and Analysis
- URS 6378: Leadership and Decision Making
- URS 6654: Applied Organization Theory and Behavior
- URS 6806: Applied Research and Evaluation Techniques
- PAD 6946: Public Administration Internship OR
- PAD 6056: The Practice of Public Management

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Administrative Law Course (Affirmative Action)
- 1 segment in Ethics Course (Affirmative Action)
- 1 segment in Human Resource Management Course (Minority)
- 4 segments in Public Management Course (Equity, Race, Minority, Multiculturalism per Director)
- 1 segment in Budgeting Course (Equity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Florida State University

II. Name of School/College: Reubin O'D Askew School of Public Administration and Policy

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 6

V: MPA Program Required Courses:

- PAD 5050: The Profession of Public Administration
- PAD 5106: Public Organizations
- PAD 5227: Managing Public Financial Resources
- PAD 5275: Political Economy of Public Administration
- PAD 5307: Policy Development and Administration
- PAD 5417: Human Resource Management

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Policy Development Course (Equity)
- 1 segment in Profession of PA Course (Representative Bureaucracy)
- 1 segment in Public Organizations Course (Diversity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: George Mason University

II. Name of School/College:

III. Name of Department: Department of Public and International Affairs

IV. Number of MPA Core Courses: 8

V: MPA Program Required Courses:

- PUAD 502: Administration in Public and Nonprofit Organizations
- PUAD 640: Public Policy Process
- PUAD 611: Problem Solving and Data Analysis I
- PUAD 660: Public and Nonprofit Accounting and Finance
- PUAD 612: Problem Solving and Data Analysis II
- PUAD 680: Managing Information Resources
- PUAD 620: Organizational Theory and Management Behavior
- PUAD 700: Ethics in Public Administration

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 2 segments in Ethics Course (Race, Ethnicity)
- 2 segments in Accounting and Finance Course (Social Equity, Equity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Georgia College and State University

II. Name of School/College: College of Arts and Sciences

III. Name of Department: Department of Government and Sociology

IV. Number of MPA Core Courses: 8

V: MPA Program Required Courses:

- PUAD 6538: Public Administration and the Public Service
- PUAD 6558: Public Personnel Management
- PUAD 6568: Administrative Law for the Public Manager
- PUAD 6578: Public Finance and Budgeting
- PUAD 6601: Policy Making, Implementation, and Evaluation
- PUAD 6605: Quantitative Techniques in Public Administration
- PUAD 6615: Administrative Ethics
- PUAD 6625: Intergovernmental Relations

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 2 segments in Intergovernmental Relations (African American, Diversity)
- 1 segment in Personnel Course (Diversity)
- 1 segment in PA and Public Service Course (Cultural Diversity per director)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Georgia State University

II. Name of School/College: Andrew Young School of Policy Studies

III. Name of Department: Department of Public Administration and Urban Studies

IV. Number of MPA Core Courses: 8

V: MPA Program Required Courses:

- PAUS 8091: Communication in Public Service
- PAUS 8111: Public Administration and Organizations
- PAUS 8121: Applied Research Methods and Statistics I
- PAUS 8131: Applied Research Methods and Statistics II
- PAUS 8141: Microeconomics for Public Policy
- PAUS 8151: Public Personnel Administration
- PAUS 8161: Public Budgeting and Finance
- PAUS 8171: Public Management Systems and Strategies

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Research Methods II Course (Race)
- 4 segments in Human Resources Course (Diversity, Affirmative Action, Equity, Minority)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: George Washington University

II. Name of School/College: The School of Public Policy and Public Administration

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 8

V: MPA Program Required Courses:

- PAD 201: Public Administration & Management: Part I
- PAD 202: Research Methods & Applied Statistics
- PAD 203: Federal Policy, Politics, & Management
- PAD 204: Public Administration & Management: Part II
- PAD 205: Public Budgeting, Revenue, & Expenditure Analysis
- PAD 206: Policy Analysis
- PAD 208: Public Administration & Management: Part III
- PAD 209: Capstone Seminar

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Organizational Behavior (Diversity)
- 2 segments in Research Methods Course (African American, Caucasian)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Grambling State University

II. Name of School/College: College of Liberal Arts

III. Name of Department: Department of Political Science and Public Administration

IV. Number of MPA Core Courses: 8

V: MPA Program Required Courses:

- HUM 507: Proseminar
- PA 500: Principles of Public Administration
- PA 501: Research Methods/Data
- PA 502: Organization Theory/Behavior
- PA 503: Statistics in Public Sector
- PA 504: Public Personnel Administration
- PA 506: Public Budgeting/Financial Management
- PA 553/554: Administrative Internship

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Personnel Course (Affirmative Action)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Iowa State University

II. Name of School/College: College of Liberal Arts and Sciences

III. Name of Department: Department of Political Science

IV. Number of MPA Core Courses: 4

V: MPA Program Required Courses:

- Pol 571: Organizational Theory
- Pol 572: Public Budgeting & Finance
- Pol 573: Public Personnel Management
- Pol 574: Policy Analysis and Evaluation

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Budgeting Course (Diversity)
- 2 segments in Human Resources Course (Diversity, Affirmative Action)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Kentucky State University

II. Name of School/College: School of Public Administration

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 8

V: MPA Program Required Courses:

- PUA 500: Perspectives on Public Administration
- PUA 501: Quantitative Methods
- PUA 503: Research Methods and Policy Analysis
- PUA 504: Organization Theory
- PUA 505: Managerial Computer Applications
- PUA 506: Human Resource Management in the Public Sector
- PUA 605: Public Sector Economics
- PUA 607: Budgeting in Government Agencies

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 2 segments in Organizational Theory Course (Culture, Diversity)
- 2 segments in Research Methods Course (Affirmative Action, Minority)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Long Island University – CW Post Campus

II. Name of School/College: School of Public Service

III. Name of Department: Department of Health Care and Public Administration

IV. Number of MPA Core Courses: 10

V: MPA Program Required Courses:

- MPA 501: Principles of Public Administration
- MPA 502: Organizational Theory and Behavior in the Public Sector
- MPA 503: Economic Environment and the Public Sector
- MPA 504: Computer Applications
- MPA 505: Analytical Methods
- MPA 506: Computer-based Management Systems
- MPA 507: The Policy Process in Health Care and Public Administration
- PAD 602: Human Resource Administration in the Public Sector
- PAD 603: Fundamentals of Budgeting and Finance in the Public Sector
- PAD 604: Administrative Responsibility and the Legal Environment in the Public Sector

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 4 segments in Administrative Responsibility Course (Equity, Pluralism, Social Equity, Affirmative Action)
- 2 segments in Human Resources Course (Affirmative Action, Diversity)
- 1 segment in Principles Course (Equity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: New Mexico State University

II. Name of School/College: College of Arts and Sciences

III. Name of Department: Department of Government

IV. Number of MPA Core Courses: 6

V: MPA Program Required Courses:

- GOVT 502: Research Methods in Government
- GOVT 541: Public Budgeting
- GOVT 542: Public Sector Human Resource Management
- GOVT 544: Public Policy Analysis
- GOVT 547: Government Organizations
- GOVT 549: Ethics in Government

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 2 segments in Human Resource Course (Affirmative Action and Diversity)
- 1 segment in Government Organizations (Diversity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: New York University

II. Name of School/College: The Robert F. Wagner Graduate School of Public Service

III. Name of Department: n/a

IV. Number of MPA Core Courses: 5

V: MPA Program Required Courses:

- Statistical Methods for Public, Nonprofit, and Health Management
- Microeconomics for Public Management, Planning, and Policy Analysis
- Managing Public Service Organizations
- Financial Management for Public, Nonprofit, and Health Organizations
- Introduction to Public Policy

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Intro to Public Policy Course (Equity)
- 4 segments in Managing Public Sector Organizations Course (Culture, Diversity, Affirmative Action, Minority)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: North Carolina State University

II. Name of School/College: School of Political Science and Public Administration

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 7

V: MPA Program Required Courses:

- PA 510: Ethics and Professional Practice
- PA 511: Public Policy Analysis
- PA 512: The Budgetary Process
- PA 513: Public Organization Behavior
- PA 514: Management Systems
- PA 515: Research Methods and Analysis
- PA 601: Effective Public Communication

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Public Organizations Course (Diversity)
- 1 segment in Research Methods Course (Research Ethics and Treatment of Human Participants per Director)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Northern Illinois University

II. Name of School/College: College of Liberal Arts and Sciences

III. Name of Department: Division of Public Administration

IV. Number of MPA Core Courses: 8

V: MPA Program Required Courses:

- PSPA 500: Scope and Dynamics of Public Administration
- PSPA 501: Data Analysis in Public Administration
- PSPA 504: Public Program Evaluation Methods
- PSPA 505: Organization Theory and Behavior
- PSPA 509: Public Personnel Management
- PSPA 510: Public Budgeting and Financial Management
- PSPA 512: Information Management and Decision Support in Public Organizations
- PSPA 599: Public Sector Research

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Human Resources Course (Affirmative Action)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Oakland University

II. Name of School/College: College of Arts and Sciences

III. Name of Department: Department of Political Science

IV. Number of MPA Core Courses: 6

V: MPA Program Required Courses:

- PA 601: Public Administration Theory
- PA 620: Quantitative Methods in Public Administration
- PA 621: Government Information Systems
- PA 653: Public Budgeting and Finance
- PA 654: Managing Human Resources in the Public Sector
- PA 655: Public Policy Evaluation

