

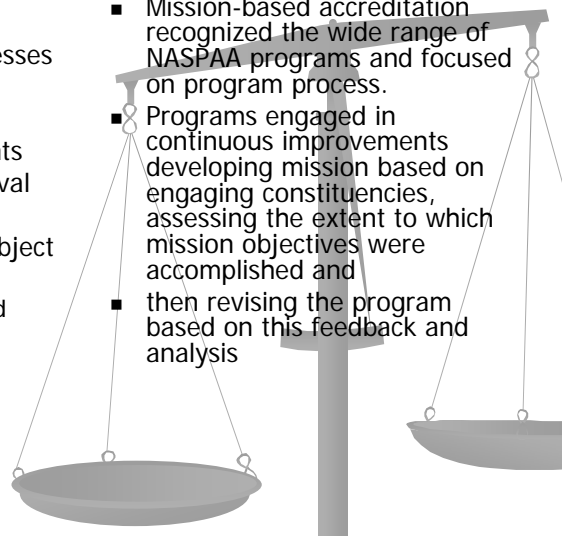
Cultural Competencies: Traditional Methods, Processes and Teaching are Incompatible with Present Constructs and Realities

- NASPAA 2007 Annual Conference
Seattle, Washington
 - October 11-13
 - Presented by
 - Audrey L. Mathews, DPA
- Professor, Department of Public Administration, Emeritus
 - California State University, San Bernardino



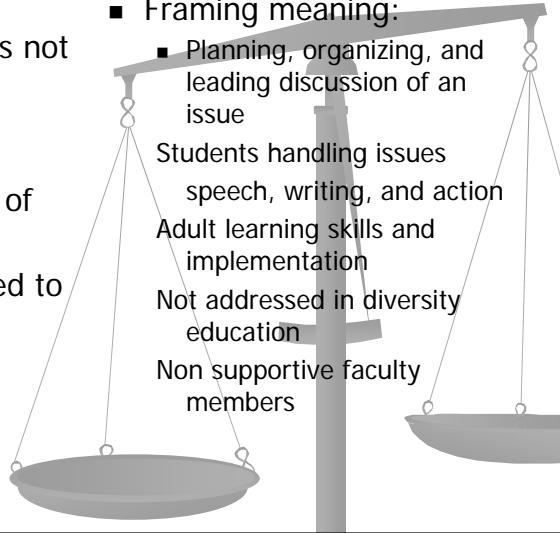
University Culture And Accreditation Processes

- Bureaucratic
- Territorial
- Curriculum Change Processes
 - College committee
 - University Committee
 - Negotiated agreements
 - Faculty Senate approval
 - Marketing the Class
 - Uncomfortable subject
 - Avoid
 - Impact of university and faculty senate practices
 - Integration into the university's curriculum
- Mission-based accreditation recognized the wide range of NASPAA programs and focused on program process.
- Programs engaged in continuous improvements developing mission based on engaging constituencies, assessing the extent to which mission objectives were accomplished and then revising the program based on this feedback and analysis



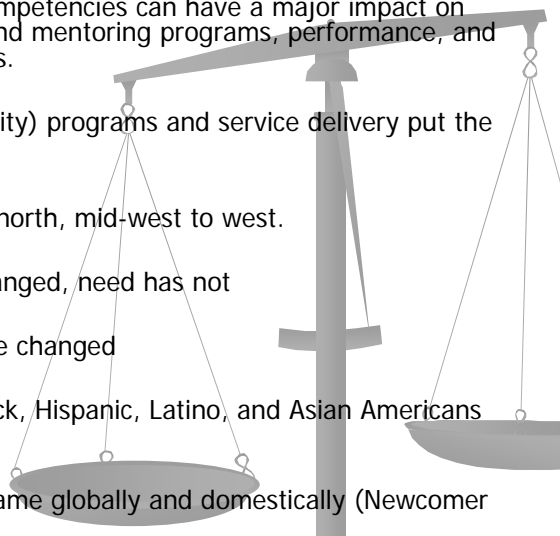
University Culture - Faculty

- Diversity and cultural competencies seen as not germane to the field (Hewin-Maroney and Williams; Rice 2007; Mathews 1999) Lack of interest
- Inadequately prepared to talk knowledgeable
- Framing meaning:
 - Planning, organizing, and leading discussion of an issue
 - Students handling issues
 - speech, writing, and action
 - Adult learning skills and implementation
 - Not addressed in diversity education
 - Non supportive faculty members



Introducing New and Innovative Concepts

- Knowledge of cultural competencies can have a major impact on organizations' training and mentoring programs, performance, and service delivery outcomes.
- 1933 initiated social (equity) programs and service delivery put the county back to work
- Mass migration south to north, mid-west to west.
- Program names have changed, need has not
- Populations serviced have changed
- Proportions of white, black, Hispanic, Latino, and Asian Americans have changed
- Challenge basically the same globally and domestically (Newcomer 2007)



Transition From Affirmative Action to Diversity Management to Cultural Competencies

- New shoe-structural shifts create a need for new policies.
- Civil rights
 - Affirmative action
- Laws passed to accommodate
 - Voting Rights Act
 - Title 1 ESEA
 - Human Rights (social equity)
- Diversity Management
 - Organizational structure
 - Learning Organizations
 - Communication
 - Group Interaction
 - Leadership
 - Diversity Adoption Plan

Broad Based Public Administration Curriculum did not adapt to the needs of the changing demographics.