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 3 segments in Human Resource Course (Diversity, Race, Social Equity)
- 1 segment in Public Administration Theory Course (per Director)
- 3 segments in Government Information Systems (per Director)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Old Dominion University

II. Name of School/College: College of Business and Public Administration

III. Name of Department: Department of Public Administration and Urban Studies

IV. Number of MPA Core Courses: 9

V: MPA Program Required Courses:

- PADM 651: Introduction to Public Administration
- PADM 655: Theories of Public Organization
- PADM 671: Public Budgeting Systems
- PADM 701: Public Policy Analysis
- PADM 704: Methods of Program Evaluation
- PADM 720: Public Personnel Administration
- PADM 733: Legal Foundations of Public Administration
- PADM 753: Research Methods in Public Administration
- PADM 749: Capstone in Public Management

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 2 segments in Foundations Course (Affirmative Action, Race)
- 1 segment in Public Policy Analysis Course (Pluralism)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Pennsylvania State University - Harrisburg

II. Name of School/College: School of Public Affairs

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 6

V: MPA Program Required Courses:

- PADM 500
- PADM 502
- PADM 503
- PADM 505
- PADM 506
- PADM 510

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 2 segments in Human Resources Course (Affirmative Action, Diversity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Portland State University

II. Name of School/College: Mark O. Hatfield School of Government

III. Name of Department: Division of Public Administration

IV. Number of MPA Core Courses: 10

V: MPA Program Required Courses:

- PA 511: Public Administration
- PA 540: Administrative Theory & Behavior
- PA 533: Public Policy: Origins and Processes
- PA 534: Administrative Law and Policy Implementation
- PA 551: Analytic Methods in Public Administration I
- PA 552: Analytic Methods in Public Administration II
- PA 513: Administrative Ethics & Values
- PA 582: Public Budgeting
- PA 585: Financial Management in the Public Sector
- PA 590: Human Resource Management in the Public Sector

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Human Resources Course (Diversity)
- 3 segments in Introduction to PA Course (Affirmative Action, Equity, American Indians per Director)
- 1 segment in Public Policy Course (Equity)
- 1 segment in Analytic Methods I (Diversity, per Director)
- 1 segment in Analytic Methods II (Diversity, per Director)
- 1 segment in Administrative Law (Equity, per Director)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: San Francisco State University

II. Name of School/College: College of Behavioral and Social Sciences

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 8

V: MPA Program Required Courses:

- PA 700: Democracy and Public Administration in a Diverse Environment
- PA 705: Research Methods and Data Analysis I
- PA 706: Research Methods and Data Analysis II
- PA 710: Microeconomic Analysis for Public Administration
- PA 715: Politics of Policy-Making and Implementation
- PA 720: Managing Organizational Behavior
- PA 725: Managing Human Resources
- PA 730: Managing Budgets in the Public Sector

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 2 segments in Organizational Behavior Course (Culture, Diversity)
- 2 segments in Politics of Policymaking Course (Pluralism, Asian)
- 1 segment in Research Methods Course (Race)
- 2 segments in Human Resources Course (Diversity, Race per director)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Seattle University

II. Name of School/College: College of Arts and Sciences

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 13

V. MPA Program Required Courses:

- PUBM 501: Foundations of Public Administration
- PUBM 511: Organizational Analysis
- PUBM 512: Policy Formation and Implementation
- PUBM 521: Management and Human Relations Skills
- PUBM 522: Human Resource Management
- PUBM 530: Management Analysis and Control
- PUBM 531: Public Budgeting
- PUBM 540: Policy and Program Research
- PUBM 541: Policy Analysis
- PUBM 570: Economic Analysis
- PUBM 571: Government Finance
- PUBM 572: Administrative Law
- PUBM 590: Prospective in the Public Service

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Administrative Law Course (Equity)
- 3 segments in Foundations Course (Representative Bureaucracy, Social Equity, Diversity)
- 2 segments in Human Resources (Affirmative Action, Diversity)
- 1 segment in Policy Formation Course (Race, per director)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Suffolk University

II. Name of School/College: Sawyer School of Management

III. Name of Department: Department of Public Management

IV. Number of MPA Core Courses: 9

V: MPA Program Required Courses:

- PAD 711: Foundations of Public Organizational Administration
- PAD 712: Policy Analysis and Program Evaluation
- PAD 713: Foundations of Public Financial Administration
- PAD Law course: Either PAD 714 Legal Basis of Public Management; PAD 825 Legal Environment of Healthcare; or PAD 848 Nonprofit Law and Ethics
- PAD 715: Quantitative Analysis
- PAD 716: Public Service Human Resource Management
- PAD 717: Organizational Effectiveness in Government
- PAD 718: Leadership Strategies for an Interconnected World
- PAD 758: Internship in Public Management

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Human Resource Course (Affirmative Action)
- 1 segment in Org Effectiveness Course (African American)
- 1 segment in Human Resource Management (Affirmative Action)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: SUNY College at Brockport

II. Name of School/College:

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 8

V: MPA Program Required Courses:

- PAD 680: Public Policy
- PAD 681: Strategic Management for Public Organizations
- PAD 682: Organizational Behavior
- PAD 683: Intergovernmental Relations
- PAD 684: Budget--State and Local Government
- PAD 685: Human Resource Management
- PAD 687: Statistics for Managers
- PAD 688: Research and Evaluation

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 2 segments in Human Resources Course (Affirmative Action, Diversity)
- 1 segment in Public Policy Course (Equity)
- 1 segment in Statistics Course (Race)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Syracuse University

II. Name of School/College: Maxwell School

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 9

V: MPA Program Required Courses:

- Public Affairs Colloquium
- Public Budgeting
- Public Administration and Democracy
- Public Organizations and Management
- Managerial Economics for Public Managers
- Introduction to Statistics
- Quantitative Analysis
- MPA Workshop
- Executive Leadership and Policy Politics

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in MPA Workshop (Minority)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Texas State University – San Marcos

II. Name of School/College: College of Liberal Arts

III. Name of Department: Department of Political Science

IV. Number of MPA Core Courses: 9

V: MPA Program Required Courses:

- POSI 5311: Public Finance Administration
- POSI 5314: Organization Theory
- POSI 5315: Problems in Public Personnel Administration
- POSI 5318: Public Management and Ethics
- POSI 5321: Introduction to Public Policy and Administration
- POSI 5330: Problems in Public Law
- POSI 5334: Problems in Quantitative Analysis
- POSI 5335: Problems in Research Methodology
- POSI 5397: Applied Research Project

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Human Resources Course (Diversity)
- 1 segment in Problems in Public Law Course (Affirmative Action)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Akron

II. Name of School/College: Buchtel College of Arts and Sciences

III. Name of Department: Department of Public Administration and Urban Studies

IV. Number of MPA Core Courses: 10

V: MPA Program Required Courses:

- 3980:600: Basic Quantitative Research
- 3980:601: Advanced Research and Statistical Methods
- 3980:610: Legal Foundations of Public Administration
- 3980:611: Introduction to the Profession of Public Administration
- 3980:615: Public Organization Theory
- 3980:616: Personnel Management in the Public Sector
- 3980:640: Fiscal Analysis
- 3980:642: Public Budgeting
- 3980:643: Introduction to Public Policy
- 3980:614: Ethics and Public Service (capstone class)

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Legal Foundations Course (Affirmative Action)
- 2 segments in Personnel Course (Affirmative Action, Diversity)
- 1 segment in the Organizational Theory Course (Diversity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Alabama Birmingham

II. Name of School/College: School of Social and Behavioral Sciences

III. Name of Department: Department of Government

IV. Number of MPA Core Courses: 8

V: MPA Program Required Courses:

- MPA 600: Environments of Public Service
- MPA 601: The Public Policymaking Process
- MPA 602: Administrative Theory and Behavior
- MPA 603: Public and Nonprofit Budgeting
- MPA 604: Human Resources Management
- MPA 605: Contemporary Urban Issues
- MPA 606: Research Design
- MPA 607: Statistical Analysis

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 2 segments in Contemporary Urban Issues (Race, Equity)
- 2 segments in Environments of Public Service (Diversity, Ethnicity)
- 5 segments in Human Resources Course (African America, Caucasian, American Indian, Asian, Hispanic)
- 1 segment in Research Design Course (Diversity)
- 1 segment in Administrative Theory and Behavior per director (Culture)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Albany SUNY

II. Name of School/College: Rockefeller College of Public Affairs and Policy

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 6

V: MPA Program Required Courses:

- PAD500: Institutional Foundations of Public Administration
- PAD501: Public Economics and Finance II
- PAD503: Public Economics and Finance I
- PAD504: Data, Models and Decisions I
- PAD505: Data, Models, and Decisions II
- PAD506: Foundations of Public Management

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- None

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Arkansas Little Rock

II. Name of School/College: Institute of Government

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 7

V: MPA Program Required Courses:

- 7303: Public Organization Theory
- 7313: Human Resource Management in the Public Sector
- 7315: Methods in Public Administration
- 7323: Public Financial Administration
- 7332: Politics and Bureaucracy
- 7363: Public Policy Analysis
- 7373: Seminar in Public Administration

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Human Resources Course (Diversity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Central Florida

II. Name of School/College: College of Health and Public Affairs

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 9

V: MPA Program Required Courses:

- PAD 6053: Public Administrators in the Governance Process
- PAD 6035: Public Administration in the Policy Process
- PAD 6700: Analytic Techniques for Public Administration I
- PAD 6701: Analytic Techniques for Public Administration II
- PAD 6037: Public Organization Management
- PAD 6207: Public Financial Management
- PAD 6227: Public Budgeting
- PAD 6417 Human Resource Management
- PAD 6335 Strategic Planning and Management