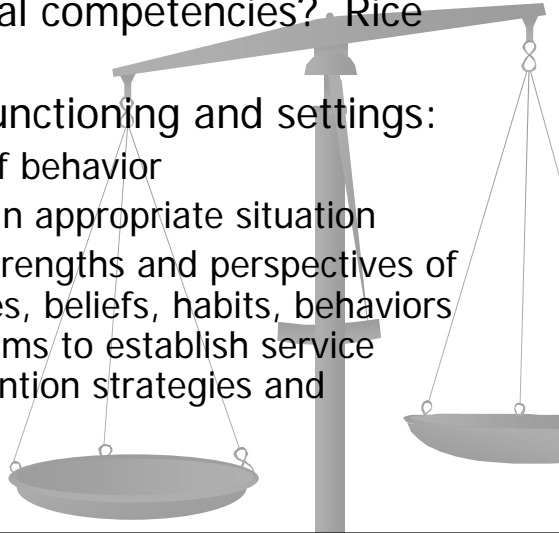
- One size does not fit all
- Flexibility
- Critical thinking
- Innovation and creativity in service delivery is missing
- No change in service delivery methodology
- Same issues – new people.
- Where did we go wrong.
- Social equity programs and laws – are not working ? Rice 2007, Social Equity Committee

Transition From Affirmative Action to Diversity Management to Cultural Competencies

- If education is lacking in competency and diversity issues, then the ability to deliver responsive public service may be in doubt (Hewins-Maroney and Williams 2007)
- Diversity education fosters self reflection, personal development, greater intellectual and social self confidence, critical thinking and problem solving.
- Greater acceptance and openness to racial and cultural change

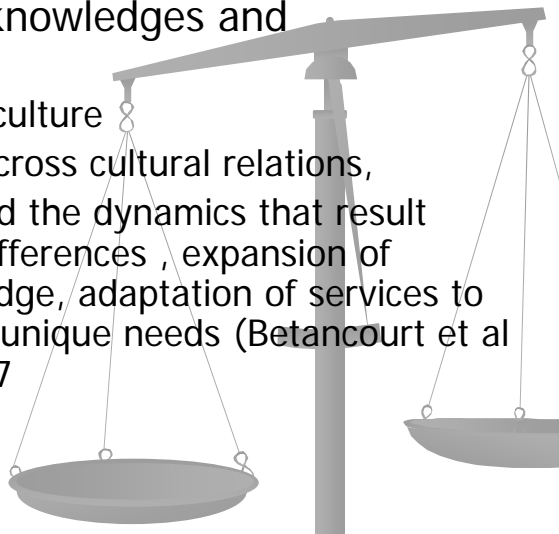
Transition From Affirmative Action to Diversity Management to Cultural Competencies

- What are cultural competencies? Rice 2007
- Cross cultural functioning and settings:
 - New patterns of behavior
 - Applying them in appropriate situation
 - Builds on the strengths and perspectives of minority cultures, beliefs, habits, behaviors and value systems to establish service delivery intervention strategies and approaches.



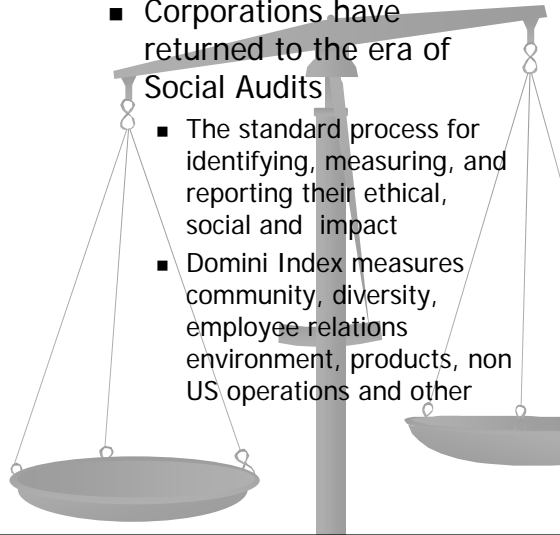
Cultural Competency, Public Administration, and Public Service Delivery

- System that acknowledges and incorporates
 - Importance of culture
 - Assessment of cross cultural relations,
 - Vigilance toward the dynamics that result from cultural differences , expansion of cultural knowledge, adaptation of services to meet culturally unique needs (Betancourt et al 2003; Rice 2007)



Agencies and Corporations

- Agencies adapting
 - Self assessment tools
 - New York
 - Oregon
 - New Jersey
 - California
 - Washington State
- Corporations have returned to the era of Social Audits
 - The standard process for identifying, measuring, and reporting their ethical, social and impact
 - Domini Index measures community, diversity, employee relations environment, products, non US operations and other



Musings

- Teaching to the cross cultural competencies is imperative.
 - 250 NASPAA programs are training our next generation of public administrators.
 - NAPA's work in social equity clearly indicates that we have major failures in service delivery, because we do not understand the needs of the stakeholders
 - NASPAA needs to broaden its inclusion of diversity in the standards
 - Modules in HR classes does is it? not cut it.
 - Add-ons to core curriculum is not an option or is it
 - Trade-offs
 - Incorporate cross cultural competency group exercises into each core course
 - Incorporation of this issues into program evaluations, tenure and promotion performance measures
 - NASPAA's mission statement as printed on the back cover of JPAE does not mention diversity, so how can we hold programs to a standard that we do not meet in the mission statement of our journal. Omission?
 - If we are going to talk the talk, then we have to walk the walk !!