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 3 segments in Human Resources Course (Culture, Diversity, Affirmative Action)
- 3 segments in PA in Governance Course (Affirmative Action, Diversity, Representative Bureaucracy)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Colorado at Denver/Colorado Springs

II. Name of School/College: Graduate School of Public Affairs

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 6

V: MPA Program Required Courses:

- PAD 5001: Governance and Institutions
- PAD 5002: Organizational Management and Change
- PAD 5003: Information and Analytic Methods
- PAD 5004: Economics and Public Finance
- PAD 5005: The Policy Process and Democracy
- PAD 5006: Leadership and Professional Ethics

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 3 segments at Governance and Institutions Courses (Minority, Diversity, Affirmative Actions)
- 1 segment in Leadership and Ethics Course (Pluralism)
- 1 segment in Management and Change Course (Diversity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Georgia

II. Name of School/College: The University of Georgia School of Public and International Affairs

III. Name of Department: Department of Public Administration and Policy

IV. Number of MPA Core Courses: 7

V: MPA Program Required Courses:

- PADP 6910: Public Administration and Democracy
- PADP 6920: Public Personnel Administration
- PADP 6930: Public Financial Administration
- PADP 6940: Economic Foundations of Policy Analysis
- PADP 6960: Organizational Theory
- PADP 7110: Research Methods in Public Administration
- PADP 7120: Data Applications in Public Administration

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Human Resources Course (Affirmative Action)
- 1 segment in Research Methods Course (Equity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Illinois at Chicago

II. Name of School/College: College of Urban Planning and Public Affairs

III. Name of Department: Graduate Program in Public Administration

IV. Number of MPA Core Courses: 8

V: MPA Program Required Courses:

- PA 400: Public Administration Theory
- PA 407: Data Analysis for Public Administration
- PA 410: Economics for Public Administration and Policy Decisions
- PA 415: Organization Theory and Public Management
- PA 502: Legal Context of Public Administration
- PA 503: Public Personnel Management
- PA 504: Budgeting for Public Management
- PA 506: Policy Development and Analysis for Public Administrators

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in PA Theory Course (Diversity)
- 2 segments in Public Personnel Management (Affirmative Action, Diversity)
- 3 segments in Legal Context of PA (Affirmative Action per Director)
- 1 segment in Organization Theory (Diversity per Director)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Illinois at Springfield

II. Name of School/College:

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 5

V: MPA Program Required Courses:

- PAD 501: Introduction to Profession
- PAD 502: Organization Dynamics
- PAD 503: Analytical Tools
- PAD 504: Budget and Finance
- PAD 505: Human Resource Management

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Capstone Course (Asian)
- 3 segments in Human Resources Course (Social Equity, Diversity, Affirmative Action)
- 4 segments to Intro to PA Course (Social Equity, Representative Bureaucracy, Affirmative Action, Diversity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Kansas

II. Name of School/College: Division of Government

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 12

V: MPA Program Required Courses:

- PUAD 824: Public Policy and Administration
- PUAD 825: Public Policy and Urban Administration
- PUAD 826: Public Policy and Administration of State
- PUAD 827: Health Care Policy and Administration
- PUAD 831: Public Administration Practicum
- PUAD 834: Human Resource Management
- PUAD 835: Public Finance
- PUAD 836: Introduction to Quantitative Methods
- PUAD 837: Budget and Policy Analysis
- PUAD 841: The Role, Context, and Ethics of Public Administration in American Society
- PUAD 842: Law and Public Management
- PUAD 845: Organizational Analysis

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 2 segments in Ethics Course (Social Equity, Representative Bureaucracy)
- 3 segments in Human Resources Course (Affirmative Action, Diversity, Social Equity)
- 2 segments in Public Management Course (Affirmative Action, Race)
- 1 segment in Organizational Analysis Course (Diversity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Kentucky

II. Name of School/College: Martin School of Public Policy and Administration

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 12

V: MPA Program Required Courses:

- HA 602: Organizational Change & Strategic Planning
- PA 604: Ethics in Public Administration (1 credit)
- PA 621: Quantitative Methods of Research
- PA 622: Public Program Evaluation
- PA 623: Decision Analysis
- PA 624: Government Information Systems (2 credits)
- PA 631: Public Financial Management
- PA 632: Public Funds Management
- PA 642: Public Organization Theory and Behavior
- PA 651: The Policy Process
- PA 652: Public Policy Economics
- PA 681: Capstone in Public Administration

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- None

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Louisville

II. Name of School/College: School of Urban and Public Affairs

III. Name of Department: Public Administration Program

IV. Number of MPA Core Courses: 7

V: MPA Program Required Courses:

- PADM 600: Public Administration and Organizational Theory
- PADM 601: Statistics for Public Affairs
- PADM 602: Applied Research Methods
- PADM 603: Policy Analysis and Program Evaluation
- PADM 604: Public Budgeting and Finance
- PADM 606: Public Policy
- PADM 642: Human Resources Management

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Budgeting Course (Culture)
- 1 segment in Public Policy Course (Equity)
- 1 segment in Research Methods Course (Race)
- 2 segments in Human Resources Course (Affirmative Action, Race)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Maine

II. Name of School/College: College of Business, Public Policy and Health

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 6

V: MPA Program Required Courses:

- PAA 540: Seminar in Public Financial Management I
- PAA 550: Seminar in Public Personnel Management
- PAA 600: The Environment of Public Administration
- PAA 610: Methods of Analysis in Public Administration and Public Policy
- PAA 615: Advanced Methods of Analysis in Public Administration and Public Policy
- PAA 630: Administrative Theory

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 2 segments in Environments of PA Course (Representative Bureaucracy, Equity)
- 2 segments in Human Resources Course (Affirmative Action, Social Equity)
- 1 segment in Public Financial Management Course (Equity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Missouri - Columbia

II. Name of School/College: Harry S Truman School of Public Affairs

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 9

V: MPA Program Required Courses:

- PA 8150: Foundations of New Governance
- PA 8160: Organizational Dynamics and Leadership
- PA 8170: Public Policy Processes and Strategies
- PA 8180: Research Methods & Inquiry in Public Affairs
- PA 8181: Research Methods and Inquiry in Public Affairs II
- PA 8190: Economic Analysis for Public Policy
- PA 8191: Economic Analysis for Public Policy II
- PA 8210: Ethics, Democracy and the Public Service
- PA 8211: MPA Capstone: Applied Project

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Research Methods Course (Ethnicity)
- 2 segments in Organizational Dynamics Course (Diversity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Missouri – Kansas City

II. Name of School/College: Henry W. Bloch School of Business and Public Administration

III. Name of Department: Cookingham Institute of Public Affairs

IV. Number of MPA Core Courses: 7

V: MPA Program Required Courses:

- PA 510 Research Methods in Public Administration
- PA 526 The Politics of Administration
- PA 548 Leadership for Public Service
- BMA 513 Economic Policy and Managerial Control *or* BA 501 Economics for Administration
- PA 525 Financial Accountability and Policy Development
- PA 544 Program Evaluation & Analysis
- PA 530 Public Management

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Public Management Course (Diversity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Nebraska Omaha

II. Name of School/College: School of Public Administration

III. Name of Department: Division of Public Administration

IV. Number of MPA Core Courses: 9

V: MPA Program Required Courses:

- PA 8050: Introduction to Public Administration
- PA 8010: The Public Economy
- PA 8090: Seminar in Organization Theory & Behavior
- PA 8120: Research Methods
- PA 8300: Policy Design and Implementation
- PA 8440: Organizational Development
- PA 8530: Strategic Planning and Management
- PA 8320: Policy Evaluation
- PA 8450: Advanced Management Analysis

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 3 segments in Introduction to PA Courses (Culture, Social Equity, Equity)
- 1 segment in Organizational Development Course (Equity)
- 1 segment in Policy Design and Implementation Course (Diversity)
- 1 segment in Policy Evaluation Course (Equity)
- 2 segments in Organizational Theory Course (Equity, Representative Bureaucracy)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Nevada, Las Vegas

II. Name of School/College: Greenspun College of Urban Affairs

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 7

V: MPA Program Required Courses:

- PUA 701: Principles of Public Administration
- PUA 713: Seminar in Organizational Theory
- PUA 714: Seminar in Fiscal Administration
- PUA 718: Seminar in Public Personnel Administration
- PUA 722: Qualitative Methods for Public Administration
- PUA 723: Research Design for Public Administration
- PUA 795: Formulating Administrative Strategies in the Public Sector "Capstone Course"

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Human Resources Course (Diversity)
- 1 segment in Research Design Course (Race)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of North Carolina, Charlotte

II. Name of School/College: College of Arts and Sciences

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 6

V: MPA Program Required Courses:

- MPAD 6102: Legal and Institutional Foundations of Public Administration
- MPAD 6104: Theoretical and Ethical Foundations of Public Administration
- MPAD 6125: Quantitative Research Methods in Public Administration
- MPAD 6128: Public Policy Analysis and Program Evaluation
- MPAD 6131: Public Budgeting and Finance
- MPAD 6134: Human Resources Management

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 3 segments in Human Resources Course (Affirmative Action, Diversity, Minority)
- 3 segments in Legal Institutions Course (Culture, Race, Representative Bureaucracy)
- 1 segment in Public Organizations Course (Equity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of North Florida

II. Name of School/College: College of Arts and Sciences

III. Name of Department: Department of Political Science and Public Administration

IV. Number of MPA Core Courses: 9

V: MPA Program Required Courses:

- PAD 5700: Public Administration Research Methods
- PAD 6060: Public Administration in Modern Society
- PAD 6066: Capstone Seminar
- PAD 6106: Administrative Behavior in Public Organizations
- PAD 6706: Research Design for Public Administrators
- PAD 6227: Government Budgeting and Finance
- PAD 6417: Public Personnel Administration
- PAD 6436: Ethics: Theory and Practice for Public Administrators
- PUP 6007: Policy Analysis

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- None

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of North Texas

II. Name of School/College: College of Public Affairs and Community Service

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 8

V: MPA Program Required Courses:

- PADM 5010: Public Administration and Society
- PADM 5020: Leading and Managing Public Organizations
- PADM 5030: Managing Human Resources
- PADM 5035: Professional Practice for Public Managers
- PADM 5400: Managing Financial Resources
- PADM 5420: Revenue Policy and Administration
- PADM 5500: Administrative Research Methods I
- PADM 5510: Administrative Research Methods II

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 3 segments in Human Resources Course (Affirmative Action, Diversity, Hispanic)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of South Carolina

II. Name of School/College: College of Arts and Sciences

III. Name of Department: Department of Political Science

IV. Number of MPA Core Courses: 6

V: MPA Program Required Courses:

- POLI 754: Administrative Law
- POLI 770: Perspectives on PA
- POLI 771: Public Data Analysis
- POLI 773: Public Personnel Administration
- POLI 774: Public Policy Process
- POLI 775: Public Financial Administration

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 4 segments in Human Resources Course (Affirmative Action, Equity, Asian, Minority)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of South Florida

II. Name of School/College: College of Arts and Sciences

III. Name of Department: Department of Government and International Affairs

IV. Number of MPA Core Courses: 9

V: MPA Program Required Courses:

- PAD 5700: Research Methods in Public Administration
- PAD 6060: Public Administration Theory and Practice
- PAD 6041: Ethics and Public Service
- PAD 6227: Public Budgeting
- PAD 6307: Policy Analysis, Implementation, and Program Evaluation
- PAD 6417: Human Resources Management
- PAD 6703: Quantitative Aids for Public Managers
- PAD 6710: Public Information Management
- PAD 6275: Political Economy for Public Managers

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Human Resources Course (Diversity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Southern California

II. Name of School/College: School of Policy, Planning and Development

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 4

V: MPA Program Required Courses:

- PPD 540: Public Administration and Society
- PPD 501: Public Sector Economics)
- PPD 500: Cross Sectoral Governance
- PPD 546: Professional Practice of Public Administration

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Professional Practice Course (Race)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Tennessee, Chattanooga

II. Name of School/College: College of Arts and Sciences

III. Name of Department: Department of Political Science

IV. Number of MPA Core Courses: 8

V: MPA Program Required Courses:

- POLS 502: Public Policy Research and Analysis I
- POLS 504: Public Policy Research and Analysis II
- POLS 512: Organization Theory and Administrative Behavior
- POLS 521: Public Administration
- POLS 522: Budgeting and Finance
- POLS 523: Human Resources Management
- POLS 524: Public Policy
- POLS 540: Applications in Public Administration

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 2 segments in Human Resources Course (Diversity, Affirmative Action)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Tennessee, Knoxville

II. Name of School/College: College of Arts and Sciences

III. Name of Department: Department of Political Science

IV. Number of MPA Core Courses: 5

V: MPA Program Required Courses:

- 550: Public Administration
- 552: Organization Theory
- 512: Quantitative Political Analysis
- 514: Research and Methodology in Public Administration
- 560: Public Financial Management

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Public Administration Course (Diversity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of Utah

II. Name of School/College: College of Social and Behavioral Science

III. Name of Department: Center for Public Policy and Administration

IV. Number of MPA Core Courses: 9

V: MPA Program Required Courses:

- PADMN 6220: Constitutional Law
- PADMN 6230: Administrative Law
- PADMN 6289: Research Design for Public Administrators
- PADMN 6300: Administrative Theory
- PADMN 6330: Practice of Public Management
- PADMN 6360: Public Human Resource Management
- PADMN 6380: Public Budgeting and Finance
- PADMN 6870: Seminar: Public Administration and Ethics
- PADMN 6890: Capstone in Public Administration

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 3 segments in Administrative Theory Course (Representative Bureaucracy, Affirmative Action, Diversity)
- 2 segments in Constitutional Law Course (Affirmative Action, Race)
- 4 segments in Human Resources Course (Diversity, Equity, Race, Ethnicity)
- 3 segments in Ethics (Equity per Director)
- 4 segments in Capstone Course (Diversity, Culture per Director)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: University of West Georgia

II. Name of School/College: College of Arts and Sciences

III. Name of Department: Department of Political Science and Planning

IV. Number of MPA Core Courses: 7

V: MPA Program Required Courses:

- Administrative Law & Procedures
- Public Budgeting
- Theory of Public Administration
- Theories of Public Organization
- Public Personnel Administration
- Public Policy and Evaluation Analysis
- Research Methods for Public Administration

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- None

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Valdosta State University

II. Name of School/College: College of Arts and Sciences

III. Name of Department: Department of Political Science

IV. Number of MPA Core Courses: 9

V: MPA Program Required Courses:

- PADM 7000: Human Resource Management
- PADM 7060: Quantitative Methods for PA
- PADM 7090: Policy Analysis
- PADM 7110: Information Management
- PADM 7140: Governmental Budgeting and Finance
- PADM 7170: Organizational Theory and Behavior
- PADM 7300: Foundation Seminar in PA
- PADM 7900: Capstone Seminar in PA
- PADM 7210: Internship in PA

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- None

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Virginia Commonwealth University

II. Name of School/College: L. Douglas Wilder School of Government and Public Affairs

III. Name of Department: Public Administration Program

IV. Number of MPA Core Courses: 8

V. MPA Program Required Courses:

- PADM 601: Principles of Public Administration
- PADM 602: Public Administration Theory
- PADM 607: Public Human Resource Management
- PADM 609: Financial Management in Government
- PADM 623: Research Methods for Public Administration
- PADM 624: Quantitative Methods for Public Administration
- PADM 625: Public Policy Analysis
- PADM 689: Seminar in Public Administration

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Capstone Course (Diversity)
- 2 segments in Financial Management Course (Social Equity, Equity)
- 1 segment in Human Resources Course (Other)
- 3 segments in PA Theory Course (Culture, Diversity, Equity)
- 4 segments in Principles of PA Course (Affirmative Action, Diversity, Social Equity, Equity)
- 2 segments in Quantitative Methods Course (Caucasian, Race)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Virginia Tech

II. Name of School/College: School of Public & International Affairs

III. Name of Department: Center for Public Administration and Policy

IV. Number of MPA Core Courses: 9

V: MPA Program Required Courses:

- PAPA 5315: Governmental Administration I: Behavioral Skills for Managers
- PAPA 5316: Governmental Administration II: System Skills for Managers
- PAPA 6314: Public Budgeting Processes and Their Policy Implications
- PAPA 6324: Public Personnel Processes and Their Policy Implications
- PAPA 6214: Public Policy Processes and Analytical Approaches
- PAPA 6514: Public Administration and Policy Inquiry
- PAPA 6224: Design, Implementation and Evaluation of Public and Programs
- PAPA 5014: Concepts and Approaches in Public Administration
- PAPA 6414: Normative Foundations of Public Administration

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 3 segments in Concepts and Applications in PA (Diversity, Representative Bureaucracy, Equity)
- 4 segments in Ethics Course (Culture, Equity, African American, Hispanic)
- 4 segments in Personnel Course (Affirmative Action, Race, Minority, Representative Bureaucracy)
- 2 segments in Policy Process Course (Social Equity, African American)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Wayne State University

II. Name of School/College: College of Liberal Arts

III. Name of Department: Department of Political Science

IV. Number of MPA Core Courses: 10

V: MPA Program Required Courses:

- PS 5630: Statistics and Data Analysis
- PS 7300: Public Administration and Its Environment
- PS 7320: Organization Theory and Behavior
- PS 7330: Public Budgeting and Finance
- PS 7340: Public Personnel Management
- PS 7350: Managing Public Organizations and Programs
- PS 7375: Professional Development Seminar
- PS 7410: Policy Formation and Implementations
- PS 7480: Policy Analysis for Administration
- PS 7660: Research Methods in Policy and Politics

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Human Resources Course (Affirmative Action)
- 1 segment in Policy Formation Course (Pluralism)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Wichita State University

II. Name of School/College: Hugo Wall School of Urban and Public Affairs

III. Name of Department: Department of Public Administration

IV. Number of MPA Core Courses: 8

V: MPA Program Required Courses:

- Public Administration 702: Research Methods in Public Administration
- Public Administration 710: Public Sector Organizational Theory and Behavior
- Public Administration 725: Public Management of Human Resources
- Public Administration 745: Environment of Public Administration
- Public Administration 765: Public Sector Economics
- Public Administration 802: Quantitative Methods for Public Sector Professionals
- Public Administration 865: State and Local Government Finance
- Public Administration 895: Public Decision Making

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 1 segment in Human Resources Course (Social Equity)
- 2 segments in Organizational Theory Course (Diversity, Race)
- 1 segment in Economics Course (Equity)

NOTE: A segment includes any mention of the topics in the course syllabi

SUMMARY INFORMATION

I. Name of University: Wright State University

II. Name of School/College: School of Graduate Studies

III. Name of Department: Department of Urban Affairs & Geography

IV. Number of MPA Core Courses: 7

V: MPA Program Required Courses:

- URS 710: Environment of Public Administration
- URS 711: Urban Organizational Theory and Management Behavior
- URS 712: Research Methods in Public Administration
- URS 713: Public Planning
- URS 715: Public and non-Profit Budgeting
- URS 716: Public Urban Resources Administration
- URS 720: Quantitative Analysis for Public Managers

VI. Number of stand-alone core course in Cultural Competency:

- None

VII. Number of Cultural Competency segments addressed in core courses:

- 2 segments in Human Resources Course (Diversity)

NOTE: A segment includes any mention of the topics in the course syllabi

**APPENDIX D:
U.S. NEWS AND WORLD REPORT RANKINGS**

**Public Affairs (Master's)
Ranked in 2004***

| Rank/School | Average Assessment Score (5.0 = highest) |
|---|---|
| 1. Syracuse University (NY)..... | 4.6 |
| 2. Harvard University (MA) | 4.5 |
| 3. Indiana University--Bloomington..... | 4.2 |
| University of Georgia | 4.2 |
| 5. Princeton University (NJ) | 4.1 |
| University of California--Berkeley | 4.1 |
| 7. University of Southern California..... | 4.0 |
| 8. Carnegie Mellon University (PA)..... | 3.9 |
| University of Michigan--Ann Arbor | 3.9 |
| American University (DC)..... | 3.8 |
| Duke University (NC)..... | 3.8 |
| George Washington University (DC) | 3.8 |
| SUNY--Albany | 3.8 |
| University of Kansas | 3.8 |
| University of North Carolina--Chapel Hill | 3.8 |
| University of Texas--Austin | 3.8 |
| 17. Georgetown University (DC)..... | 3.7 |
| New York University..... | 3.7 |
| University of Chicago..... | 3.7 |
| University of Wisconsin--Madison..... | 3.7 |
| 21. Columbia University (NY) | 3.6 |
| University of California--Los Angeles | 3.6 |
| University of Maryland--College Park | 3.6 |
| University of Minnesota--Twin Cities | 3.6 |
| University of Pittsburgh..... | 3.6 |
| 26. Arizona State University..... | 3.5 |
| Florida State University | 3.5 |
| Georgia State University..... | 3.5 |
| Johns Hopkins University (MD)..... | 3.5 |
| Rutgers State University--Newark (NJ)..... | 3.5 |
| University of Washington..... | 3.5 |
| Virginia Tech | 3.5 |
| 34. University of Kentucky..... | 3.4 |
| 35. Cornell University (NY) | 3.3 |
| Indiana University-Purdue University--Indianapolis..... | 3.3 |
| Northern Illinois University..... | 3.3 |
| Texas A&M University--College Station | 3.3 |
| University of Colorado--Denver | 3.3 |
| University of Delaware..... | 3.3 |
| University of Missouri--Columbia..... | 3.3 |

| | | |
|-----|--|-----|
| 42. | Cleveland State University | 3.2 |
| | Naval Postgraduate School (CA) | 3.2 |
| | Ohio State University | 3.2 |
| | University of Pennsylvania | 3.2 |
| 46. | CUNY--John Jay College | 3.1 |
| | George Mason University (VA) | 3.1 |
| | University of Arizona | 3.1 |
| | University of Illinois--Chicago | 3.1 |
| | University of Utah | 3.1 |
| 51. | Brandeis University (MA) | 3.0 |
| | CUNY--Baruch College | 3.0 |
| | New School for Social Research (NY) | 3.0 |
| | North Carolina State University | 3.0 |
| | Portland State University (OR) | 3.0 |
| | Rutgers State University--New Brunswick (NJ) | 3.0 |
| 57. | Georgia Institute of Technology | 2.9 |
| | Michigan State University | 2.9 |
| | Monterey Institute of International Studies (CA) | 2.9 |
| | Pennsylvania State University--Harrisburg | 2.9 |
| | University of Baltimore (MD) | 2.9 |
| | University of Connecticut | 2.9 |
| | University of North Texas | 2.9 |
| | University of Wisconsin--Milwaukee | 2.9 |
| 65. | Auburn University--Montgomery (AL) | 2.8 |
| | Brigham Young University--Provo (UT) | 2.8 |
| | Florida Atlantic University | 2.8 |
| | San Francisco State University | 2.8 |
| | University of Illinois--Springfield | 2.8 |
| | University of Maryland--Baltimore County | 2.8 |
| | University of Missouri--St. Louis | 2.8 |
| | University of Oklahoma | 2.8 |
| | University of South Carolina--Columbia | 2.8 |
| | Virginia Commonwealth University | 2.8 |
| | West Virginia University | 2.8 |
| 76. | Auburn University--Main Campus (AL) | 2.7 |
| | California State University--Long Beach | 2.7 |
| | College of William and Mary (VA) | 2.7 |
| | Florida International University | 2.7 |
| | Kansas State University | 2.7 |
| | San Diego State University | 2.7 |
| | University of Alabama--Birmingham | 2.7 |
| | University of Denver | 2.7 |
| | University of Missouri--Kansas City | 2.7 |
| | University of North Carolina--Charlotte | 2.7 |
| | University of Tennessee--Knoxville | 2.7 |
| | University of Texas--Arlington | 2.7 |

| | | |
|------|---|-----|
| | University of Texas--Dallas..... | 2.7 |
| | Washington State University | 2.7 |
| | Wayne State University (MI)..... | 2.7 |
| | Willamette University (OR)..... | 2.7 |
| 92. | California State University--Hayward | 2.6 |
| | California State University--Los Angeles..... | 2.6 |
| | California State University--Sacramento..... | 2.6 |
| | Iowa State University..... | 2.6 |
| | Louisiana State University--Baton Rouge | 2.6 |
| | Northeastern University (MA)..... | 2.6 |
| | Pepperdine University (CA) | 2.6 |
| | Rutgers State University--Camden (NJ) | 2.6 |
| | Southern Illinois University--Carbondale..... | 2.6 |
| | University of Central Florida..... | 2.6 |
| | University of Louisville (KY)..... | 2.6 |
| | University of Massachusetts--Amherst..... | 2.6 |
| | University of Oregon | 2.6 |
| 105. | Boise State University (ID)..... | 2.5 |
| | East Carolina University (NC)..... | 2.5 |
| | James Madison University (VA) | 2.5 |
| | Mississippi State University | 2.5 |
| | San Jose State University (CA)..... | 2.5 |
| | Seton Hall University (NJ)..... | 2.5 |
| | University of New Mexico..... | 2.5 |
| | University of North Carolina--Greensboro..... | 2.5 |
| | University of San Francisco..... | 2.5 |
| | University of Southern Maine..... | 2.5 |
| | Western Michigan University | 2.5 |
| | Wichita State University (KS) | 2.5 |

* This ranking was computed in January of the year cited, based on data from a survey sent out in the fall of the previous year.

REFERENCES

- Adams, G.B. & Balfour, D.L. (2004). *Unmasking administrative evil, revised edition*. Armonk: New York: M.E. Sharpe.
- Akram Khan M. (1988). *Performance Auditing – the three E's*. Retrieved August 24, 2005, from http://www.asosai.org/journal1988/performance_auditing.htm.
- American Civil Liberties Union. (2004). *Sanctioned bias: racial profiling since 9/11*. New York, New York: ACLU.
- Anderson, M. & Fienberg, S.E. (2000). Race and ethnicity and the controversy over the U.S. Census. *Current Sociology*, 48(3), 87-110.
- Appelbaum, P. (2002). *Multicultural and diversity education: A reference handbook*. Denver, Colorado: ABC CLIO.
- Arredondo, P. & Perez, P. (2003). Expanding Multicultural Competence Through Social Justice Leadership. *The Counseling Psychologist*, 31(3), 282-289.
- Arredondo, P., Toporek, R. Brown, S.P, Jones, J., Locke, D.C., Sanchez, J. & Stadler, H. (1996). Operationalization of the multicultural counseling competencies. *Journal of Multicultural Counseling and Development*, 24, 42-78.
- Aspen Institute, The (2004). *Structural racism and youth development issues, challenges, and implications*. Roundtable on Community Change: Working Paper Series.
- Assemi, M. (2005). *Cultural competence in health professions training: considerations for implementation*. University of California, San Francisco. Presented during the AACP-AAMC.
- Bailey, M.L. (2005). Cultural competency and the practice of public administration. In Rice, M.F. (ed.), *Diversity and public administration: theory, issues and perspectives* (177-196). Armonk, New York: M.E. Sharpe.
- Banks, J.A. (2002). *An introduction to multicultural education, 3rd edition*. Boston: Allyn and Bacon.
- Banks, J.A. (ed.) (2004). *Diversity and citizenship education: Global perspectives*. San Francisco, California: Jossey-Bass.
- Banks, J.A. & Banks, C.A.M. (eds.) (1997). *Multicultural education: issues and perspectives 3rd edition*. Boston, Massachusetts: Allyn and Bacon.
- Banks, J.A., & Banks, C.A.M. (Eds). (1995). *Handbook of research on multicultural education*. New York: Macmillan.

- Bendick Jr., M., Egan, M.L. & Lofhjelm, S.M. (1998). *Workforce diversity training: from anti-discrimination compliance to organizational development*. *Human Resource Planning* 24(2), 10-26.
- Blunt, B.E. & Spring, K.A. (1991). MPA graduates and the dilemma of job satisfaction: does crossing the sector line make a difference. *Public Personnel Management*, 20(4), 449-456.
- Bowman, J.S. West, J.P. Berman, E.M. & Van Wart, M. (2004). *The Professional Edge: Competencies in Public Service*. M.E. Sharpe.
- Budd, R.W., Thorp, R.K. & Donohew, L. (1967). *Content analysis of communications*. New York: The Macmillan Company.
- Buston, K. (1997). NUD*IST in action: its use and its usefulness in a study of chronic illness in young people. *Sociological Research Online*, 2(3). Retrieved April 7, 2005, <http://www.socresonline.org.uk/socresonline/2-3/6.html>.
- CampusProgram.com (2004). *Racism*. Retrieved September 21, 2004, from <http://www.campusprogram.com/reference/en/wikipedia/r/ra/racism.html>.
- Carlton, M., Hawkey, P., Watson, D., Donahue, W., Garcia, B. & Johnson, D. (1997). Affirmative action and affirming diversity. *Public Management*, 19(5).
- Carney, T.F. (1972). *Content analysis: A technique for systematic inference from communications*. Winnipeg: University of Manitoba Press.
- Castenell Jr., L.A. & Pinar, W.F. (1993). *Understanding curriculum as racial text: Representations of identity and difference in education*. Albany, New York: State of University of New York Press.
- Cassidy, M. & Miller, W. (1999). *A short history of FBI COINTELPRO*. Albion Monitor. Retrieved April 13, 2005, from <http://www.monitor.net/monitor>.
- Center for Mental Health Services, Substance Abuse and Mental Health Services Administration & Department of Health and Human Services. (2001). *Cultural competency resource packet*. Center for School Mental Health Assistance. Retrieved July 18, 2004, from <http://alt.samhsa.gov>.
- Cross, T.L., Dennis, K.W., Isaacs, M.R. & Bazron, B.J. (1989). *Towards a culturally competent system of care*. Georgetown University Child Development Center, CASSP Technical Assistance Center, Volume 1.

- Council on Social Work Education. (2004). Retrieved July 13, 2004, from <http://www.cswe.org/>.
- Council for Accreditation of Counseling and Related Educational Programs. (2004). Retrieved July 13, 2004, from <http://www.counseling.org/cacrep/default.htm>.
- Daniel, C. (2004). Multiculturalism for the long haul: immigration's enduring challenge to the public service. *PA Times*, 27(12), 4.
- Darity Jr., W.A. & Mason, P.L. (1998). Evidence on discrimination in employment: Codes of color, codes of gender. *Journal of Economic Perspectives*, 12(2), 63-90.
- Darling-Hammond, L. French, J. & Garcia-Lopez, S.P. (2002). *Learning to teach for social justice*. New York: Teachers College Press.
- Davis, P., & Donald, B. (1997). *Multicultural counseling competencies: Assessment, evaluation, education and training, and supervision*. Thousand Oaks, CA: Sage Publications.
- Denzin, N.K. & Lincoln, Y.S. (eds.) (2000). *Handbook of qualitative research, 2nd edition*. Thousand Oaks: Sage Publications, Inc.
- Diaz, C. (ed.) (1992). *Multicultural education for the 21st century*. Washington D.C.: National Education Association.
- Diversity Web (2000). *Curriculum Transformation: Diversity Requirement Models*. Retrieved June 17, 2004, from <http://www.diversityweb.org/Leadersguide/CT/models.html>.
- Diversity Inc. (2004). *Whites pay higher health-care costs*. Color Commentary, September 14, 2004.
- D'Souza, D. (1995). *The end of racism: Principles for a multicultural society*. New York: The Free Press.
- Education Reform Studies (1994). *Education reforms and students at risk: A review of the current state of the art*. Retrieved November 14, 2005, from <http://www.ed.gov/pubs/EdReformStudies/EdReforms/chap8c.html>.
- English, F. (1987). *Curriculum Management For Schools, Colleges and Business*. Springfield, Illinois: Charles C. Thomas, Publisher.
- Epredix (2001). *Epredix Homepage*. Retrieved August 17, 2004, from <http://www.epredix.com>.
- Farmby, K. (2005). Diversity in public administration education: a view from California. In Rice, M.F. (ed.), *Diversity and public administration: theory, issues and perspectives* (87-103). Armonk, New York: M.E. Sharpe.

- Fix, M.E. & Turner, M.A. (1998). *The national report card on discrimination in American: The role of testing*. Washington D.C.: The Urban Institute.
- Foster, A.L. (2003). *Colleges find more applicants through personalized web recruiting: High-school students respond to online information and e-mail*. The Chronicle of Higher Education: May Edition.
- Frederickson, H.G. (1990). Public administration and social equity. *Public Administration Review*, 50(2), 228-237.
- Frederickson, H.G. (1994). Can public officials correctly be said to have obligations to future generations? *Public Administration Review*, 54(5), 457-464.
- Frederickson, H.G. (2005). The state of social equity in American public administration. *PA Times*, 28(3), 11.
- Glazer, N. (1997). *We are all multiculturalist now*. Cambridge, Massachusetts: Harvard University Press.
- Gibelman, M. (2003). So how far have we come? Pestilent and persistent gender gap in pay. *Social Work*, 48(1), 22-32.
- Giroux, H. (1992). *Border crossings: Cultural workers and the politics of education*. London: Routledge.
- Golembiewski, R. (1995). *Managing diversity in organizations*. Tuscaloosa: University of Alabama Press.
- Gonzales, A. (1998). The (re)articulation of American Indian identity: maintaining boundaries and regulating access to ethnically tied resources. *American Indian Culture and Research Journal*, 22(4), 199-225.
- Gooden, S.T., (2000). Race and welfare: Examining employment outcomes of White and Black welfare recipients. *Journal of Poverty*, 4(3), 21-41.
- Gooden, S.T. & Wooldridge, B. (2005). Integrating social equity into the core human resource management course. Working paper. Presented at the National Association of Schools of Public Affairs and Administration (NASPAA) conference, October 13-15, 2005, Washington, DC.
- Gordon, A. (2004). A colorblind supreme court? *The World & I*, 19 (2), 38-43.
- Gorski, P. (2003). *The challenge of defining a single multicultural education*. *Multicultural Supersite: Defining Multicultural Education*. Retrieved on September 10, 2003, from <http://www.mhhe.com/socscience/education/multi/define.html>.

- Gorski, P. (2005). *Understanding curriculum transformation: A multicultural Q & A*. Retrieved November 15, 2005, from <http://www.edchange.org/multicultural.curriculum/concept.html>.
- Gorski, P. (2005). *Working definition: EdChange multicultural pavilion*. Retrieved on November 13, 2005, from <http://www.edchange.org/multicultural/initial.html>.
- Graff, G. (2003). *Clueless in academe: How schools obscure the life of the mind*. New Haven: Yale University Press.
- Gregory, T.A. and Ouellette, C.A. (1995). Study examines the issue of competencies for workplace diversity practitioners. *Employment Relations Today*, 47-57.
- Gustafson W. (1998). Content analysis in the history class. *The Social Studies*, 89(1), 39-45.
- Hacker, A. (1997). A politics based on race in K. Stewart (Ed.), *Race and ethnic relations in America: selected readings* (pp. 99-104). Bellevue: MicroCase Corporation.
- Health Resource and Services and U.S. Department of Health and Human Services. (2001). *Cultural competence works: Using cultural competence to improve the quality of health care for diverse populations and add value to managed care arrangements*. HRSA. Retrieved June 29, 2003, from www.hrsa.gov/financeMC/ftp/cultural-competence.pdf.
- Heimovics, R.D. & Herman, R.D. (1989). The salient management skills: A conceptual framework for a curriculum for managers in nonprofit organizations. *American Review of Public Administration*, 19(4), 295-313.
- Henderson-Daniel, J., Ducheny, K., Forest, L., Abeles, N., Boyd, C., Hall, R., Roysircar-Sodowsky, G., Sue, D.W., Baker, J., Buhrke, R., Knight, R., Sanchez Sosa, J.J., & Taylor, K. (2002). *Workgroup 5 Individual and Cultural Diversity*. Competencies Conference.
- Henry, L.L. (1995). *History. A summary report from the NASPAA Historical Project*, prepared for NASPAA's 25th Anniversary Conference, Austin, TX, Oct. 18-21, 1995. Retrieved April 22, 2004, from <http://www.naspaa.org/>.
- Hunkins, F.P. (1999). *Seminar in Curriculum: Theory and Practice*. University of Washington. Syllabi: Winter Quarter.
- Hollinger, D.A. (1992). *Postethnic America: Beyond multiculturalism*. New York, NY: Basic Books.
- Hopwood, N. (2004). Research design and methods of data collection and analysis: Researching students' conceptions in a multiple-method case study. *Journal of Geography in Higher Education*, 28(2), 347-353.

- Jamison, D. & O'Mara, J. (1991). *Managing workforce 2000: gaining the diversity advantage*. San Francisco, CA: Jossey-Bass.
- Judkins, B.M. & LaHurd, R.A. (1999). Building community from diversity: Addressing changing demographics of academia and society. *American Behavioral Scientist*, 42(5), 786-799.
- Kim, P.S. (1999). Globalization of human resource management: a cross-cultural perspective for the public sector. *Public Personnel Management*, 28(2). 227-241.
- Kingsley, D.J. (1944). *Representative bureaucracy: An interpretation of the British civil service*. Yellow Springs, Ohio: The Antioch Press.
- Krippendorff, K. (1980). *Content analysis: An introduction to its methodology*. Beverly Hills: Sage Publications.
- Krislov, S. (1974). *Representative bureaucracy*. Englewood Cliffs, NJ: Prentice-Hall.
- Leo, J. (2000). *Incorrect thoughts: Notes on our wayward culture*. Piscataway, New Jersey: Transaction.
- Library of Congress. (2005). *Japanese American Internment*. Retrieved April 13, 2005, from <http://memory.loc.gov/ammem/ndlpedu/features/timeline/depwwii/wwarii/japanam.html>.
- Lind, M. (1996). Mongrel America. *Transition*, 69, 194-208.
- Louisiana State University (2000). *Purpose of curriculum expansion*. Academic Affairs. Retrieved September 8, 2004, from http://aaweb.lsu.edu/pseminar/seminar/purpose_of_curriculum_expansion.htm.
- Mahajan, G. (2002). *The multicultural path: Issues of diversity and discrimination in democracy*. London: Sage Publications.
- Matthews, B.A., Baker, F. & Spillers, R.L., (2003). How true is true? Assessing socially desirable response bias. *Quality and Quantity*, 37(3), 327-336.
- Marini, Frank, (ed). 1971. *Toward a New Public Administration: The Minnowbrook Perspective*. Scranton, PA: Chandler.
- McCurdy, H.E. (1977). *Public administration: A synthesis*. Reading, Massachusetts: Cummings Publishing Company, Inc.
- McGregor, Jr., E.B. (1974). Social equity and the public service. *Public Administration Review*, 34(1), 18-29.

- Mills, J. & Newman, M. (2002). What are we teaching about gender issues in public affairs courses? *Journal of Public Affairs Education*, 8(2), 25-43.
- Mohapatra, M.K., McDowell, L.J. & Choudhary, E. (1993). *State administrators and workforce 2000: An empirical study of their attitudes towards developing a culturally diverse managerial workforce*. Paper presented at the 51st Annual Meeting of Midwest Political Science Association, Chicago, Il., April 15-17.
- Morgan, C.K. & Roberts, D. (2002). Herding cats? Obtaining staff support for curriculum change and implementation. Retrieved November 13, 2005, from http://www.csd.uwa.edu.au/iced2002/publication/Christopher_Morgan.pdf.
- Myers, Jr. S. L. (2002). Presidential address – analysis of race as policy analysis. *Journal of Policy Analysis and Management*, 21(2), 169-190.
- Myrdal, G. (1944). *An American dilemma: The Negro problem and modern democracy*. New York: Harper and Brothers.
- Nalbandian, J. (1990). Tenants of contemporary professionalism in local government. *Public Administration Review*, 1. 654-656.
- National Academy of Public Administration. (2000). *Standing Panel on Social Equity in Governance*. Retrieved June 5, 2004, from <http://www.napawash.org/>.
- National Academy of Public Administration (2005). Strategic Plan. Retrieved September 6, 2005, from http://www.napawash.org/about_academy/StrategicPlan2005.pdf.
- National Association of Schools of Public Affairs and Administration (NASPAA) (2004). Retrieved June 5, 2004, from http://www.naspaa.org/about_naspaa.asp.
- National Mental Health Information Center (2004). *Cultural competence in serving children and adolescents with mental health problems*. Retrieved May 6, 2004, from www.mentalhealth.org/publications/allpubs/CA-0015/default.asp.
- National Association of Social Workers (NASW). (2004). Retrieved July 5, 2004, from <http://www.naswdc.org/>.
- Navarro, V. & Shi, L. (2001). The political context of social inequalities and health. *Social Science and Medicine*, 52(3), 481-491.
- O'Brien, G.D. (1998). *All the essential half-truths about higher education*. Chicago, Illinois: The University of Chicago Press.
- Omi, M. & Winant, H. (1994). *Racial formation in the United States: From the 1960s to the 1990s*. New York: Routledge.

- Organization for Economic Co-Operation and Development. (2001). *Public sector leadership for the 21st century*. Paris, France: OECD Public Management Service.
- Page, A. (2000). Flag fight. Retrieved on November 22, 2005, from <http://www.pbs.org/newshour/extra/features/jan-june00/flag.html>.
- Pitts, D.W. & Wise, L.R. (2004). Diversity in professional schools: A case study of public affairs and law. *Journal of Public Affairs Education*, 10(2), 125-142.
- Posavac, E.J. & Carey, R.G. (2003). *Program evaluation: Methods and case studies, 6th edition*. New Jersey: Prentice Hall.
- Powell, R. (2001). *Straight talk: Growing as multicultural educators*. New York: Peter Lang.
- Pulera, D. (2002). *Visible differences: Why race will matter to Americans in the twenty-first century*. New York: Continuum.
- QSR International. (2002). *N6 reference guide*. Australia: QSR International Pty Ltd.
- Rhys-Wietecha, R. & Overstreet, S. (2005). *UAdiscusses... Cultural competency: It's more than an attitude! (DRAFT)*. Retrieved on November 14, 2005, from [http://diversity.arizona.edu/uadiscusses/CC%20Brief%20for%20UADiscusses%20%20%20USE-8%2015%2005%20\(2\).pdf](http://diversity.arizona.edu/uadiscusses/CC%20Brief%20for%20UADiscusses%20%20%20USE-8%2015%2005%20(2).pdf).
- Riccucci, N.M. (2002). *Managing diversity in public sector workforces: Essentials of public policy and administration*. Colorado: Westview Press.
- Rice, M.F. (1999). Assessment and commentary on Denhardt. *Public Administration & Management: An Interactive Journal*, 4(2), 293-298.
- Rice, M. F (2001). *The Need for Teaching Diversity and Representativeness in University Public Administration Education and Professional Public Service Training Programmes in Sub-Saharan Africa: Some Preliminary Thoughts and Observations on Civil Service Reform*. United Nations Expert Group Meeting on Managing Diversity in the Civil Service. United Nations Headquarters, New York, 3 - 4 May 2001.
- Rice, M.F. (2003). Organizational culture, social equity and diversity: Teaching public administration education in the post modern era. Bush School Working Paper # 314. Retrieved on November 20, 2005 from, <http://bush.tamu.edu/research/working%5Fpapers/mrice/teach-post-modern.pdf>.
- Rice, M.F. (2004). Organizational culture, social equity, and diversity: Teaching public administration education in the postmodern era. *Journal of Public Affairs Education*, 10(2), 143-154.

- Rice, M.F. (ed.) (2005). *Diversity and public administration: Theory, issues and perspectives*. Armonk, New York: M.E. Sharpe.
- Rice, M. F. (2005). A framework for understanding the need for cultural competency in public administration. Bush School Working Paper #578. Retrieved on November 20, 2005 from, www.bush.tamu.edu/research/working%5fpapers/mrice/Mitchell_Rice_Cultural_Compentency.pdf.
- Richardson, L. (1997). *Fields of play: Constructing a academic life*. New Brunswick, New Jersey: Rutgers University Press.
- Roberts, A. (2000). Book review: unmasking administrative evil. *International Public Management Journal*, 2(2), 393-398.
- Robinson, R.K., McClure Franklin, G. & Terpstra, D.E. (1994). Diversity in the 90s: avoid conflict with EEO laws. *HR Focus*, 71(1), 9.
- Roeder, P.W. & Whitaker, G. (1993). Education for the public service: policy analysis and administration in the MPA core curriculum. *Administration & Society*, 24(4), 512-541.
- Rohr, J.A. (1989). *Ethics for bureaucrats: An essay on law and values*. New York: Marcel Dekker.
- Rychen, D.S. & Salganik, L.H. (eds.) (2001). *Defining and selecting key competencies*. Seattle: Hogrefe & Huber Publishers.
- Sanders, W.B. (1974). *The sociologist as detective: An introduction to research methods*. New York: Praeger Publishers.
- Selden, S.C. (1997). *The promise of representative bureaucracy*. Armonk, New York: M.E. Sharpe.
- Selden, S.C. & Selden, F. (2001). Rethinking diversity in public organization for the 21st century: Moving towards a multicultural model. *Administration and Society*, 33(3), 303-329.
- Schafritz, J.M. & Russell, E.W. (1997). *Introducing public administration*. New York: Addison Wesley Longman, Inc.
- Smedley, B.D., Stith, A.Y. & Nelson, A.R. (eds.), (2003). *Unequal treatment: Confronting racial and ethnic disparities in health care*. Institute of Medicine. Washington, D.C.: National Academy Press.
- Soni, V. (2000). A twenty-first-century reception for diversity in the public sector: A case study. *Public Administration Review*, 60(5), 395-426.

- Stafford, W.W. (1999). Bringing historically marginalized groups of color into the study of the administrative state. *Journal of Public Affairs Education*, 5, 327-334.
- Stanfield II, J.H. & Dennis, R. M. (1993). *Race and Ethnicity in Research Methods*. Newbury Park, California: Sage Publications.
- St. Clair, R. (2001). *Cracking the code: Problems and possibilities of curriculum analysis in adult education*. Adult Education Research Conference, Michigan State University.
- Svara, J. H. & Brunet, J. R. (2004). Filling in the skeletal pillar: Addressing social equity in introductory courses in public administration. *Journal of Public Affairs Education*, 10(2), 99-110.
- Swanson, C.B. (2004). *Who graduates? who doesn't?: a statistical portrait of public high school graduation, class of 2001*. Washington D.C.: The Urban Institute.
- Teacher Education Accreditation Council. (2004). *TEAC accreditation process overview*. Retrieved August 5, 2004, from <http://www.teac.org/accreditation/index.asp>.
- U.S. Department of Labor (2004). *Bureau of Labor Statistics*. Retrieved September 10, 2003, from <http://www.bls.gov/>.
- U.S. News and World Report (2006). *America's best graduate schools 2006*. Retrieved September 21, 2005 from http://www.usnews.com/usnews/edu/grad/rankings/pub/brief/pad_brief.php.
- Utah Valley State College. (2004). *Case studies: ethics of education*. Retrieved August 20, 2004, from <http://uvsc.edu/ethics/curriculum/education>.
- Van Deburg, W.L. (1997). *Modern black nationalism: From Marcus Garvey to Louis Farrakhan*. New York: New York University Press.
- Weber, R.B. (1990). *Basic content analysis, 2nd edition*. Newbury Park: Sage Publications.
- Webster, Y.O. (1997). *Against the multicultural agenda: A critical thinking alternative*. Westport, Connecticut: Praeger.
- Weech-Maldonado, R. (2002). Racial/ethnic diversity management and cultural competency: the case of Pennsylvania hospitals. *Journal of Healthcare Management*, 47(2), 111-126.
- Welch, Cleckley, & McClure (eds.) (1997). *Strategies for promoting pluralism in education and the workplace*. Westport, Connecticut: Praeger Publishers.
- White, S. (2004). Multicultural MPA curriculum: Are we preparing culturally competent public administrators? *Journal of Public Affairs Education*, 10(2), 111-123.

Wikipedia. (2005). *Abu Ghraib torture and prisoner abuse*. Retrieved April 13, 2005, from http://en.wikipedia.org/wiki/Abu_Ghraib_prisoner_abuse.

Wise, L.R. (1990). Social equity in civil service systems. *Public Administration Review*, 50(5), 567-575.

Wooldridge, B. (1998). Protecting equity while reinventing government: Strategies for achieving a “fair” distribution of the costs and benefits of the public sector. *Journal of Public Management and Social Policy*, 4(1), 67-80.

Wooldridge, B., Smith-Mason, J. & Maddox, B.C. (2005). Increased diversity of the workforce: opportunities for research in public and nonprofit organizations. In Rice, M.F. (ed.), *Diversity and public administration: theory, issues and perspectives* (45-65). Armonk, New York: M.E. Sharpe.

SUSAN WHITE PERRY, MSW

EDUCATION

Doctor of Philosophy, Public Administration and Public Affairs, December 2005
Center for Public Administration and Policy, Virginia Polytechnic Institute and State University (Virginia Tech), Blacksburg, VA,

Dissertation: Social Equity for the Long Haul: Preparing Culturally Competent Public Administrators
Advisor: Susan T. Gooden, Ph.D., Wilder School of Government and Public Affairs Virginia Commonwealth University

Certificate, Race and Social Policy, May 2004
Race and Social Policy Research Center
Virginia Polytechnic Institute and State University (Virginia Tech), Blacksburg, VA

Master of Social Work, May 2001
Radford University, Radford VA

Bachelor of Science, Psychology/Sociology, May 1998
Virginia Polytechnic Institute and State University (Virginia Tech), Blacksburg, VA

ACADEMIC/TEACHING EXPERIENCE

Adjunct Instructor

Old Dominion University, Human Services Department, Norfolk, VA
Spring 2005 – Present

- Courses taught:
- HMSV 468: Internship in Human Service Counseling (Spring 2005, Fall 2005)
- HMSV 444: Psychoeducational Groups (Summer 2005)
- HMSV 341: Introduction to Human Services
- Used various methods of instruction including lecture, role playing, ethical scenarios, group exercises

RELATED EMPLOYMENT

Research Associate

Institute for Policy Outreach (IPO), Virginia Tech, Virginia Beach, VA
December 2003 – January 2005

- Research the Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) programs
- Investigate current in-state and out-of-state SSI advocacy programs for the purpose of making recommendations to Virginia Department of Social Services (VDSS) for implementation of a statewide program
- Conduct site visits and telephone interviews to discuss current SSI advocacy programs
- Develop “best practices” models for statewide implementation
- Investigate methods of serving disabled TANF recipients to assist them in leaving the welfare rolls

- Provide in-depth analysis of findings to VDSS in three reports

Employer Liaison and Graduate Research Associate

Race and Social Policy Research Center (RSP), Virginia Tech, Blacksburg, VA

Partners for Self-Sufficiency (PSS)

July 2001 – December 2003

- Established and maintained working relationships with local employers to promote the hiring of social service clients
- Expanded local employer network through employer visits, luncheons, job fairs, and active involvement in local Society of Human Resource Managers and Employer Network meetings
- Established a rapport between Employment Service Organizations (Manpower, Bright Services, Adecco, etc.) and Partners for Self-Sufficiency (PSS) to promote use of agency programs and services
- Conferred with employers participating in PSS Internship programs to resolve problems, such as employer complaints, and alternative employer actions for recruiting qualified applicants
- Answered employer questions concerning PSS programs or services available
- Researched and compiled weekly job openings
- Monthly DSS case file reviews for state reporting requirements
- Completed mid-term and end-of-year report for the state's Hard-to-Serve grant reporting requirements.
- Served as the facilitator for the Job Fair Planning Committee
- Coordinated the First Annual New River Valley Job Fair Expo

MSW Intern

Radford Department of Social Services, Radford, VA

August 2000 – May 2001

- Operated the Emergency Services program and counseled individuals on a one-to-one basis in order to help them problem-solve during crisis
- Investigated CPS complaints
- Advocated within the community for clients in crisis by debating policy and reaching mutual solutions
- Assisted with custody studies that included home inspections, reference checks, interviews, and making recommendations to the court
- Trained new interns to run the Emergency Services program

Supervisor, Phone Interviewer, and Data Entry

Virginia Tech Center for Survey Research, Virginia Tech, Blacksburg, VA

January 1996 – May 1998, September 1999 to August 2001

- Supervised 35 interviewers
- Conducted phone interviews, gathering research for various surveys established by the center and outside clients
- Complied and entered data into computer for the purpose of running reports and obtaining survey results
- Managed large mail surveys and performed data entry for completed surveys

Education Outreach Specialist

Total Action Against Poverty, Roanoke, VA

August 1999 – May 2000

- Developed and implemented program that assisted youth dropouts in re-entering some form of education

- Creation of mission statement and policies that were used to guide and run the new program
- Maintained and updated confidential records while working with the public school system
- Counseled youth and their families to help them reach their own goals and potential
- Maintained and updated database for the purpose of running monthly reports.

Eligibly Worker I

Norfolk Department of Social Services, Norfolk, VA

November 1998 – August 1999

- Interviewed customers to determine initial and continued eligibility for programs
- Interacted and established working relationships with customers, agencies, and other employees
- Read, interpreted, and explained rules, responsibilities, and eligibility for programs both orally and in writing. Made decisions based on these policies
- Gained extensive training and knowledge of public assistance programs and community services
- Maintained records, planned and organized work to handle customer caseload within time standards established by the state and local policy
- Computation of correct amount of assistance using math skills as well as state and local software programs on a personal computer

Parent Interviewer

The Planning Council, Norfolk, VA

May 1998 – November 1998

- Informed eligible customers of all the meaningful components of day care and assisted them in making an informed choice as to type and vendor
- Provided clients with educational information about monitoring the quality of their day care choice and the progress of their child or children in the day care setting
- Maintained an accurate and up-to-date database of over 2,000 daycare providers (IRIS)
- Interviewed parents to complete intake form and procedures
- Completed invoices, resolved invoice problems, and verified the accuracy of submitted invoices

PUBLICATIONS

White, S. (2004). *Multicultural MPA Curriculum: Are We Preparing Culturally Competent Public Administrators?* *Journal of Public Affairs Education*, 10(2), 111-123.

CONFERENCE PRESENTATIONS

Who is Teaching Managing Diversity in Public Administration? Are MPA Students Culturally Competent? National Association of Schools of Public Affairs and Administration (NASPAA), Annual Conference, October 2003, Pittsburgh, PA.

Multicultural MPA Curriculum: Managing Diversity in Public Administration - Are we Culturally Competent? National Teaching Public Administration, 26th Annual Conference, February 2003, Dayton, OH.

Connecting the DOTS: Interagency Collaboration, Civic Participation, and Organizational Learning in State Departments of Transportation (with Nakeina Douglas and Jan Rabin)
American Society for Public Administrators, 64th National Conference, March 2003,
Washington, D.C.

PROFESSIONAL PRESENTATIONS AND INVITED LECTURES

Who is Teaching Managing Diversity in Public Administration? Are MPA Students Culturally Competent?

Race and Social Policy Research Center Biannual Executive Board Meeting
October 2003, Blacksburg, VA

Multicultural MPA Curriculum: Managing Diversity in Public Administration - Are we Culturally Competent?

Center for Public Administration and Policy, High Table Diversity Session
March 2003, Blacksburg, VA

Multicultural MPA Curriculum: Managing Diversity in Public Administration - Are we Culturally Competent? Race and Social Policy Research Center, Professional Presentation
December 2002, Blacksburg, VA

RESEARCH INTEREST

Cultural competency and multicultural education
Race and public policy
Race and social policy development
Diversity issues in education
Child welfare
Welfare reform
Social welfare policy and hard to serve populations

PROFESSIONAL MEMBERSHIPS

American Society for Public Administration
Association of Black Social Workers
Association of Public Policy Analysis and Management
National Association of Social Workers
National Forum of Black Public Administrators
Phi Alpha National Social Work Society